A 4-H/CRD Film Discussion Guide

TAKING RESPONSIBILITY:
What’s Wrong With Vandalism

Everyone has destructive feelings from time to time - that's part of being human. But it's also human to be able to decide not to act on these feelings.

In clever animation that personifies feelings, WHAT’S WRONG WITH VANDALISM helps young children to recognize and manage their own destructive feelings. Calling on their imaginations to visualize the experience of victims of vandalism, viewers will learn to empathize with other people's feelings and appreciate the work and expense of repairing and replacing damaged property. Moreover, they will discover that vandalism always hurts people, whether the property vandalized is owned or used by one person, a group of people, or by the entire community.

INTENDED AUDIENCES
For primary grade students.

OBJECTIVES
• To recognize that everyone sometimes has destructive feelings.
• To distinguish between destructive feelings and destructive acts.
• To empathize with the feelings of victims of vandalism.
• To realize the costs in work, time, and money of vandalism.
• To understand that individuals are hurt by damage to community property.
• To find ways to manage destructive feelings without acting on them.
• To resist peer pressure to participate in vandalism.

SYNOPSIS
As the film opens, the narrator talks to children about feelings. He contrasts the feelings of happiness and sadness. He continues by discussing feelings of loss and frustration. He explains that if these feelings are not controlled, they can lead to a destructive outcome, such as vandalism.

The film leads its audience in an imagination game to teach children how to control emotions. It brings up several situations (listed below) and asks the audience to imagine how they would react to each.

IMAGINE how you would feel if someone damaged something that belonged to you. Would you feel afraid? Angry? Hurt?

IMAGINE how someone else would feel if you broke or damaged something of theirs. They would probably feel terrible too.

IMAGINE what other kinds of harm there would be. Think about how someone would have to clean up the mess, and someone would have to pay the cost of fixing or replacing what was broken.

IMAGINE what would happen if you broke something many children use - a swing, for instance. Many people would feel bad because they couldn't use the swing. It would take time to repair it and money that might have helped to buy a new slide or teeter-totter.

DISCUSSION QUESTIONS
1. Have you ever broken one of your toys by accident? How did you feel before you broke it? Afterward?
2. Has anyone else broken something of yours? How did that happen? Describe what each of you did and said.

3. Do people ever break or damage things on purpose? Why do they do so? Breaking things on purpose is called vandalism.

4. Name five things that belong to you; name five things that belong to an adult you know; name five things that don't seem to belong to anybody.

5. How do you feel when you want to do something you know you shouldn't? How do you decide whether or not to do it?

6. Can other people make you do something you know is wrong? How might they try to do that?

SUGGESTED ACTIVITIES

1. Do you take better care of your own things or other people's things? Discuss.

2. Who owns these things?
   - books you take from the library
   - materials you use in your classroom
   - windows in your classroom
   - walls in the school washrooms
   - seats in the school bus
   Who is hurt when these things are damaged or broken?

3. Do things in your school get fixed after they are broken? Who fixes them? How long does it take? Who pays for fixing them?

4. Before seeing the film, you made a list of things no one seems to own. Find out who owns each one and tell what you think would have to be done to replace it or repair it.

5. Breaking something can be a way of getting back at someone you don't like. What could you do with your feelings instead of breaking things? What could you do to get along with people you are angry with?

6. Do things people break on purpose always belong to the person they are angry at? Why would people break something that belongs to someone who has never done them any harm?

7. Why do parks have signs that say, “Don't pick the flowers”? What excuse might a person use who took just one flower? What would happen if each person who used the park took just one flower? Who would plant new flowers? Who would pay for the flowers and for the work of the person planting them?

8. Is littering vandalism? Why or why not?

9. Do you know anyone whose car has been vandalized? How was the car owner hurt? How was the insurance company that paid for some or all of the damage affected? Was anyone else affected?

10. Why is it a very dangerous form of vandalism to throw something at a moving car? What could happen?

11. Find out who manages a store where students buy things. Ask the manager to come to class and talk about why he or she feels it is important to decide against vandalism.

12. Invite a police officer to talk to the class about the effects of vandalism on the community.

Coronet Film and Video
Length: 11 minutes

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