



#8786

## JUST A LITTLE RED DOT

Grade Levels: 3-6  
37 minutes

NEW DIMENSION MEDIA 1995

### DESCRIPTION

Jamie's new neighbor is from Sri Lanka, and they are both in the same class in school. When bullies make fun of her bindi, or red dot, the class rallies behind her, and Jamie learns a valuable lesson about respecting cultural differences. Based on a true incident in a Canadian school.

### ACADEMIC STANDARDS

#### Subject Area: Places and Regions

- ◆ Standard: Understands that culture and experience influence people's perceptions of places and regions
  - Benchmark: Knows the ways in which culture influences the perception of places and regions (e.g., religion and other belief systems, language and tradition; perceptions of "beautiful" or "valuable")

#### Subject Area: Human Systems

- ◆ Standard: Understands the nature and complexity of Earth's cultural mosaics
  - Benchmark: Knows the similarities and differences in characteristics of culture in different regions (e.g., in terms of environment and resources, technology, food, shelter, social organization, beliefs and customs, schooling, what girls and boys are allowed to do)

### INSTRUCTIONAL GOALS

1. To demonstrate the need to develop respect and understanding for people of different races and cultures.
2. To illustrate how children can create positive change and help develop an atmosphere in which others are treated as equals.
3. To illustrate that the actions of children can develop corresponding positive change in adults.

## BACKGROUND INFORMATION

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This program presents an account of an incident that actually occurred in a suburban Toronto, Canada, school. From a gift of red dots, known as *bindis* in India, unfold a sequence of events that create an opportunity for the students to embrace and celebrate the diversity of their classmates. Some students, innocently wearing the red dots on their foreheads as a sign of respect for a new foreign student, are shocked, insulted and hurt when faced with name-calling and racist attitudes from their peers. Not allowing themselves to be defeated by this insensitivity, the students become empowered to work together to create a change in their school. By actively wearing the *bindis* and encouraging respect and understanding, the students educate others and help establish an atmosphere of equality and appreciation for people of all backgrounds.



## BEFORE SHOWING

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1. Explain the benefits and actions of Gandhi and Martin Luther King, Jr. as they relate to the concepts of the video.
2. Define *racism*, *racist*, *prejudice*, *stereotype* and *discrimination*. Discuss personal experiences and how students dealt with them.
3. Show the students pictures of different races in their ethnic costumes. Have students discuss what stereotypes are believed about the pictured races.

## AFTER SHOWING

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### Discussion Items and Questions

1. How was Jamie's and Parvathi's family life alike? How was it different?
2. Why did Jamie feel negatively about Parvathi, yet accepted another Asian, Vikram, as his best friend? How did Jamie's mother contribute to Jamie's beliefs? What conflicts did Jamie have to face in trying to accept the differing beliefs of his mother and his schoolmates?
3. Why did Jamie blame Parvathi for his team losing the ballgame? How did Jamie's actions contribute to his getting that third strike?
4. The video focused on nationality. What other traits of an individual or group are or have been a basis for discrimination?

### Applications and Activities

1. Have students research their own cultural heritage and share a custom, activity, belief, game or music style with the class.
2. Research the *bindi*. Make a poster or display showing the different colors and designs possible.

3. Create respect tips for the week and announce them. Reinforce students who are practicing tips in class or schoolyard.
4. Research the lives and beliefs of Martin Luther King, Jr. and Gandhi. Describe their thoughts, beliefs, ideas, childhood background. Find other noteworthy individuals who have contributed similarly to the world.

## RELATED RESOURCES



### Captioned Media Program

- Different Dance: A Story About Respecting Others #2656
- The Respecting Others Game #2679
- The Value of Being a Friend #2539
- What's Respect? #3539



### World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **GANDHI, MAHATMA**

[http://www.comptons.com/encyclopedia/articles/0050/00715264\\_a.html](http://www.comptons.com/encyclopedia/articles/0050/00715264_a.html)

Clear and detailed explanation of this man who devoted his life to peace and brotherhood in order to achieve social and political progress. At the end of this article, click on the hyperlinked word "India" to know more about this country.

- **NETFUNDU**

<http://www.netfundu.com/myindia.htm>

Colorful site with picture links about India, including street games that are played, monuments, festivals, personalities, and more.

- **EXPLORE CHILDREN'S RIGHTS**

<http://www.unicef.org/voy/>

The Convention on the Rights of the Child has 54 articles which set out the rights of every child in the world. Click on pictures to find out what are these rights, such as "The Right to an Identity."