



All Aboard:

Shining Time Station Activities Guide



WILLIAM M. V. 91



All

Shining Time Station Activities Guide



Materials in this booklet may be reproduced as is for nonprofit community and educational activities in the United States, not for sale. For more information regarding production, promotion, educational outreach and rights of materials outside the United States, please contact:

Britt Allcroft Inc

1133 Broadway, Suite 1520
New York, New York 10010
(212) 463-9623
(212) 463-9626 FAX

This publication is also available through the PBS World Wide Web Home Page, starting Fall 1995. The URL for PBS is <http://www.pbs.org> to access the Shining Time Station site.

Britt
BRITT ALLCROFT



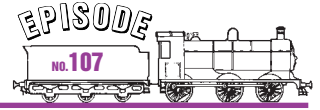
“ENTERTAINMENT TO GROW UP WITH”

Partial funding for this educational guide is provided by Anchor Bay Entertainment, Inc., distributors of children's entertainment products including Shining Time Station™ and Thomas the Tank Engine & Friends™.

© 1995 Britt Allcroft Inc



AGREE TO DISAGREE



Synopsis

Matt wants to read, but Tanya wants to play, and their differences finally lead to an argument. Some good advice from Stacy, Harry and Mr. Conductor helps Matt and Tanya see that people can disagree and still be friends.

Age Group

5-6

Materials

paper for smiling face, tape, crayons, a 9x9-inch square of construction paper for each student, markers, yarn, colored paper, fabric

Preparation

Make copies of a smiling face. Make two signs: "I like it" and "I don't like it." Fold construction paper squares to make 3-dimensional faces according to directions. Make copies of **Home Activities** (enclosed).

Curricular Areas

Language Arts, Art, Creative Dramatics

Objectives

1. Students will learn that it's OK to disagree.
2. Students will recognize that no two people are exactly alike and that our differences make life more interesting.

Introduction to Video

Tell students they are going to watch a Shining Time Station program about two friends, Matt and Tanya, who each want something different. Ask students to find out what Tanya wants and what Matt wants.

Show Video

Discussion

Ask students:

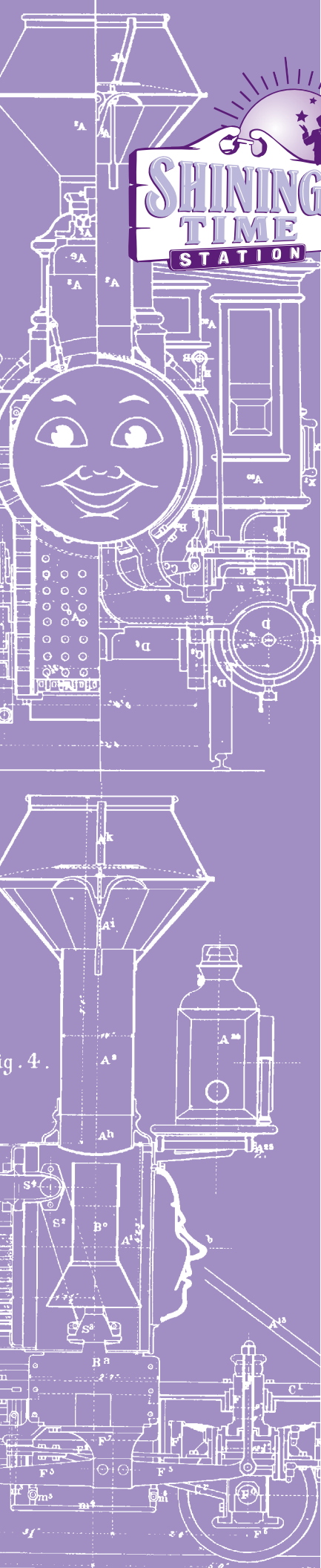
- What did Tanya want to do?
(She wanted to play with the balloons.)
- What did Matt want to do? (He wanted to read.)
- Why were Matt and Tanya angry at each other?
(They each wanted something different.)
- How did they finally solve their problem?
(They shared, and each tried to enjoy what the other was doing.)
- How else might they have solved their problem?
(They could have each found other playmates; they could have arranged to play together at another time.)

Role-Play

Have students role-play the following situations:

1. You want to play with building blocks, but your friend wants to paint. You decide to paint first, then play with blocks.
2. You want to spend time with a cousin who has come to visit, but your friend wants you to play ball. You decide to tell your friend you'd like to play ball after your cousin leaves.
3. Your friend wants to look at a new book and you want to ride bikes. You decide to find someone else to ride with while your friend enjoys the book.





Episode 107

Agree to Disagree (page 2)

Movement Activity

Tape "I like it" and "I don't like it" signs to opposite corners of the classroom. Remind students that we can't always agree with other people about what we like and don't like.

As you read each activity aloud from the list below, have students stand under the sign that describes how they feel about each activity. Have students return to the center of the room after each selection.

1. Walking in the rain
2. Climbing a tree
3. Washing dishes
4. Taking a bath
5. Playing with dolls
6. Rollerskating
7. Eating pizza
8. Jumping into cold water
9. Watching a scary movie
10. Fingerpainting

Art Activity

Pass out copies of the smiling face. Tell students that they are to color the face purple, the mouth blue, the hair green, the eyes red. (Spend only about 5 minutes on this.) Tape all finished products to the chalkboard.

Allow students to create a new face using crayons or markers, yarn, fabric scraps, colored construction paper, and either the pre-folded construction paper or a copy of the oval. Stress that this time they should try to make their faces different from everyone else's. Display finished products. Compare the two groups of faces. Which group is more fun to look at? Which was more fun to make? Would you want everyone to look alike?

To be alike? Why or why not?

Instructions for making 3-dimensional faces: You are going to make the paper fortune tellers that kids sometimes make. If you already know how to do this, fold the paper, and skip to Number 5 below.

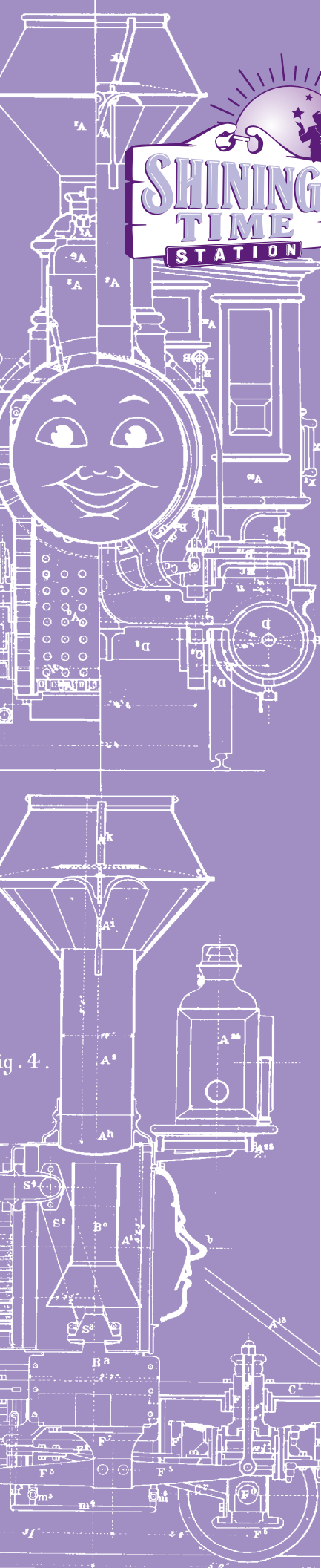
1. Fold 9x9-inch paper square in half, then in half again. Open paper so that you now have four smaller squares.
2. Fold each corner into the center.
3. Turn the paper over, and again fold each corner into the center.
4. Fold the paper in half so that the folder corners are now inside the fold rather than on the outside. You should now have a small rectangle with four squares which are each open on two sides.
5. Place a thumb and an index finger in each of the open squares.
6. Bring your hands together so that the top corners of the rectangle touch. The paper should form a 3-dimensional square "face" which can be opened and closed.
7. Continue holding as in Number 6 above. Put glue on the inside where sides touch and pinch closed until glue holds.
8. The opening serves as the mouth of the 3-dimensional face.

Books to Read Aloud

Why Am I Different? by Norma Simon

Fast Friends by James Stevenson





Episode 107

Agree to Disagree (page 3)

Home Activities

Today in class we learned that it's OK to disagree with other people. Help the child with the following activity: have the child fold a piece of paper in half, then draw a picture on one side of the paper that shows how the child is like another member of the family. On the other side, have the child draw a picture that shows in what ways he/she is different from that person.

Help the child to make a food notebook by cutting pictures of different foods from magazines and newspapers and gluing each picture to a separate piece of paper. Staple the pages together. After a family meal, while members of the family are still seated at the table, find out how many of them like each of the foods in your notebook. Did everyone agree on every food item? Ask the child, "Can you disagree with people and still get along?"

Go on a leaf hunt with the child. Bring an empty bag and have the child collect several handfuls of leaves. Now empty the bag of leaves onto a table, and ask the child to find any leaves that are exactly alike.

Are the leaves alike in some ways? In what ways are they different? Would you want all the leaves to be exactly alike? Why or why not? How are leaves like people? Are any two people exactly alike.

Ponerse de Acuerdo a No Estar de Acuerdo

Actividades Para La Casa

Hoy en clase aprendimos que está bien no estar de acuerdo con otras personas. Ayude al niño/a con la siguiente actividad: haga que el niño/a doble un pedazo de papel por la mitad, luego haga un dibujo en un lado del papel que muestre como el niño/a es similar a otro miembro de la familia. Al otro lado, pídale que haga un dibujo que muestre de que manera él/ella es diferente a esa persona.

Ayude al niño/a hacer un cuaderno de comida recortando fotos de diferentes comidas de revistas y periódicos y que pegue cada foto en un papel separado. Engrape los papeles. Después de una comida familiar, mientras los miembros de la familia todavía estén sentados a la mesa, investigue a cuantos de ellos les gusta cada una de las comidas en tu cuaderno. ¿Todo el mundo estuvo de acuerdo con cada

comida? Pregúntele al niño/a, "¿Puedes estar en desacuerdo con la gente y aún llevarte bien con ellos?"

Vaya a coleccionar hojas con su niño/a. Lleve una bolsa vacía, y haga que el niño o la niña coleccionen varios puñados de hojas. Después vacíe la bolsa sobre la mesa, y pídale al niño/a que encuentre hojas que sean exactamente iguales.

¿Se parecen las hojas de alguna manera? ¿De qué manera son diferentes? ¿Te gustaría que todas fueran iguales? ¿Por qué sí o por qué no? ¿En qué se parecen las hojas a la gente? ¿Existen dos personas exactamente iguales?





This ALL ABOARD: SHINING TIME STATION ACTIVITIES GUIDE has been developed through a national collaboration. Through this shared enterprise, we've come to value teamwork even more highly, and to appreciate the benefit of diverse perspectives.

The project began with our plan to create educational materials that kindergarten and first grade teachers and children would find engaging and enjoyable. We wanted to bring to classrooms the learning concepts inherent in the stories told in the SHINING TIME STATION television series. And, we wanted to extend the school experience into the home, so that parents could be involved in the education of their children.

We asked outreach staffs at public television stations about the educational needs in their communities, and what grade levels would be an appropriate target audience. We held focus groups with teachers, curriculum specialists and administrators to find out what would be helpful in their schools. We tried out some of the activities in diverse classroom settings. Our eager "test group" of students were delighted with the role playing exercises, flannel board stories, art projects and musical activities we'd created. We also talked to parents, and both English and Spanish speaking parents participated with their children in the SHINING TIME STATION Take Home Activities. Everyone offered creative recommendations.

Britt Allcroft Inc and Outreach Extensions were pleased to be part of an educational outreach campaign of this magnitude. We are especially grateful for the generous outreach grant from VTI which made it possible. VTI supports the educational excellence of such programs as SHINING TIME STATION. We also wish to thank the Corporation for Public Broadcasting and PBS and its Ready to Learn project for their technical support on this project.

We owe a debt of gratitude to numerous individuals who contributed substantially to making this project a success. We especially wish to thank and acknowledge the following people who offered wise counsel and contributed their expertise.

Alice Cahn, Director of Children's Programming, PBS

Patricia Cooper, Spanish language translator

Jeff Damm, Graphics, Greg Moraes Studio

Laurie Frandsen, Writer

Cheryl Head, National Director, Act Against Violence

Pat Heeter, Learning Link, PBS

Cindy Jackson, Learning Link, PBS

Tej Rae, Learning Link, PBS

Ferdinand Lewis, Editor

Catherine Lyon, Associate Director, Children's Programming, PBS

Anne Llewellyn, Educational Consultant, Outreach Extensions

Greg Moraes, Art Direction, Greg Moraes Studio





Ken Ravitz, Educational Consultant, Outreach Extensions

Laween Salvo, Principal Writer

Mary Sceiford, Associate Director of Children's and Educational Programs, Corporation for Public Broadcasting

Eileen Weinberg, Assistant Manager, Promotions, Britt Allcroft

Eileen Welsbie, Word Processing

Teachers: Myrna Adler, Los Angeles Unified School District (LAUSD); Lois Brent, LAUSD; Jane M. Buckestaff; Community Consolidated School District 15; Cheryl Cho; Sheri Hageman, Chicago Public School District; Bonnie Johnson, Barstow Unified School District; Patti Kanecko, LAUSD; Kathy Lewicki, LAUSD; Connie Martin, Magnolia School District; C. Nishimura, Seattle; Zelda Pollock, LAUSD; Emi Takashima, LAUSD; Diane Weinstein, LAUSD.

Other Community, Parenting and Educational Consultants: Carolyn Fong, Principal, LAUSD; Ilse Fronshe, Teaching Assistant; Patricia Giggans, Los Angeles Commission on Assaults Against Women; Francine Harcum, LA's BEST After School Program; Roberto Hernandez, first grade student; Carol Kirschner, Outreach Assistant; Ellen Ledley, family therapist; and Donald Weinhouse, Professor of Education, Pueblo, Colorado.

Public Television Outreach Experts: Cherryale Burge, Community Outreach Director, MPT/Maryland Public Television; Gwen Caples, Outreach Coordinator, WMPM/Mississippi Authority for Educational Television; Beverly Dorn Steele, Community Outreach Director, WTVI, Charlotte, North Carolina; Judith Friedel, Community Relations Coordinator, KPBS, San Diego, California; Michael Moulton, Community Outreach Coordinator, WQLN, Erie, Pennsylvania; Diane Roberts, KCOS, El Paso, Texas; Agnes Scott, Vice President Outreach and Special Projects, WTVS, Detroit, Michigan; and Terry Solowey, WNET, New York.

Others: Olga Mejia, Spanish language translator; Linda Preuss, Computer Consultant; Barbara Shultz Smith, Graphic assessments; and Steven Sarrot, Budget and Accounting.

SHINING TIME STATION is a co-production of Britt Allcroft Inc, WNET, and Catalyst Entertainment Inc. (C) Britt Allcroft Inc, 1995.





November, 1995

Dear Preschool, Kindergarten and First Grade Teachers:

Welcome to the **All Aboard: Shining Time Station Activities Guide**. Its purpose is to help preschoolers, kindergarten and first grade students apply the concepts and values of the SHINING TIME STATION™ programs through participation in specially designed activities. This award-winning series, created by Britt Allcroft and Rick Siggelkow, is broadcast on your local public television station as part of its daily (Monday-Friday) children's programming block. SHINING TIME STATION joins with other public television children's series in addressing skill development to enhance a child's sense of autonomy and ability to problem-solve as well as inspire their individual creativity and nurture their social skills, ultimately helping to shape a positive disposition toward learning – a vital key to a child's success in school. We also hope our project will help children become more discriminating viewers, since close to 40 million children in the U.S. today watch nearly 28 hours of television per week.

Your local public television station may have launched (or may soon premiere) a new educational outreach effort called PTV, the Ready to Learn Service on PBS. If so, the materials on PBS Learning Link will complement the PTV outreach materials, which are a consolidated packet of series' specific activity guides and teacher information.

SHINING TIME STATION, set in the mythical Indian Valley, brings together characters and stories, magic and whimsy, in a dependable work-a-day small town setting filled with real-life situations and emotions that are familiar, sustaining and fun. According to developmental psychologist and Shining Time Station consultant, Dr. Ronald Slaby, "The main task of young children is to understand their social world, and one of the ways they do this best is through stories." The **All Aboard: Shining Time Station Activities Guide** uses episode themes to help children communicate and share their own personal stories. Scenarios ask children to revisit the events in the video, and recall the actions of the series' characters. They then consider how they would play it, evaluating alternative choices and decisions, without definitive right or wrong answers.

Our curriculum development team was comprised of primary grade professionals, including teachers, curriculum specialists and educational administrators. We also focus-tested the materials with teachers, parents and children. **The All Aboard: Shining Time Station Activities Guide** benefits from their diverse perspectives. For each of the 65 episodes in the SHINING TIME STATION series, we've developed a set of activities that are both entertaining and educational. Our interdisciplinary approach offers creative, developmentally appropriate activities that will help kindergarten and first grade students to learn more about themselves and others. Activities help students to build self-esteem; encourage them to recognize, express and accept their own feelings and emotions; and teach them to respect and appreciate others.

The curriculum complements your regular classroom. All of the lessons follow a familiar format: synopsis of the television episode, materials, preparation, curricular areas, objectives, introduction to the video, discussion questions, at least three activities, recommended books to read aloud, and home activities. The tasks incorporate many disci-





SHINING TIME STATION™

plines, including language arts, art, music, movement, environmental studies and math. Each lesson provides opportunities for language development, a major focus in the primary grades; and for self-expression, a major factor in building self-esteem. Both the classroom projects and the take-home assignments are relevant to diverse gender, cultural, economic and life style families.

We designed the lessons to be easy for you to use. At least one activity in each lesson requires no teacher preparation. Where preparation is required, we've been considerate of your time and resources. The lists of recommended materials include items readily available in a primary classroom. Characters for flannel board stories, stick puppets and finger puppets can be made by an older child using the patterns we've supplied. Since we've provided several activities for each lesson, you'll be able to select the most appropriate ones for your students. By implementing all of the activities for a lesson over a period of one day to a week, you'll reinforce the content. While the lessons can be taught in numerical sequence, they can also be taught in any order to coincide with current classroom themes or topics.

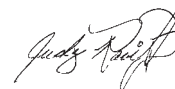
We believe that parents and primary caregivers should be involved in the education of their children. To bridge the gap between home and school, each lesson offers Home Activities that will encourage family members to reinforce the concepts and values taught in the classroom. The take-home sheet (printed in English and Spanish) first tells the parent what the child learned in school that day, and suggests that the adult ask the child to share what he/she did. Additional activities suggest things to do at home, games to play, or outings to take.

SHINING TIME STATION is a co-production of Britt Allcroft Inc, WNET and Catalyst Entertainment, Inc. Funding for this national outreach campaign has been made possible by VTI. All aboard, and thanks for your interest!

Sincerely,

Britt Allcroft and Rick Siggelkow
Co-Creator/Co-Producer

Judy Ravitz

 Outreach Extensions



November, 1995

Dear PBS stations and Outreach Coordinators:

When we decided to create materials to be used in conjunction with the award winning, daytime children's series Shining Time Station™, we set out to include the same innovative engaging and educational elements characteristic of the entertainment we produce both on and off screen. We also wanted to make sure that it was something that had never been done before and something that PBS stations needed, wanted and were able to use. With these goals in mind, Britt Allcroft Inc and Outreach Extensions are very pleased to present the **All Aboard: Shining Time Station Activities Guide**.

Our activity guide has been created to aid teachers and day care providers in reinforcing the life lessons found in all 65 episodes of Shining Time Station. Its overall goal is to help children adopt the concepts and values of the program through participation in specially designed activities that are both educational and fun. This has been achieved by addressing skill development that enhances a children's sense of self and inspires their individual creativity while nurturing their social skills.

This binder has been developed with, and specifically for, outreach coordinators at PBS stations throughout the country. It is comprehensive, easy to use without being condescending and, most importantly, never loses sight of the lessons being taught, the people who are teaching them and the children who are learning them.

Our curriculum was developed by primary grade professionals and extensively focus tested with teachers, parents and children. Three activities have been created to correlate with the viewing of each episode. The guide was created specifically with kindergartners and first graders in mind, an age group not often addressed; however, we encourage the use of these activities with both preschoolers as well as primary grade students.

We were also sensitive to the important role parents and primary caregivers have in the education of their children, and the language barriers that may prohibit this participation. To help bridge this gap, we have created take home activities in both English and Spanish. It encourages family members to reinforce the concepts and values taught in the classroom by suggesting discussion topics and activities the family can do together.

While we plan on making additional copies of the **All Aboard: Shining Time Station Activities Guide** available to PBS stations, educators and day care providers, we know that often times budgets limit these purchases. To make our binder even more accessible, the interior has been specially developed to allow the pages to be easily reproduced as close to the original as possible.

By supplying these binders for you to use and distribute within your community, we are strengthening our commitment to the local PBS stations and aiding in your commitment to the community you serve.

Sincerely,

Judy Ravitz
Co-Creator/Co-Producer

Britt Allcroft
and Rick
Sigelkow
Outreach Extensions





Dear Teachers:

After you've tried out some of the Shining Time Station lessons/activities, we'd appreciate hearing your comments and finding out your recommendations. This will help with revisions, as well as guide the development of future projects. Please return this Classroom Diary to: Britt Allcroft Inc, 1133 Broadway, Suite 1520, New York, New York 10010. Thanks for your help!

CLASSROOM DIARY: All Aboard: Shining Time Stations Activities Guide

Teacher: _____

Grade Level: _____

School: _____

City/State/Zip: _____

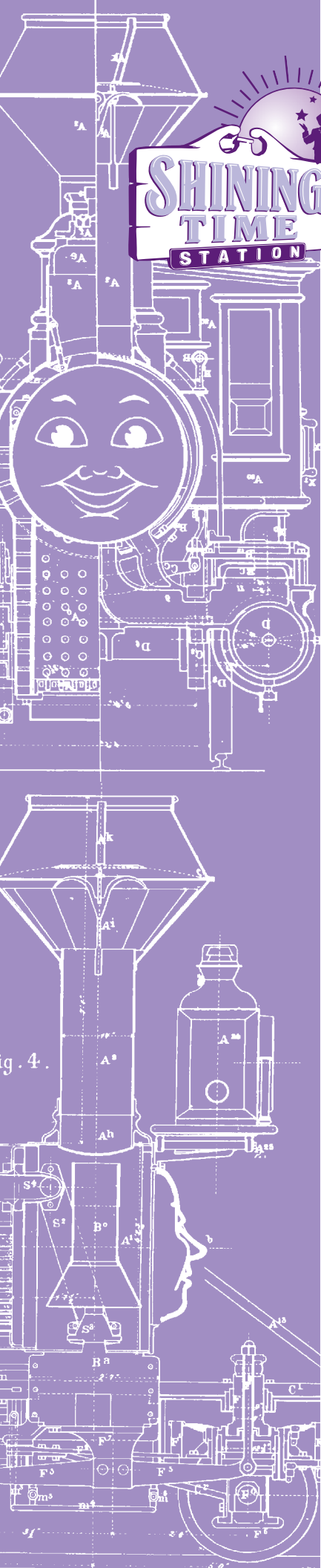
I obtained the SHINING TIME STATION™ materials from:

1. Provide information/comments on 2-3 Shining Time Station lessons/activities conducted in your classroom:

Shining Time Station

Date No. of Students	Episode No. Activity Nos.	Teacher's Observations & Comments





Page Two, Classroom Diary

2. Please rate/comment on how much students enjoyed/gained from the activities:

- Very Much Some A Little None

Comments:

3. We appreciate how valuable your classroom time is. Please rate/comment on how easy the activities were to incorporate into your classroom, including the time required to obtain/prepare materials for the lessons.

- Very Easy Most Were Relatively Easy Some Were Relatively Easy
 Not Easy At All

Comments:

4. Number of participating parents, if any: _____

Having the take-home materials in Spanish was:

- Essential Useful Not Needed

Role/Response of Parents:

5. Other Comments/Recommendations:

Teacher's Signature

Date: _____

