



## TeleKETICS Presents A DIMENSION Film

to explore the Christian experience  
in religious education and worship

### TEACHING GUIDE

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The theological problem today is to find the art of drawing religion out of man, not pumping it into him. The redemption has happened. The Holy Spirit is in man. The art is to help men become what they are.

KARL RAHNER

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### STORYLINE / PERSPECTIVE

PAPER DRIVE is an open ended film designed to give practice in decision making. The story is unfinished. It stops with a dilemma which has several possible solutions which demand a choice. The goal is not to settle upon A solution. Rather, it is to help children explore the many ways in which people may respond to the same situation. In such explorations, children gradually grow in their ability to ANTICIPATE consequences, in their SENSITIVITY to feelings in self and in others, and in their skill in generating reasonable alternatives.



In using films like these, the teacher's role is quite different from the conventional one. He or she involves the children, and then acts as a non-judgmental moderator, facilitating exploration of the children's ideas. (Each child's proposal, even an anti-social one, is accepted as worthy of examination.) The teacher ENCOURAGES inter-action among the pupils and trusts them to discover — in action — the consequences of the different choices they make and TO DRAW THEIR OWN CONCLUSIONS as to what is a good or poor solution to the human problem involved.

As PAPER DRIVE opens, Miss Hendry's 6th grade class is working very hard to win the All-City Paper Drive. Their prize would be a free day at Riverdale Amusement Park, including all the rides and food they can stomach. Some of the kids have never been to an amusement park.

The day before the drive ends, Miss Hendry discovers to her horror that Andy, Sue and Pete have been weighting their bales with scrap metal. The cheating has been going on for three days, and there may be more students involved.

Miss Hendry hesitates — if she forces her class to withdraw on the last day of the contest, the cheating will become public knowledge, shaming the students and damaging her reputation. She decides to keep the secret in hopes the class will lose; then she could discipline them in private.

But they win. Miss Hendry orders them to write a letter of public apology, conceding the prize to the second place Wilson School. They protest: "But the Wilson class was cheating too! If you make us confess, you'll help them to win by cheating."



## THEOLOGICAL ORIENTATION

The question of cheating is one of the most common moral issues with which children have to tangle. It is not abstract or far away; in fact, it may be that it is such a constant temptation because we structure into children's lives so many competitive situations and we place such tremendous value on success. The resolution of the problem of cheating is not as simple as it first looks, especially when the cheating is on a group level such as it is in this film: If another group cheats, can we cheat to even out the odds? If I know about cheating, is it worse for me to be "disloyal" and "tell", or to let the cheating go on? Is it all right to cheat if it is for a good enough reason, such as to help someone else out? What does cheating have to do with stealing, lying, coveting, respect for authority (7th, 8th, 10th, and 4th commandments)? If we did cheat and we're sorry for it, what should we DO about it? What effect will WHAT WE DO ABOUT IT have on others?



Questions like these are best dealt with, not by reading off dictums from an authority, but by trying to enter into a situation and to struggle with it, trying to determine the most human course of action, looking at the alternatives and the consequences of each response to the situation. The more we do this, the more practice we are getting in making values our own, something we cherish and live by, not merely something we repeat verbally but deny in action. Anyone involved in the moral formation of children has probably already experienced this: we cannot "tell" moral principles "at" someone and expect them to become the foundation of his action. We must lead people to discover and claim for themselves the moral values which they are really going to live by.

## PROCEDURE ONE

(For Young Audiences)

### BEFORE VIEWING FILM

1. You may approach showing the film with a warm-up question such as: "Have you ever been in a game or contest where you wanted to win very badly?" (Your purpose is to get enough response from members of the listening group to make them realize that many, perhaps most, of them have faced such a problem. Further, you are sympathetic and want to help.) Then tell them that the film they are about to see is about some people who faced this kind of problem. Let them know that the film is unfinished and that you will want them to work out an ending afterward. Suggest that some of them may want to act out ways in which the problem could be solved.

This last point is important. It involves the observing group. Their attention is sharpened. They will identify themselves with the story characters.

SHOW FILM.

2. Set the climate for exploration by asking:

- What happened in the film?
- What do you think the children will do?
- What do you think their teacher will do?

3. Role Play.

Select several groups of students to role play various possible endings to the film. After each, discuss:

- How do the members of the class feel?
- How does Miss Hendry feel?
- Could this REALLY happen?
- What will happen now?
- Are there other ways this situation could end?

### Discussion Questions

- Why do you think Miss Hendry kept the secret of the cheating until after the contest was over? What else could she have done?
- Suppose you suspect another person is cheating, but you aren't quite sure. How can you protect yourself?
- Are all the children guilty?
- If the other school was cheating, what should Miss Hendry's class do about them?
- Finally, Miss Hendry confronts her class with orders to withdraw from the contest and write a public letter. What do you think of this way of handling the situation? Can you think of other ways?
- Suppose you were another class in the school — perhaps the seventh grade. How would you react to a class that cheated? Do you think that sometimes good people get carried away by wanting to succeed and do something wrong? Maybe you remember some



times in your own life when this has happened. How can you be a help to other people when they have made mistakes or done something that seems to be wrong?

- One student explained that he thought they ought to take the prize because some other kids had never had a chance to go to the amusement park. What do you think about cheating for a “good cause”?

## PROCEDURE TWO

(For Parents and Teachers)

### BEFORE VIEWING FILM

1. Pass copies of the following. Ask each person to check the items which show how he or she would most likely respond in each situation. Encourage them to be very candid; the papers will not be collected.

- Your class has ordered books from a book club. You had quickly checked the money enclosed against the number of books ordered as each student handed you his order after lunch. Then you had put the money and the orders in a big envelope in the top drawer of your desk. At night as you went to tally up the whole order, you are two and a half dollars short. Would you:

- Add the extra money in from your own pocket?
- Question each child who had been near your desk while you were in another part of the room?
- Assume that you had checked the orders incorrectly when given them and have each child write his order out again, stating how much money he had enclosed?
- Question the class about possible theft, leaving an opportunity for someone to return the money anonymously?
- Discuss the problem with the class, asking them to come up with a course of action?
- Contact the principal?
- Other \_\_\_\_\_

● The sixth and seventh grade in your school are engaged in a competitive subscription drive for the local diocesan newspaper. The prize is a free day from school. You are the seventh grade teacher. Every day the results are broadcast over the p.a. system and you know that since the second week of the three week drive, the sixth grade effort has dwindled and the seventh is far ahead. A neighbor tells you that her niece, a sixth grader at the school, told her there was a group of seventh grade boys who had formed a gang which promised to beat up any sixth grade boy who brought in a subscription. Would you:

- Disqualify the seventh grade from the contest?
- Talk to the niece and, if she denies saying that, assume that everything is all right?
- Confront the seventh grade with the accusation?
- Consider the matter outside your area of responsibility and let things go as they are?
- Talk privately to the boys you consider leaders in the class and tell them to see to it that if this is going on, it stops immediately?
- Turn the matter over to the principal?
- Other \_\_\_\_\_

2. Before showing the film, ask if any of the group would care to share their responses, and/or to comment on the situations involved.
3. Introduce the film as a way of exploring a similar situation.

#### SHOW FILM.

#### 4. Discussion Questions

- Should Miss Hendry tell the class what they must do? Are there other ways she can approach this problem?
- What made Miss Hendry decide to wait rather than to expose her students' misbehavior?
- Do teachers and students perceive a situation similarly?
- If you were this teacher, what would you have done?
- What values motivated the adults in this story?
- What were the students' values?
- What values, in your opinion, have priority?
- How does a teacher guide students in values explorations? How does a parent?