

## **The Best Partner**

with *Anne of Green Gables: The Animated Series*

Based on the episode “The Best Partner”

A fun and educational tool for children –

Designed for parents and teachers.

Includes: videotape, parent/teacher guide and reproducible materials

### **Example 1-hour Workshop for “Anne of Green Gables: The Animated Series”**

#### **Goals for the workshop:**

Learn social and emotional skills

Learn problem solving skills

Become aware of the difficulties those with physical disabilities face

**Theme:** Acceptance of others

#### **Episode Summary:**

When Mr. Gresham’s nephew Ben visits Avonlea, all the kids are excited about his arrival—especially as it coincides with a sports day. To their surprise, Ben arrives on crutches; polio has left him paralyzed. With empathy and creativity shown on both sides, the children learn to fully welcome Ben into the group – and the games – as a valuable partner.

#### **Learning Objective:**

Empathy requires practice, exploration and modeling. Learning to put oneself in someone else’s shoes will help strengthen social and emotional skills.

#### **Materials Needed:**

- Anne of Green Gables: The Animated Series Video Tape
- Books
- Activity Supplies

#### **Introduction:**

Introduce yourself to the group. Include your background and a brief summary of what you will be discussing including goals for the workshop.

#### **For Example:**

- Introduce the kits (tape, book and theme book)
- Explain that the workshop deals with the theme of acceptance of others and the target audience for the program is children ages 4-8 years old.

- Note: It is important to remember the ages of the children involved when you are designing your workshop or activity. Older children will respond better to longer clips than younger children will.

## **BEFORE VIEWING**

### **A) Warm-up activity**

- the concept “physical disability”

Suggestion → the teacher asks the students to close their eyes for a few seconds and then to open them, the teacher asks them what they would miss or find difficult if they were blind

the teacher asks the students to cover their ears with both hands, s/he mouths words (voiceless), the teacher asks them what they would miss or find difficult if they were deaf

the teacher asks the students to get up and walk a few paces and then to return to their seats, the teacher asks them what they would miss or find difficult if they were unable to stand and walk

s/he writes in large letters on the board “physical disability”

### **B) Discussion Topics**

-Do you know anyone who is physically disabled? Tell his/her story. . .was s/he born disabled or was it the result of an illness/accident? How does the individual deal with the situation? How is the individual with a physical disability like you?

-What do you know about the Olympics? (The teacher can supply basic information about the games.) Would physically disabled people be able to participate? Why or why not? (The teacher can tell the class about the Special Olympics for the Disabled.)

-Role playing – in pairs, one student pretends to be blind and the other helps him/her to a specific spot in the classroom, switch and pretend now that one student is unable to walk without assistance and the other helps him/her to a specific spot in the classroom

### **C) Presentation of New Vocabulary (“Words That Start With C” as appropriate for the age and language level of the children)**

-Have the students divide a page in their notebooks into quarters and in each quarter, copy from the board one of the following words: **cast** **crutches** **cane** **cure**. Below each word, draw a simple sketch to illustrate or represent what the word means. The teacher will provide models on the board.

## **NOW VIEW**

### **View the “Anne of Green Gables: The Animated Series” episode “The Best Partner.”**

The workshop can be run in a variety of ways. You can show the whole episode of “The Best Partner” or break the episode into smaller segments.

Suggestion → stop the clip at 17:22 and have the students name each of the characters that has a physical ailment that will make participating in the games challenging. The characters’ names could be on the board to help the students remember.

Correct answers

Diana – cast because her toe is injured and swollen

Felicity – sore hand from landing incorrectly while doing the long jump

Lloyd – bandaged hands from poison ivy

## **AFTER VIEWING**

### **Discussion (either in the large group or smaller groups)**

-Why is Ben in a wheelchair? What is a wheelchair? Ben is in a wheelchair, but he still participates in the games. How?

-What are some things that Ben is able to do that the others cannot do?

-What is a rainbow? What does Anne want to do with the rainbow? Would you like to do that? Why?/Why not?

-What is the funniest moment of the episode in your opinion?

-Which games activity looks the most fun – list on the board and have students stand up as you point to the one that they would like to do the most → for example, the wheelbarrow race with the balls, the egg and spoon race, the three-legged race, the hay wreath toss, the 2-seater bike race?

-Why is important not to judge others based on outward appearances?

### **DO ACTIVITY:**

**The length of time for the activities varies. Older children will spend more time with activities than younger children will.**

**Sample Activities: (construction paper/bristol board, markers/coloured pencils, scissors, ribbon optional)**

Write each student’s name on a small slip of paper and put in a bag. Students select a name and keep it a secret. They create a “winner’s medal” for the person whose name they selected.

To create medals: Cut out circles from pieces of construction paper/bristol board. Decorate the cardboard with the person’s name and pictures. Students could add one “quality” word or phrase -- for example, A GOOD FRIEND or KIND or FUNNY. Poke hole through the top-center of the circle. Pull a piece of ribbon through the hole and your

medal is now complete to give to your friend. Everyone has a medal, because everyone is a winner! \*If students do not have access to the supplies listed, have them draw a medal on a regular piece of paper and give it to their partner.

### **Organize a Sports Day**

Gather all your friends together and organize your very own sports day. You can have events such as the egg and spoon race, water balloon toss and the three-legged race. You can also make medals out of cardboard to give to the winners.

For your sports day events, create medals that the winners can pick after completing each game. Instead of having gold, silver and bronze medals, why not try having medals for “Best Team Player” or “Loudest Cheerer”.