

A 4-H/CRD Film Discussion Guide

SO I TOOK IT

This film, directed at young children, discourages shoplifting and deals with the deeper problems which lead to anti-social behavior by young people, such as peer pressure, a need for attention, a lack of self-identity, and low self-esteem.

INTENDED AUDIENCES

The main character of **So I Took It** is Sally, a pre-teenage girl. The story is written so that children aged six to eleven will understand and be interested in it.

OBJECTIVES

- To teach children the value of honesty.
- To teach children the value of respecting personal property.
- To develop positive ways for children to express themselves.
- To develop positive ways for children to express their needs.
- To promote self-esteem in young people.
- To convince young people that individuality is a good character trait.
- To encourage communication between children and their parents.
- To give children the ability to resist peer pressure.



SYNOPSIS

The story centers around Sally, a young girl with self-identity problems who feels that she must get the approval of her friends. One way Sally does this is to shoplift. She does not need or especially want many of the articles she takes, but indulges in stealing to impress others. Somehow, Sally experiences a sense of power through shoplifting.

Eventually, Sally gets caught by the police and only then does she realize that shoplifting is not a game. Getting caught forces Sally to re-evaluate her actions.

This film is designed to alert young people and their parents to the psychology of the young shoplifter and to provoke discussion about ways to deal with this problem.

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DISCUSSION QUESTIONS

1. Why did Sally take the purse?
2. How did she feel when she did it?
3. How did she feel later?
4. How did shoplifting change Sally's relationship with her family?
5. How do you feel about shoplifting?
6. Do you think shoplifting is wrong? Why?

SUGGESTED ACTIVITIES

1. Break the group into small discussion circles and have them brainstorm reasons why shoplifting is bad.
2. Have the group identify ways young people can make money after school and on weekends.
3. Ask a store owner to talk to your class about the hidden costs of shoplifting.
4. Have your group discuss remedies for shoplifting.
5. Have your group talk about peer pressure and why it is hard **not** to follow the crowd.
6. Discuss ways young people can deal with peer pressure.

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Length: 10 minutes

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Community Resource
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