

The Power of Why

Those three little letters, W H Y, have immense power. They turn arguments into understanding. They open closed minds. They are a child's natural starting point.

Watch this!

Play *What Shall We do with the Angry Monster?*

- In this film, the monster is destroying the villagers' house. They are scared of it, but don't know what to do.



Talk about it!

	This story is done without any dialogue. Did the students understand it? Ask them!	How can the students relate this film to their own lives? Ask them!
Emotions	<ul style="list-style-type: none"> • Why do you think the villagers were scared? (Huge monster was roaring) • What did the Angry Monster keep doing? (Destroying their house) 	<ul style="list-style-type: none"> • Tell us about a time when you were scared of something. • Why were you scared?
Reasoning	<ul style="list-style-type: none"> • Why was the Monster angry? (Hat stuck in his bottom) • Was he angry or was he upset? (He was upset and hurt) 	<ul style="list-style-type: none"> • Tell us about a time you were grumpy or in a bad mood. • When you're feeling grumpy, are you ever mean to other people around you?
Actions	<ul style="list-style-type: none"> • Did the villagers try to help the monster? (Yes and no) • What did they do to the monster? (Hit him with a tree, gave him flowers, tickled him) 	<ul style="list-style-type: none"> • Do you need help with things sometimes? • Have you ever helped anyone else with something they could do on their own?

Try this!

This film was done without using any words! Yet everyone around the world can understand this film because we communicate so much through our nonverbal behavior. This means that we do things with our face and body to show our feelings and ideas.

How did they feel?

This film had no dialogue or words! Skip to the different time points in the film and ask the children how the characters felt.

Time	Action	Ask the children
0:32	Villagers Smiling	How do they villagers feel? How do you know?
0:52	Villagers Mouths are open	How do the villagers feel? How do you know?
0:57	Monster with steam out of ears	How does the monster feel? How can you tell?
1:42	Blue villager with fist up	How does the blue villager feel? How do you know?
4:00	Blue villager touching his head	How does the blue villager feel? How do you know?
4:05	Monster is yellow	How does the monster feel? How can you tell?

Act it out!

This film had no words! But if the characters could speak, what would they say?

- Choose 4 students to play the different characters. Have the students pretend to be the characters but instruct them to use words to convey the story.
- Do this a number of times until all of the students have had a turn.
- Ask the students, which way was better to tell the story? With words? Without Words? Were they both equally effective? Why?
- Was it easier to understand WHY the monster was upset when they could ask him with words?

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Talk about it!

	What was their perception? Ask your students:	How can they relate this film to their own lives? Ask them!
Emotions	<ul style="list-style-type: none"> • What did you think of the monster at the beginning of the film? • What did you think of the monster at the end of the film? 	<ul style="list-style-type: none"> • Tell us about a time when you were upset with someone and it turned out to be a misunderstanding.
Reasoning	<ul style="list-style-type: none"> • How did knowing WHY the monster was upset change the villagers' decision of what to do? • How did knowing WHY the monster was upset change your perception of him? 	<ul style="list-style-type: none"> • How did you feel once you understood WHY the other person did the thing that they did? • How would you feel if you never found out the WHY behind their actions?
Actions	<ul style="list-style-type: none"> • What was the villagers' first instinct on how to handle the situation? (Hit him with a tree) Was this effective? • What other things did they try? (Gave him flowers, tickled him) • Were these more, less, or equally effective than hitting him with a tree? • How did the monster's response change with these 3 approaches? 	<ul style="list-style-type: none"> • What have you tried in the past when you felt angry or upset with someone? • What can you do in the future when you feel angry or upset with someone?

Try this!

- Distribute plain white paper and some coloring/drawing supplies.
- Ask students to draw a picture of the character that they felt had the biggest impact in resolving the situation.
- Ask students to share their drawings and explain why they chose each character.
- Collect the data of their responses and draw a simple bar chart (see example below):



- Ask students to consider the impact that each character played on the situation:

Yellow Villager	Blue Villager	Green Villager	Monster
He found the hat stuck in the monster's bottom.	He was the first who tried to do something about the monster, rather than simply hiding.	He tried to do something nice for the monster.	He didn't leave after he got feedback that he was unwanted.

- After considering this and hearing the other students' reasons of WHY, would they change their mind as to the most impactful character? Which would it be and why?
- Collect the data and draw another simple bar chart:



- Compare bar charts and consider how knowing WHY changed their perceptions.

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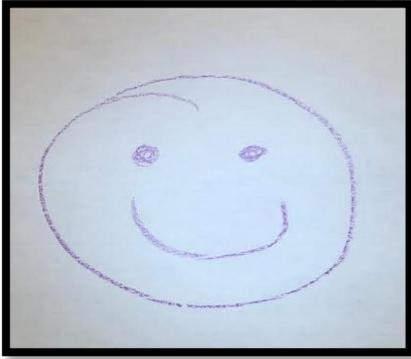
Talk about it!

	This story is done without any dialogue. Did your child understand it? Ask him/her!	How can your child relate this film to their own lives? Ask him/her!
Emotions	<ul style="list-style-type: none"> Why do you think the villagers were scared? (Huge monster was roaring) What did the Angry Monster keep doing? (Destroying their house) 	<ul style="list-style-type: none"> Remind your child of a time when they were scared. Ask them to talk about it. What were you scared of?
Reasoning	<ul style="list-style-type: none"> Why was the Monster angry? (Hat stuck in his bottom) Was he angry or was he upset? (He was upset and hurt) 	<ul style="list-style-type: none"> Remind your child of a time that they felt angry. Did you ever feel so angry that you hurt someone else without meaning to?
Actions	<ul style="list-style-type: none"> Did the villagers try to help the monster? (Yes and no) What did they do to the monster? (Hit him with a tree, gave him flowers, tickled him) 	<ul style="list-style-type: none"> What can you do with your scared or angry feelings? Have you ever helped anyone else who was scared or angry? What did you do?

Try this!

Draw it!

- Pull out some paper and crayons or drawing materials.
- Ask your child to think of a feeling word. Help him/her if needed. Some good ones are: happy, sad, angry, or scared.
- Choose a feeling word and both of you draw a picture of a face that shows that feeling.



- Point out how you can tell each of the drawings are feeling that way (big eyes, frown, smile, open round mouth, slanted eyebrows showing anger, etc.).

Act it out!

- Tell your child that you are going to choose a feeling word and they have to guess what it is based on your face.
- How many did they get right?
- Now it's your turn! Have your child choose a feeling word and act it out.
- Could you tell what they were feeling?