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Teacher's Guide For **PULL TOGETHER**

**PROMOTING A SCHOOL COMMUNITY
FREE OF DISCRIMINATION AND HARASSMENT
BY CELEBRATING TOLERANCE, DIVERSITY AND COOPERATION**

ABOUT THE SHOW	<u>PAGE 2</u>
SYNOPSIS OF SHOW	<u>PAGE 3</u>
NEW YORK STATE DIGNITY FOR ALL STUDENTS ACT	<u>PAGE 6</u>
NEW JERSEY ANTI-BULLYING BILL OF RIGHTS ACT	<u>PAGE 7</u>
SOCIAL AND EMOTIONAL DEVELOPMENT AND LEARNING	<u>PAGE 9</u>
BUCKET-FILLERS	<u>PAGE 10</u>
SUGGESTED PRE- OR POST-PERFORMANCE ACTIVITIES	<u>PAGE 11</u>

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by Squeaky Clean of "Pull Together"**

ABOUT THE SHOW

PULL TOGETHER can help create a school community based on dignity and respect by teaching children to celebrate diversity. The program makes a compelling case that students' lives are enriched by having classmates of various backgrounds and abilities. Children who learn to treasure each individual's unique qualities will be better prepared for the increasingly multiracial world they will experience as adults.

Sadly, it is these very unique qualities that make many children the target of harassment and discrimination. Our program acknowledges that children are targeted for their national origin, their skin color, their physical appearance and even their food allergies. Such behavior may be an unfortunate constant in human relationships, but we hope to point out how intolerance diminishes everyone's quality of life.

In our show, we describe this behavior as "teasing" or "picking on somebody," but we avoid using the label "bully." We subscribe to the current thinking that labeling someone a "bully" does not accurately reflect the fact that a given child may play the role of aggressor, victim or indifferent bystander. It is the behavior that is unacceptable, not the individual.



Since 1984, Suzanne Smithline and Glenn Paul Manion have skillfully used music and multimedia to teach children about the roots of rock and roll and the history of postwar America. They utilized this expertise to create PULL TOGETHER, including a large rear-projection screen that shows still pictures and video clips. Recognizing that all children learn differently, the spoken message is always reinforced with images and song lyrics. The goal is to get the children to think and reach their own conclusions.

SYNOPSIS OF SHOW

At the beginning of the program, we present the three key concepts that will be discussed throughout the show:

- TOLERANCE
- DIVERSITY
- COOPERATION

We ask an audience member who has raised their hand to provide a simple definition of each word. We will correct or clarify the definition if necessary.



We then ask audience members to raise their hand if they were born in another country; followed by asking whether their parents, grandparents or great-grandparents were born in another country. Glenn mentions that his ancestors came to America in 1620. But we point out that no matter what country your family came from, people all over the world love to dance! As the band performs *Love Train*, we show a lively video montage of folk and contemporary dance styles from around the world.

Then Suzanne says: "When you come from another place, sometimes you feel like you don't fit in and people might make fun of you. What are some other reasons why people make fun of other people?.....What if someone makes fun of you? You could say "DON'T LAUGH AT ME."

Suzanne and Glenn have adapted this well-known anti-bullying song to make the content appropriate for a public school setting (no angels with perfect wings, teenage mothers, etc.) We have given the song a lively reggae-inspired feel. We make specific reference to kids with food allergies. If someone mentioned something unusual when we previously asked why people get teased, we make sure to mention that as well. But to keep the mood light, we show pictures of laughing faces during the chorus. You can view the video here: <http://www.squeakycleanband.com/pulltogether.html>

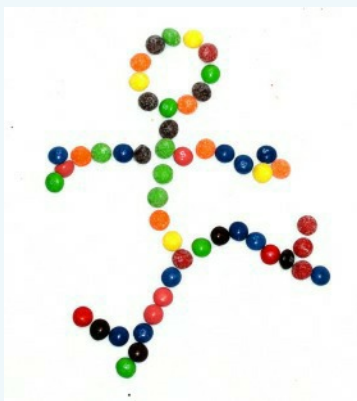




At the end of the song, Suzanne and Glenn share their stories of being teased as youngsters. Suzanne didn't wear the latest clothes and wasn't accepted by the "cool kids." Glenn skipped first grade so he was always a year younger than his classmates; in addition he is blind in one eye and had a hard time playing certain types of sports. Glenn performs an original composition with a New Orleans-beat called "Weird-O," which makes the point that

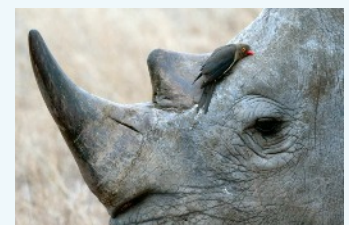
nobody makes a choice about being "different" and that many successful people were considered odd (Albert Einstein, Walt Disney, Georgia O'Keefe).

Cyndi Lauper is a very successful performer from Ozone Park, Queens who was proud of being different. Suzanne talks about how Lauper's mother was always supportive of her expressing her individuality. Her first hit album proudly stated that "She's So Unusual." Suzanne may teach the audiences some simple dance moves they can do from their seats as the band performs *Girls Just Wanna Have Fun*.



At this point, we reintroduce the concept of diversity by saying that having everything all mixed up makes life exciting. What if a rainbow had only one color? What if every crayon in your box was the same? What if a bag of candy had all the same color? Our drummer Phil starts to play the familiar beat of *I Want Candy*, as dancing Skittles appear onscreen. Suzanne and Glenn's new lyrics celebrate having "lots of colors, not just one." At the end, they sing "People come in colors, too/a rainbow of a million hues."

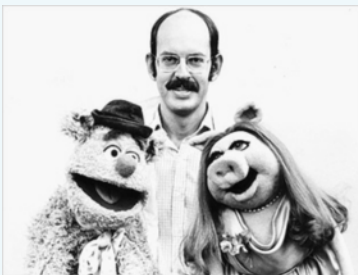
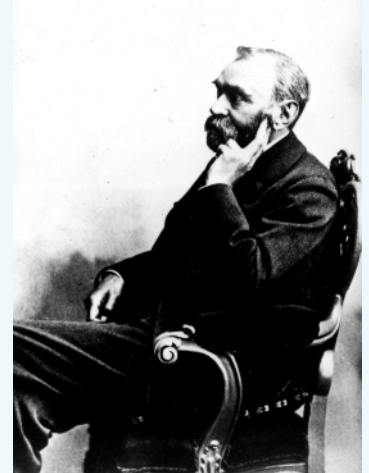
John Mayer's 2006 hit *Waiting On The World To Change* speaks of young people's frustration with their supposed lack of power. The band performs the song without any commentary, but at the end Glenn asks the audience: "Why do we have to wait for the world to change?" He continues by asking if being little means that you can't make a difference. He speaks of the small African bird who lives on the back of a rhinoceros and eats the insects that disturb the larger animal. It is one of nature's best examples of a large animal and a small animal living in a mutually-beneficial relationship. Glenn's original song *This Marvelous Relationship* celebrates their unique friendship and asks "I wonder why the other creatures can't get along like us?"





Suzanne asks the audience: "Who can tell me ways that young people can help make the world a better place?" While the band performs *Put A Little Love In Your Heart*, we show pictures of young people engaged in volunteer activity: Trick or Treating for UNICEF; Habitat for Humanity; planting a community garden; volunteering at an animal shelter; cleaning up litter; painting a mural; preparing and delivering meals to sick people; supporting the Red Cross; and helping out at Special Olympics.

The concluding section of our show begins with Suzanne telling the story of Alfred Nobel, the inventor of dynamite. She relates how Nobel had hoped his invention would be used to help with mining and railroad building, but instead it was turned into an instrument of warfare. When he died, he left all his money to establish five prizes, including the Nobel Peace Prize. As she begins to sing the song *Imagine*, she invites the audience to applaud for each of the winners shown onscreen, including Theodore Roosevelt. Woodrow Wilson, Jane Addams, Albert Schweitzer, Linus Pauling, Martin Luther King; Andrei Sakharov, Mother Teresa, Nelson Mandela and Mohammed el-Baradai.



The band then strikes up Sly and the Family Stone's famous song about tolerance while we show a video of "Famous Americans....born in another country." The group includes individuals from the sports and entertainment world including actor Jim Carrey, basketball legend Patrick Ewing, supermodel Iman and puppeteer Frank Oz.

When we perform in a school setting, we have an alternate version of the song where we show pictures provided by the host school of students engaged in cooperative activity.

Before we end the performance, we thank all the people who helped make the show possible and introduce the band members. We tell the audience that we hope they are able to fulfill all their ambitions, not letting any obstacle keep them from their dreams: not a high mountain, a low valley or even a wide river. As the band leads the audience in singing the Motown classic *Ain't No Mountain High Enough*, we show pictures of people who have overcome personal challenges on their way to accomplishing great things, such as David Paterson, Beethoven, Franklin Roosevelt, Michael J. Fox and celebrated dyslexics Rex Ryan, Whoopie Goldberg, John Lennon and Tom Cruise. As a bonus geography lesson, during each chorus we show photos of well-known mountains, valleys and rivers.

NEW YORK STATE DIGNITY FOR ALL STUDENTS ACT

According to the New York State Department of Education's website:

New York State's Dignity for All Students Act (The Dignity Act) seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.

The act specifies that schools must provide instruction that helps to develop "a school environment free of discrimination and harassment. It further mandates "instruction in civility, citizenship, and character education by expanding the concepts of tolerance, respect for others and dignity."

Our program can be one of the ways that the entire school community learns about the Dignity Act and related expectations of student behavior. Here are some of the ways our PULL TOGETHER show addresses Dignity Act principles:

- TOLERANCE is one of the three key words we use to introduce our show
- "Respect for Diversity" is cited as an important component of a whole school approach to a positive school culture. DIVERSITY is another key word in our introduction
- As we perform the song "Don't Laugh At Me," we list many reasons why children may be teased, including race, weight, national origin, ethnic group, religions, religious practices, food allergies and mental or physical abilities. We do not address issues of sexual identity or sexual orientation.
- We promote the concept of good citizenship when we show pictures of children engaged in volunteer activity while we perform the song "Put A Little Love In Your Heart."
- In the song "Weird-O," we sing: *Every genius was a weird-o/unknown paths they pioneered-o/they were never honored or revered-o/normal people only sneered-o* Pictured onscreen are innovators like Albert Einstein, Georgia O'Keefe, Walt Disney and Thomas Edison. We reinforce this concept by highlighting the success of singer Cyndi Lauper, who was unashamed of being seen as "different." Highlighting these fearless individuals promotes the Dignity Act principle that "great leaders...were maligned and shunned for being different or ahead of their time."

[http://www.p12.nysed.gov/dignityact/documents/DignityForAllStudentsActGuidance_POSTING.pdf]

- We highlight the accomplishments of naturalized Americans as we perform the song "Everyday People," promoting acceptance of people of various national origins
- We highlight the accomplishments of people who have mental and physical challenges as we perform the song "Ain't No Mountain High Enough."

NEW JERSEY ANTI-BULLYING BILL OF RIGHTS ACT

On January 5, 2011, the New Jersey legislature reacted to several incidents including the suicide of Rutgers student Tyler Clementi by passing the "New Jersey Anti-Bullying Bill of Rights Act" with strong bipartisan support. The law updated the existing anti-bullying law, first passed in 2002, which was the first of its kind.

Among its provisions is the requirement that school districts establish bullying prevention programs and approaches. In addition, the law declares that the week beginning with the first Monday in October will be called "Week of Respect" and requires each school district to provide age-appropriate instruction on how to prevent harassment, intimidation or bullying.

The law lists a number of characteristics that could make someone a victim of harassment, including, race, color, ancestry, national origin, mental, physical or sensory disability or "any other distinguishing characteristic." Each local school district must communicate "a description of the type of behavior expected of each student." In addition, districts must implement bullying prevention programs or approaches "designed to create school-wide conditions to prevent and address harassment, intimidation and bullying."

We have successfully worked with school district anti-bullying specialists in New Jersey. The following article describes how our "PULL TOGETHER" program was part of the "Week of Respect" in a Fort Lee elementary school.

FortLeePatch

‘Month of Respect’ Has Positive Impact at Local School

Bullying dropped significantly at School No. 4 after “respect” was emphasized as the theme of the month, says school counselor and anti-bullying specialist

By Erik Wander

The first week of October was celebrated as the “Week of Respect” as mandated by New Jersey’s new anti-bullying law, and Fort Lee elementary schools were ready for it. In fact, says director of school counseling, anti-bullying specialist and character education program coordinator at Fort Lee School No. 4, Nancy Sanders, the entire month of October was dedicated to “Respect” as the school’s character value of the month—something that was planned in advance of the state mandate.



“Fittingly enough, [October] happened to be our ‘Month of Respect,’” Sanders said recently, adding that after a month of events, activities and lessons designed specifically around the theme, incidents of bullying and other disciplinary problems dropped off significantly at the school.

“The first few weeks of school that’s all I was doing, writing reports,” Sanders said. “After a month of this, we haven’t had one discipline issue.

The final week of the “Month of Respect” also featured a musical assembly program called “Pull Together” presented by the group, “Squeaky Clean,” who put on a concert and multi-media presentation teaching respect, diversity, cooperation and tolerance. Students from the entire school sang a respect-themed song taught in their music classes by their teacher, Mr. Faust.



“I can’t tell you how the program impacted them,” Sanders said. “They loved it; the teachers loved it. The teachers now feel as though, with the music playing in the morning on Fridays, kids were smiling. It gave them a whole different approach to the school day. Parents were telling us, ‘Whatever you’re doing this month, my kid wants to come to school.’”

Overall, Sanders said, the “Month of Respect” was a great success with a potentially far-reaching, positive effect.

SOCIAL AND EMOTIONAL DEVELOPMENT AND LEARNING (SEDL)

Social and Emotional Learning is defined as the process of acquiring and effectively applying the knowledge, attitudes, and skills necessary to recognize and manage emotions; developing caring and concern for others; making responsible decisions; establishing positive relationships; and handling challenging situations constructively and ethically. The Children's Mental Health Act of 2006 requires "the incorporation of social and emotional development standards in the development of elementary and secondary school educational guidelines."

Our PULL TOGETHER program addresses SEDL goals of developing caring and concern for others and establishing positive relationships in the following ways:

- The song "Don't Laugh At Me" presents a number of individuals who are singled out for teasing because of certain characteristics over which they have no control. We hope that the audience will feel empathy for the people pictured and remember them when they encounter someone similar in their lives
- The song "This Marvelous Relationship" gives an example from nature of two animals, one very large and one very small, who have a mutually-beneficent relationship where neither exploits the other
- SEDL promotes getting along in a pluralistic community. Our program emphasizes the benefits of diversity in creating a more vibrant school environment. "Love Train" shows a variety of dancing styles derived from cultures all over the world. "I Want Candy" presents the idea that having people of different colors is more exciting, just like having a bag of candy with different colors.
- SEDL guidelines define socially healthy students as those who are able to interact effectively with all kinds of people, not just people like themselves. Throughout the show, we stress the importance of tolerance and diversity. The children we picture engaged in volunteer activity when we sing "Put A Little Love In Your Heart" are from diverse backgrounds, but are working together to achieve a larger goal. The refrain of the song "Everyday People" insists that "we've got to live together."

BUCKET FILLERS

The term “bucket-fillers” refers to the book *Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids*, by Carol McCloud. The book encourages children to demonstrate kindness, appreciation and love through their daily interactions with other members of their school community. Children are taught that their individual actions can have a positive or negative impact on the people around them: bucket-filling vs. bucket-dipping.



Many schools have incorporated the language of “bucket-filling” and “bucket-dipping” to help create the positive school environment mandated by the Dignity for All Students Act or the New Jersey Anti-Bullying Bill of Rights.

If your school books “Pull Together” as part of an ongoing Bucket-Filling program, we will call attention to it throughout our presentation.

Here are some of the ways “Pull Together” promotes the principles of bucket-filling and bucket-dipping:

- In our presentation of the song *Don't Laugh At Me*, we make it clear that making fun of someone because they are “different” creates bad feelings (bucket-dipping).
- Glenn’s song *Weird-O* talks about how it can be very lonely for a child who doesn’t isn’t seen as “normal.” A bucket-filler would find a way to include a child like this in group activities and make an offer of friendship.
- We hold up the pop singer Cyndi Lauper as an example of someone who was not afraid to express her individuality through her personal appearance. Bucket-filling children will always be looking for a way to complement someone for making the effort to present themselves nicely, rather than ridiculing someone who doesn’t dress the same as everyone else.
- The behavior of the oxpecker bird and the rhinoceros described in *This Marvelous Relationship* is an example of how doing something nice for someone else can have positive benefits for you as well.
- A school with many bucket-fillers can take on the kind of community projects we present in *Put A Little Love In Your Heart*, such as picking up litter, planting a community garden, painting a mural and other volunteer efforts.

SUGGESTED PRE- OR POST-PERFORMANCE ACTIVITIES

SEDL and other programs to create a school environment free of harassment and discrimination are best implemented across all subject areas. Following are a few suggestions for activities that relate directly to topics covered in PULL TOGETHER

FOLK DANCES FROM AROUND THE WORLD (PHYSICAL EDUCATION)

Folk dances are generally done to traditional music by people without professional training. The folk dances of each country reflect the inherited traditions of its people. Dancing provides an alternative way to experience cultures that are different from your own; yet it is striking how many cultures have common elements in the folk dancing (e.g. the circle dance).

There are many online resources to help teachers provide their students with simple, age-appropriate folk dance instruction, including:

- Irish Folk Dance

<http://www.pdst.ie/node/792>

- Folk Dancing for Young Children

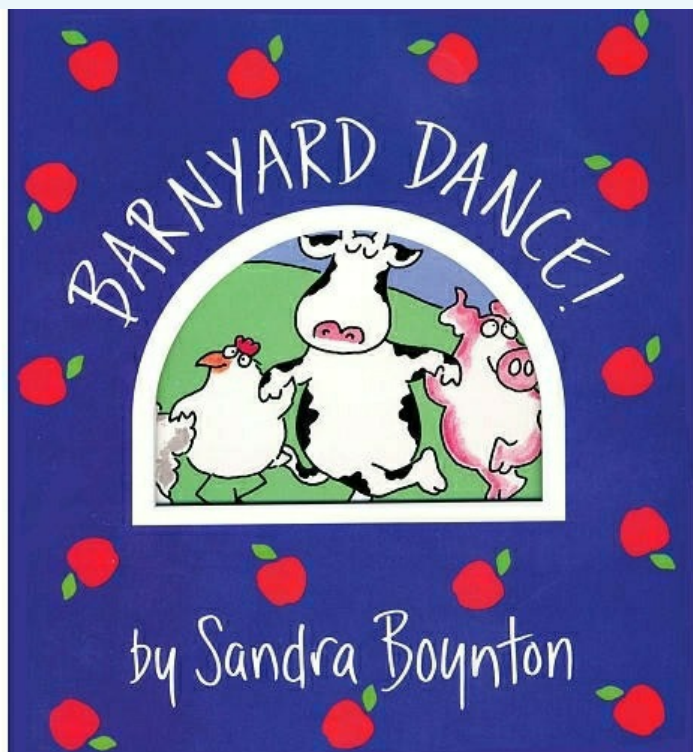
http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=301

- Folk Dancing Through The Grades

<http://www.antiochne.edu/wp-content/uploads/2012/08/projectFlynn.pdf>

Celebrate with an All-School Multicultural Maypole

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10049#.UeMQ1UGTjSg>



OTHER MARVELOUS RELATIONSHIPS (LIFE SCIENCES)

Our song "This Marvelous Relationship" describes the non-exploitive, non-competitive relationship between the oxpecker bird and the rhinoceros.

Scientists generally describe six types of ecological relationships. Four of them are symbiotic: mutualism, communalism, amensalism, and parasitism. Two of them are oppositional: predation and competition.



These relationships are all easily explained using examples from nature. This *National Geographic* website provides definitions within a marine ecosystem:

<http://education.nationalgeographic.com/education/activity/ecological-relationships/?ara=1>

Of course, we use the example of the oxpecker and the rhinoceros as a metaphor for a certain type of healthy human relationship.

A science class could be divided into six groups, each assigned one type of ecological relationship. They would write a short narrative, detailing two species that illustrate that relationship. Then they would write a brief vignette about a human interaction or relationship that is governed by the same principles.

SWORDS INTO PLOWSHARES (TECHNOLOGY/STEM)



On the grounds of the United Nations headquarters in New York, there is a sculpture called "Let Us Beat Swords Into Plowshares." It represents the desire to turn tools of destruction into tools more beneficial to mankind. This ancient phrase has been quoted by U.S. Presidents, the musical *Les Miserables* and even a pop song by Michael Jackson.

As Suzanne introduces the song "Imagine," she tells the story of Alfred Nobel, the inventor of dynamite. He intended his invention to be used to help build railroads and dig mines, but was saddened when his invention was used in warfare.

Many times an invention intended for one purpose was eventually used for a different purpose. The destructive power of the Atom Bomb was harnessed to create nuclear energy and develop powerful new medical treatments and diagnostic tools. The Internet was originally designed to help scientists and far-flung research universities collaborate more efficiently. Among the consumer products that were first developed for the U.S. Space Program of the 1960s are activated charcoal water filters, cordless tools and the memory foam used in mattresses.

<http://dsc.discovery.com/tv-shows/curiosity/topics/ten-nasa-inventions.htm>

Students may research the origins of technology they utilize in their everyday lives, detailing how a discovery in a laboratory was transformed into a product for commercial use. Like Nobel's dynamite, some discoveries were diverted for destructive purposes; but often inventions created for warfare have been transformed into products used for peaceful purposes.

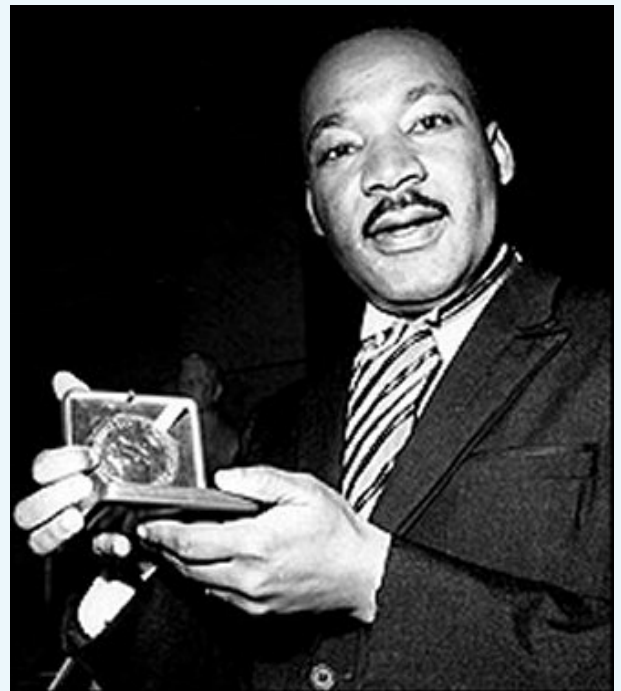
Do scientists bear responsibility for how their discoveries are put to use in the world outside the laboratory?

NOBEL PRIZEWINNERS (HISTORY/CURRENT EVENTS)

We are only able to highlight a few Nobel Peace Prize winners in our program. Martin Luther King, Nelson Mandela and Mother Theresa usually get a round of applause, but the remarkable accomplishments of others are largely unknown to today's students.

After detailing Nobel's criteria for the award (the person who "shall have done the most or the best work for fraternity between nations, for the abolition or reduction of standing armies and for the holding and promotion of peace congresses."), each student could be assigned a Nobel laureate to research. At the beginning of the school day, one child would share give a brief summary of their findings. The class could list what personality traits (courage, determination, empathy) this person demonstrated. As more presentations are made, a tally could be kept of which traits come up consistently.

The prize is awarded each year of December 10, the anniversary of Nobel's death. As the date approaches, the class could nominate candidates and give their reasons why they deserve the honor.

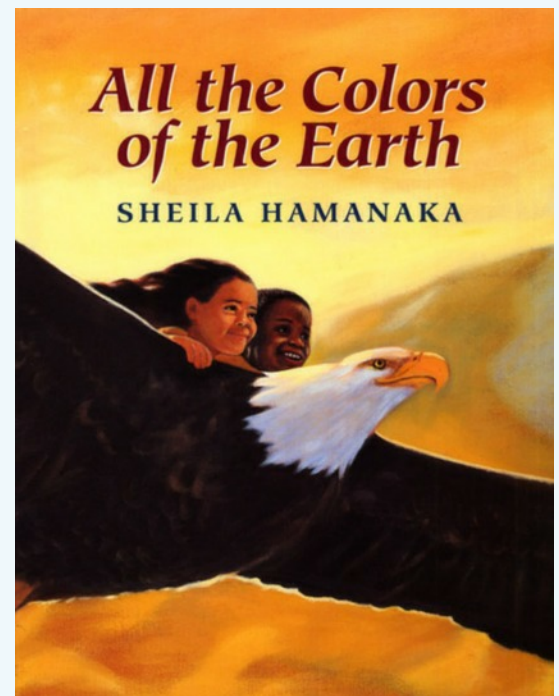


ALL THE COLORS OF THE EARTH (ART)

In our introduction to the song "I Want Candy," we say that it would be very boring if you had a box of crayons that were all the same color. We use "color" as a metaphor for "diversity" when we sing "people come in colors, too."

The book "All the Colors of the Earth," by Sheila Hamanaka, makes a beautiful presentation that relates the color of people's skin to colors found in nature. As a Japanese American, the author is very familiar with the experience of being stigmatized because of skin color.

While reading this book would be worthwhile in itself, a school in Texas used the book as a springboard for a school-wide art project that celebrated the diverse population of their community, which is adjacent to Sheppard Air Force Base.



Lisa Carrasco, a Title 1 paraprofessional, came up with the idea of photographing each child in her second grade classroom, making an 8 by 10 inch copy of each photo. She then clipped a piece of transparent plastic (such as a sheet protector) to the photo and helped each child trace the lines of their faces with Sharpie pens. The children each painted a watercolor background to the simple line drawings, making each of their faces "all the colors of the earth."

This inexpensive project proved to be such a big hit that the entire school eventually participated.

Details of the project can be seen here:

<http://www.timesrecordnews.com/news/2010/may/23/their-true-colors/>