



The **HANDLE** Institute

Helping Extraordinary People Do Ordinary Things!

The Churkendoose Project

Teachers Guide and Worksheets

A Program for Creating a Compassionate Community
in the Classroom

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The
HANDLE
Institute

www.handle.org

The HANDLE Institute

Helping Extraordinary People Do Ordinary Things

HANDLE® (Holistic Approach to Neuro Development and Learning Efficiency) respectfully discovers the neurological source of differences that create learning and behavioral challenges. Without the use of diagnoses or drugs HANDLE programs protect vulnerable systems and gently change the connections to and within the brain. This helps individuals, their families and community enjoy a richer life.

This story was originally printed as a book in 1946. This project was created because the recording with Ray Bolger released in 1947 was cherished by Judith Bluestone, our founder, who thought of herself as a churkendoose. It inspired her to believe, as she overcame her own irregularities and challenging behaviors that being herself was enough. Judith became a gifted teacher and brilliant clinician.

The Story of the Churkendoose allows even young children to appreciate the puzzlement of being born with differences, being teased and shunned by others, and ultimately becoming a valued member of a community where everyone's gifts are recognized and appreciated.

The HANDLE Institute is excited to share the Story of the Churkendoose to help create compassionate communities everywhere.

The HANDLE Institute is a 501(c)(3) non-profit providing help and hope to children and adults with neurological challenges that impair learning, memory, movement, emotion and behavior.

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A Note to Teachers

Dear Teachers:

These materials are designed to help you use The Story of the Churkendoose to teach tolerance and appreciation for individual differences within your classroom. The activities in this packet emphasizes that everyone has gifts and challenges and students have the power to create a safe and caring environment in their classroom and school. This lays the foundation for building a community that goes beyond anti bullying rules to developing relationships of based on mindfulness, mutual acceptance, respect and compassionate communication. The material is meant to serve as a springboard for you to customize your own lesson plans based on the needs of your students and classroom.

How to Use This Material

Student Worksheets

As one way of measuring the outcomes of this program we ask that you and your students complete a worksheet before you present the story. We have a second worksheet for all of you to complete after you have used the story. Please return the Teacher worksheet to The HANDLE Institute by mail: P.O. Box 493735 Redding CA 96049 or email to education.circle@handle.org.

The Story

There are many lessons that might be taught after your students read or perform the story.

Topics to Explore

We have started a list of questions intended to provoke students to talk about topics raised by the story.

Suggested Activities

We have included some activities that bring some of the topics to life in your classroom.

The Churkendoose

Part Chicken, Turkey, Duck and Goose

By Ben Ross Berenberg

The Barnyard buzzed with excitement. There was a new egg in the henhouse. But **WHAT** an egg! The Chicken and the Turkey and the Duck and the Goose agreed it was the oddest egg they had ever seen.

The egg was **SO** special that it took an especially long time to hatch it.

First the Chicken sat on the egg until she got tired of sitting.

Then the Turkey sat on the egg until **SHE** got tired.

Then the Duck sat on it.

Then the Goose.

And when the Goose got tired, the Chicken sat on the egg again.

No sooner had the Chicken taken her place on the egg, than it hatched.

Out came the most unusual bird they had ever seen.

"It looks very peculiar," said the Goose.

And the Duck asked, "What kind of a **HEAD** is that?"

And the Chicken asked, "What kind of **BILL** is that?"

And the Goose asked, "What kind of **BODY** is that?"

Then they all started asking questions all together.

"One at a time, please!" said the new bird. "One at a time! I'll answer your questions, but one at a time!"

"I have a head like a Chicken, and legs like a Duck.
Instead of quacking, I say Yuk! Yuk!
I've a body like a Turkey, and a bill like a Goose.
I feel pretty good, but my legs are loose."

"What ARE you anyway?" asked the Chicken.

And the new little bird replied:
"Well, I'm not a Chicken, and I'm not a Duck.
I have more brains than I have luck.
I'm not a Turkey, and I'm not a Goose.
Can't you see? I'm a Churkendoose!"

"You talk very funny," said the Chicken.

The Churkendoose flapped his wings and said:
"I don't talk all the time,
when I do I talk in rhyme."

"Walk over here! Let us take a good look at you," ordered the Goose.

The Churkendoose smiled at her and said:
"I can't walk, I wouldn't take the chance.
But if you give me some music, I'll go into my dance."

His webbed feet went "tappity- tappity-tap" on the floor of the henhouse. He spun around, bowed this way and that, and started to tap dance his way over to the other birds. It was a lovely dance.

But it ended when the Rooster stormed into the henhouse. He walked slowly around the Churkendoose.

"Just look at you! He said. "You're too little to be much good for anything. And you're mighty ugly. What ARE you?"

The Churkendoose answered as best he could. He said:
"I'd like to tell you, but I don't know.
I'm still little, I've got to grow."

But you know how to tap dance, don't you!" said the Goose.

"Yes," agreed the Turkey. "And you know how to recite poetry!"

"He may be dangerous!" said the Rooster. "Let's chase him off the farm!"

"Yes, chase him away! Screamed the others. And they ran towards the Churkendoose.

But the Chicken stopped them.

"No! No!" she shouted. "Listen to me!"

They all quieted down.

"Let's not be hasty." Said the Chicken. "After all this is important. So, let's all sit down and talk it over quietly".

"All right," said the Turkey. "But the Churkendoose will have to wait outside."

The Churkendoose tap-danced out of the henhouse very sadly.

He danced over to a rain puddle and looked at his reflection in the water.

Then, as a tear rolled off his bill, he said:

"Can it be that I am such a sight?
That when others see me, they take fright?
Though I can see what they meant,
When they said my legs are bent,
Am I ugly? No. I'm just dif fer ent!
'Cause it depends on how you look at things.
It depends on how you look at things.
Is a baby Chimpanzee any prettier than me?
Well, it depends on how you look at things.
An Alligator's not a thing of grace.
And a Camel hasn't got a lovely face.
Though I'm not pretty front or rear,
And I only have one ear,
Am I ugly? No. I'm just a little queer.
'Cause it depends on how you look at things.
It depends on how you look at things.
Are the Hippopotami and handsomer than I?
Well, it depends on how you look at things!"

He sniffed back his tears, and then_ he heard squawking coming from the henhouse. He danced back as fast as he could and looked through the doorway.

There in the henhouse, was a Fox!

He was running this way and that, leaping up and snapping. He was trying to catch one of the birds.

The Fox heard the Churkendoose come in the door, and he turned to jump at the little bird. But when he saw the Churkendoose, he stood perfectly still. He had never seen a Churkendoose before.

Then a strange thing happened. The Fox became frightened! He started to run, and he was in such a hurry to get away, he didn't even turn around. He ran backwards! He ran so fast he took off and FLEW backwards.

He sailed out of the window and kept on flying! He flew so fast it took three days for his shadow to catch up with him!

For a long time after the Fox left, it was quiet in the henhouse. Finally the Rooster lifted his head and look around.

"Has the Fox gone?" he asked.

"Yes," said the Churkendoose.

The Rooster flew down from his roost and the others followed him. They all gathered around the Churkendoose.

After a long pause, the Rooster cleared his throat and said, "I'm glad we did not chase you off the farm. We hope you'll stay and be our friend. We really like you, Churkendoose, just because you are you." He turned to the other birds and asked, "Don't we?"

And they all nodded their heads very seriously and answered, "Yes, we do!"

Well, the Churkendoose stayed. And he is still there. And he and the others DID become friends.

The other day, the Duck started to teach the Churkendoose swimming lessons. And the Churkendoose? He's teaching the Duck how to tap-dance!

What fun they have! Now they help each other and learn from each other. And they all agree with the Churkendoose, when he says:

"It depends on how you look at things.

It depends on how you look at things.

Making friends can be a pleasure,

'Cause a good friend is a treasure,

No matter how you look at things!

Topics to Explore

Did the Turkey, Chicken, Duck and Goose make fun of the Churkendoose?
If yes, what made you think so? If not, this is a perfect opportunity to teach about how the tone, volume change the message.

When do you think the Churkendoose knew he was different from everyone else?

Did he know it before he was told? How might that feel?

How did he feel after the animals pointed out his difference?

Did how felt about himself change during the story?

What did the Rooster mean when he said the Churkendoose was ugly?

Does looking different make someone ugly?

Has anyone ever teased you about the way you look, talk or act?

How did that feel?

How did you respond?

Why would someone tease/bully/make fun of people who look different from them?

Does the way someone looks on the outside define a person?

Do you have to look or act like the people around you to fit in?

What do you think the Churkendoose meant when he said "I'm still little, I've got to grow"? Can anyone predict how someone will grow up?

Why did the Rooster tell the Churkendoose to wait outside?

Have you ever been excluded from a group? How did you feel?

Same and Different

Objectives:

1. To help students realize that everyone has different and similar traits and experiences.
2. To point out that even though there might be some similarities, that everyone is different in his or her own way and that is what makes them unique and interesting.
3. To point out that it is only natural that sometimes you are "in" and sometimes you are "out".

Simplest game

Everyone sits or stands in a circle. Look at the person to your right or left and name one thing that is the same as you and one thing that is different. (Encourage the students to get beyond the obvious, such as "we both have 2 legs".

Include movement

All of the students form a circle. The group leader calls out a common similarity "people who have shoes on". That group stands up or moves to the center of the circle. The group leader calls out another category such as "people wearing black shoes". Those not included in the new group sits down .

Add movement to the category

The group leader calls out a category and a movement. For example: " Everyone with shoe laces stomp your feet".

The game will need to be adapted for age and experience. For older students you might say "Have you ever traveled outside the country?" or "Have you ever lived in another state?" Those who can answer "yes" run to the middle of the circle.

Read more: Elementary School Diversity Activities | eHow.com

http://www.ehow.com/list_6119103_elementary-school-diversity-activities.html - ixzz229VYm4Rw

Read more: Diversity Games for Little Kids | eHow.com

http://www.ehow.com/list_5996503_diversity-games-little-kids.html#ixzz222pMfoWg

Everyone is Included

Objective: To show students how they can turn exclusive situations in inclusive ones.

Activity

Begin with a classic game of "Musical Chairs":

Place chairs in a circle with one fewer chair than there are students.

1. Play music and have the student walk around the chairs.
2. Tell students that when the music stops, they should quickly find a seat.
3. Once they have done this and one person has nowhere to sit, challenge the group to find a way for everyone to have a seat. Children can sit on each other's laps, stand on the rungs connecting chair legs, or squeeze next to someone else on the same seat.
4. Continue with a few successive rounds in which an additional chair is removed each time. Every time the group accommodates someone who would normally be excluded in a traditional game of Musical Chairs, compliment the students on their creativity.
5. With each new round, the students will have more contact with each other and will be challenged to work even harder to find ways to be inclusive. You may also wish to connect this activity with historical information about Rosa Parks and the importance, literally and figuratively, of everyone having "a seat on the bus."

Adapted from Activity #17 of *Partners Against Hate Program Activity Guide*

Creating Ground Rules for The Classroom

Objective: To empower students to take responsibility, accountability and ownership for their own learning.

The ground rules are created as a group and that process emphasizes the importance of listening to each other in an environment of respect and acceptance. The ground rules become the standard for expected behavior by which all agree to operate.

Students have greater ownership for the rules they created are also more likely to remind their peers saying "didn't we agree to this rule together?" Typically this leads to a more conducive learning environment.

There are many different ways to approach developing ground rules. One straightforward way is to collect the answer to these two questions.

What do I need to do for myself to do my best? You may need to give the class some ideas such as "I need to eat my lunch" or "I need to get to sleep on time."

What do I need from other people to do my best? You may need to give some ideas such as "I need people to talk one at a time".

For some groups it may be important to allow the students to write down their answers and then read them aloud anonymously.

Put all the answers into the two categories for the class to see.

Remind the students that they are each responsible to taking care of themselves.

From the list of what students need from others, begin to develop your set of ground rules.

The Churkendoose Song

Does the Pear Tree say to the Apple Tree:

"I hate you 'cause you're not like me"?

Does the Green Grass ask the Sky so Blue:

"I'm green, why aren't you green too?"

A Rose smells sweet, "cause it's a flower.

An Onion tastes strong, a Pickle is sour.

They're different, yet they get along

And no one seems to think it's wrong.

Must I be a Chicken or a Goose?

Can't I be a Churkendoose?

You know, a Moo-Cow says: "look, I give milk."

The Silkworm answers: "I make silk."

The Horse says: "Look how strong I am."

The Piggie answers: "I give ham."

"My skin makes leather!" snorts the Bull.

The Sheep replies; "I grow wool."

Each one has a special use

And I'm sure there's one for the Churkendoose.

(There must be one for the Churkendoose!)

©1946 Ben Ross Berenberg

This poem was on the inside cover of the original book with the dedication

" For to Michelle."

Show Your Talent

Objectives:

To help students identify something(s) he/she is good at

To share that talent with the class

Everyone has gifts and talents. EVERYONE. Talents can come in many varieties. They may be artistic or technical, mental or physical, inwardly or outwardly directed. They need not be useful or conventional, outstanding or unique, but they will always be your own, part of what makes you, You.

Some students may have a hard time thinking about or identifying his/her special talent(s). Here are some ideas your students can explore.

Think about what you love to do. It is natural to love doing things that we are good at.

What do you usually enjoy doing, without being asked?

What are the things you're doing when you lose track of time or that you can talk about for hours?

Think about the things that you do naturally that others say "I wish I could do that _____ (fill in the blank) as good as you do".

Ask your family, friends, teachers what they think you are good at. Sometimes after hearing what they have to say you will agree with them or have a new idea.

Allow students to demonstrate or explain his/her talent to the class.

Act Out The Story

Even though there are only six main characters, the story takes place in a barnyard, so there can be any number of chickens, turkeys, ducks and geese. Your class may decide to perform the story for other classes and grades. You might plan a bigger production, making sets, scenery and costumes. Your school might decide to take the production to other schools.

The Masks

We have included templates for mask the children can make using scissors, tape, a hole punch and some yarn. They are folded and taped to become three dimensional so they work best when printed on card stock. The Templates and Instructions start on Page

The Characters

If you have Internet access, watching these short videos on You Tube can show the students how the characters would move and sound.

Chicken Sounds:

<http://www.youtube.com/watch?v=uI7ni7zL8qU&feature=fvwrel>

Chicken Moves

<http://www.youtube.com/watch?v=tiDh7jbOyGk&feature=related>

Turkey Moves: and sounds

<http://www.youtube.com/watch?v=75ebsVactoY&feature=related>

Duck Moves and Sounds

<http://www.youtube.com/watch?v=TwneAQxc478&feature=endscreen>

Goose Moves and Sounds

<http://www.youtube.com/watch?v=jkKIDF9wqvU&feature=fvwp>

Rooster Moves and Sounds

<http://www.youtube.com/watch?v=Rac4MJXAfbU&feature=related>

Making Barnyard Sounds

Your students can make their own animal sounds but they might enjoy making some birds calls. The links below explain how make bird calls using common household items.

Make chicken sounds with a plastic cup

http://www.sciencebob.com/experiments/videos/video-chicken_cup.php

Make turkey sounds with a film canister or pill bottle

<http://www.fieldandstream.com/node/1000032879>

Make duck sounds with a straw

http://www.youtube.com/watch?v=bt_IK86GU1c

Make goose sounds with a bottle cap

http://www.youtube.com/watch?v=UJqN_SsZs8c&feature=fvwrel

Fowl Facts

We have compiled a list of interesting facts about each of the fowl in the story. You might try playing the Same and Different game as a warm up to acting out the part of one of the characters.

Chicken Catalogue

A chicken has wings but can't fly for long.

A chicken can run about 9 miles per hour.
A human can usually manage 12-15 miles per hour.

A chicken's heart beats 300 times a minute (about 4-5 times more than a human).

The record for multiple egg yolks in one egg is nine.

Usually a chicken that has white ear lobes will produce white eggs and ones with brown ear lobes will have brown eggs. There is actually a breed of chicken called Aracuana that lays green and blue eggs!

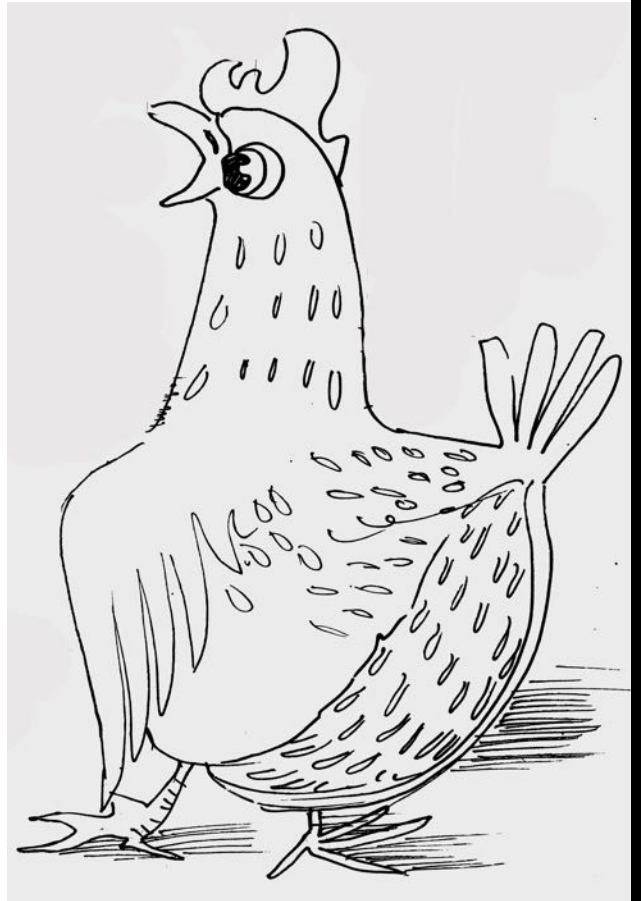
It is thought that the nearest relative of the Tyrannosaurus Rex is a chicken.

A male chicken is called a rooster.

A chicken has many different calls depending on which type of predator is threatening them.

There are more chickens on earth than humans.

Chickens are omnivores and will eat grain, seeds, fruit, other vegetation, corns, worms and other insects.



Duck Data

Ducks have webbed feet that help them to swim fast.

A duck never walks. It waddles.

Ducks are related to swans and geese.

Ducks are live near ponds, lakes and rivers.

Ducks have waterproof feathers.

Duck eggs are light green.

A baby duck is called a duckling. A grown female is called a hen. A grown male is called a drake.

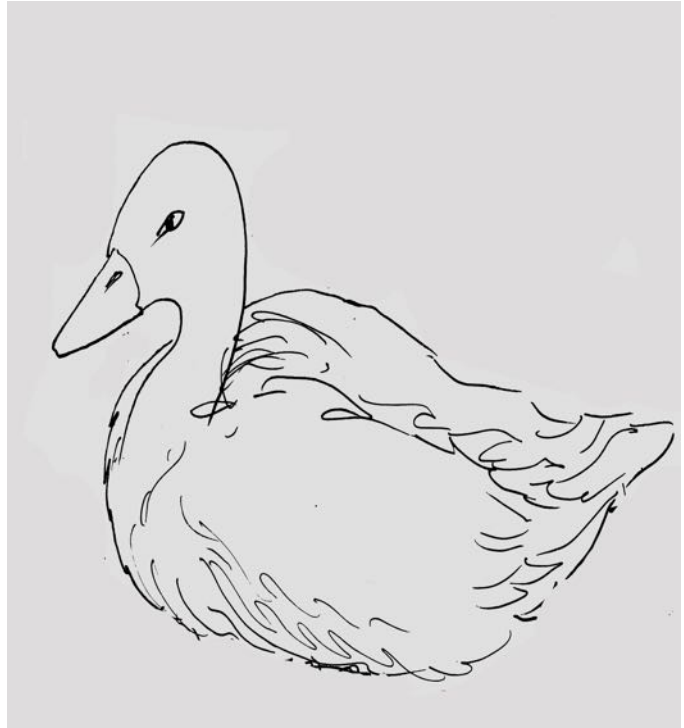
It takes about 2 months for a duckling to be ready able to fly.

Baby ducks are born with their eyes open and a warm coat and do not rely entirely on their parents for food. In fact Ducklings are ready to leave the nest within hours of hatching.

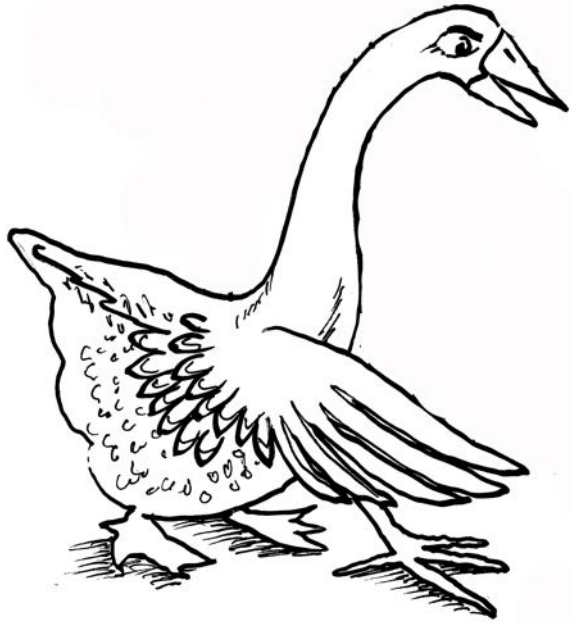
A hen will lead her ducklings up to a half-mile or more to find water for swimming and feeding.

Ducks sleep with one eye open when they sleep at the edge of a group, and have thee eyelids.

Ducks are omnivores and will eat grass, water plants, insects, seeds, fruit, fish, and other types of food.



Goose Glossary



A goose makes ten different sounds to communicate.

Goose eggs are white and bigger than a chicken egg.

They fly to migrate thousands of miles.

Geese always fly in the shape of a 'V' to save energy

They eat slugs, snails, worms, mice, hamsters, wheat, barley and frogs.

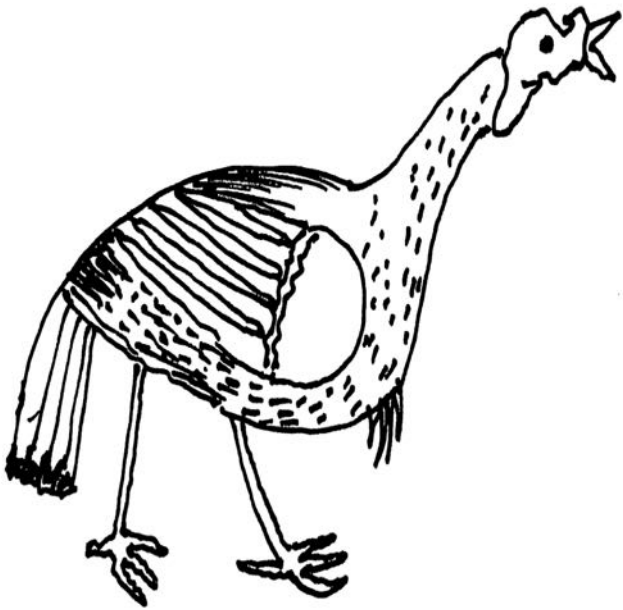
The female goose builds the nest and lays one egg each day, until she has about 5 eggs.

A baby goose is called a gosling. A gosling can to dive and swim underwater when they are only 1 day old.

Every year, the adult goose loses their flight and tail feathers, which is called molting. The new feathers take about 6 weeks to come back.

Male geese are very protective of their female partner and will always stand between her and a perceived threat.

Turkey Traits



A wild turkey can run up to 25 miles per hour and fly as fast as 55 miles per hour.

Turkey eggs are tan with brown specks and are larger than chicken eggs.

Turkeys' heads change colors when they become excited.

The heaviest turkey ever raised was 86 pounds, about the size of a large dog.

It's estimated, from fossil evidence, that the turkey has been roaming the earth for over 10 million years.

Male **turkeys** are called Toms or Gobblers. Female turkeys are called hens."

Only male turkeys can gobble. Other turkey sounds include "purrs," "yelps" and "kee-kees.

When a hen is ready to make little turkeys, she'll lay about 10 to 12 eggs, one egg per day, over a period of about two weeks.

The "turkey trot" was a popular dance in the early 1900's.

Instructions for Constructing the Masks

Materials:

Card stock for printing the masks

string or ribbon to attach at the punch holes to tie the mask on

clear tape

scissors

red marker

hole punch

We are only showing pictures of the Chicken mask but the techniques are basically the same for all of the masks.

Construction:

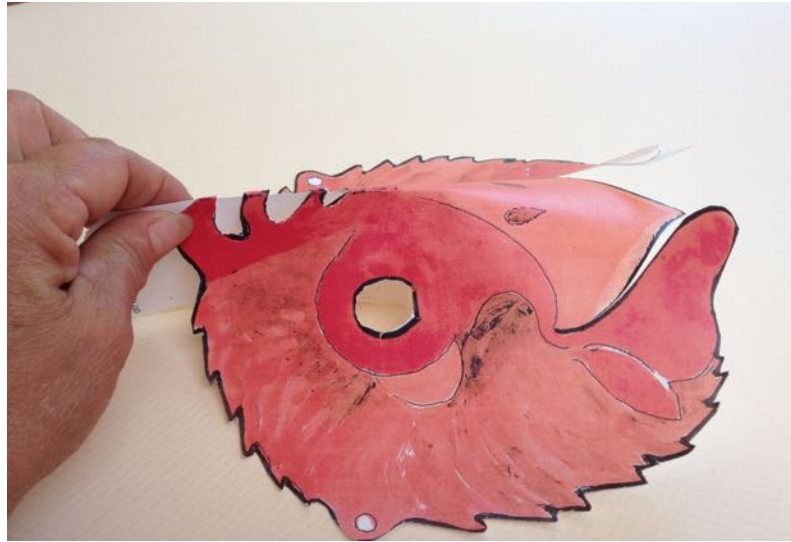
1. Cut along the black outline.
2. Cut out the eyes.
3. Score on the printed side along the dotted lines



Scoring creates a line or depression in the paper that is deep enough that the paper will want to fold along that line easily but not so deeply that the paper tears.

You can score paper using something dull like a butter knife or the edge of pair of scissors that are closed.

4. Fold.

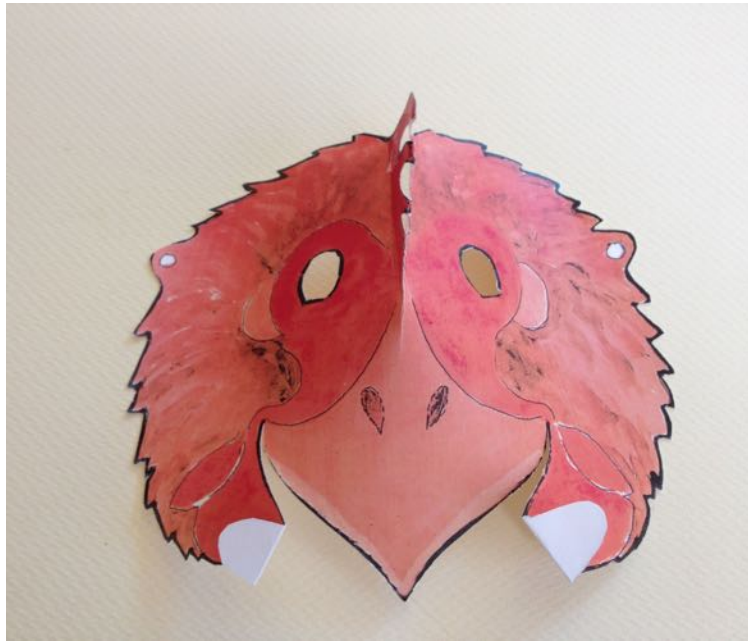


5. Cut out the white parts.

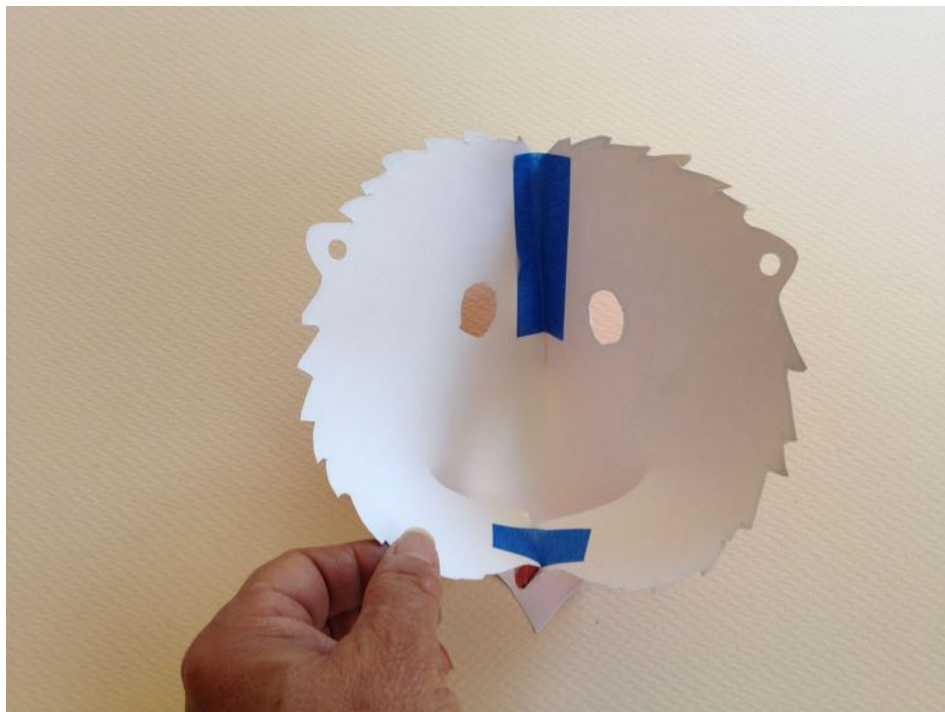
6. Change the fold to the inside of the mask.



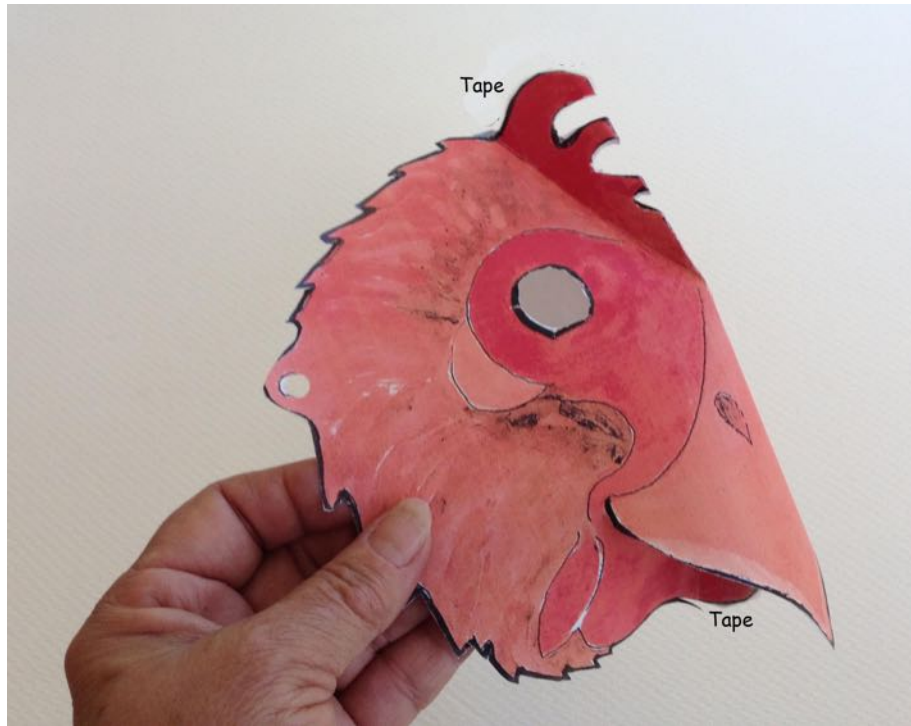
7. For the Chicken, Rooster and Churkendoose, you need to fold the wattle.



8. Tape the fold inside the mask



9. Tape the fold on the outside of the mask.



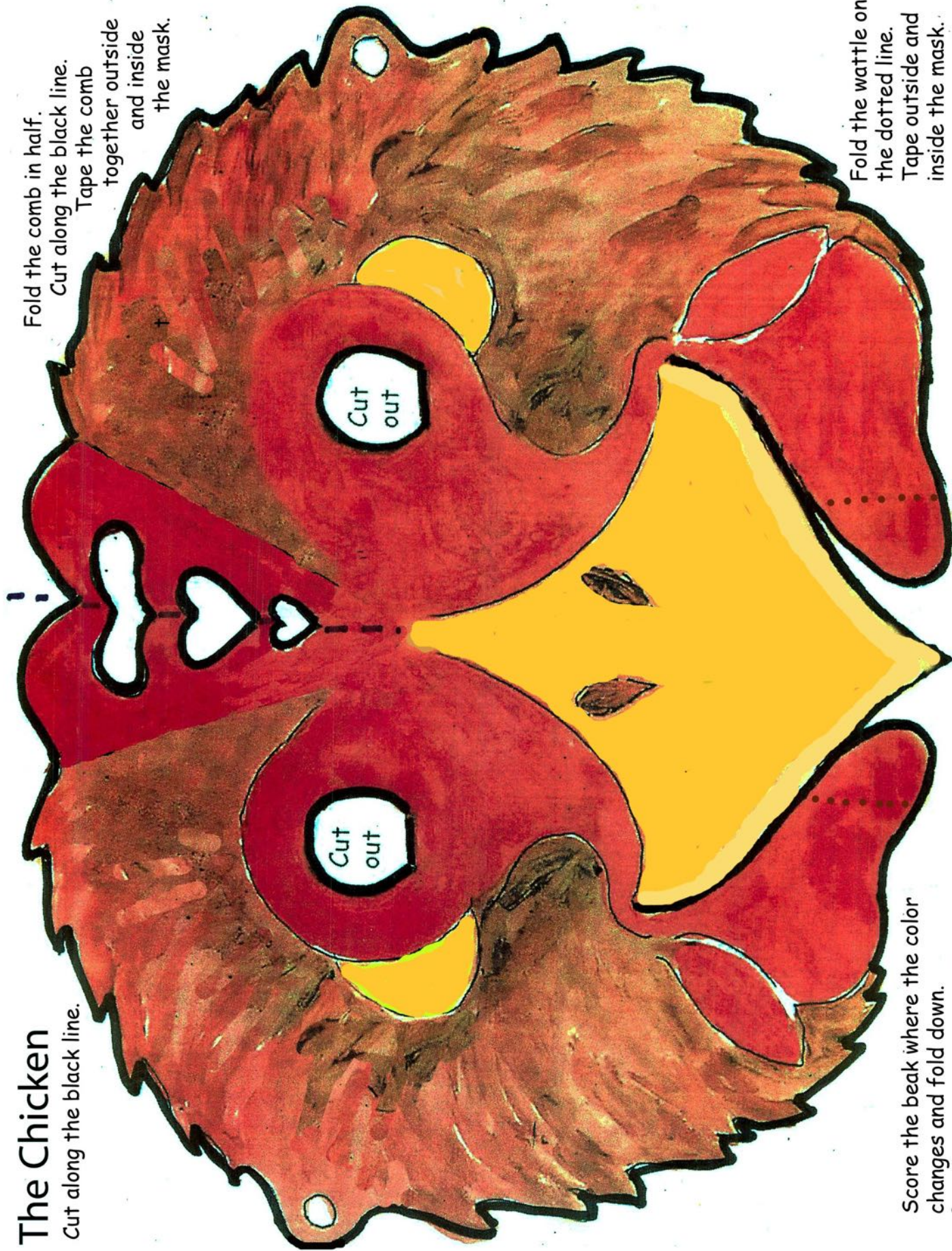
10. Reinforce the punch hole with tape and punch. Tie on the string or ribbon.

11. Fold the beak down, if instructed.

The Chicken

Cut along the black line.

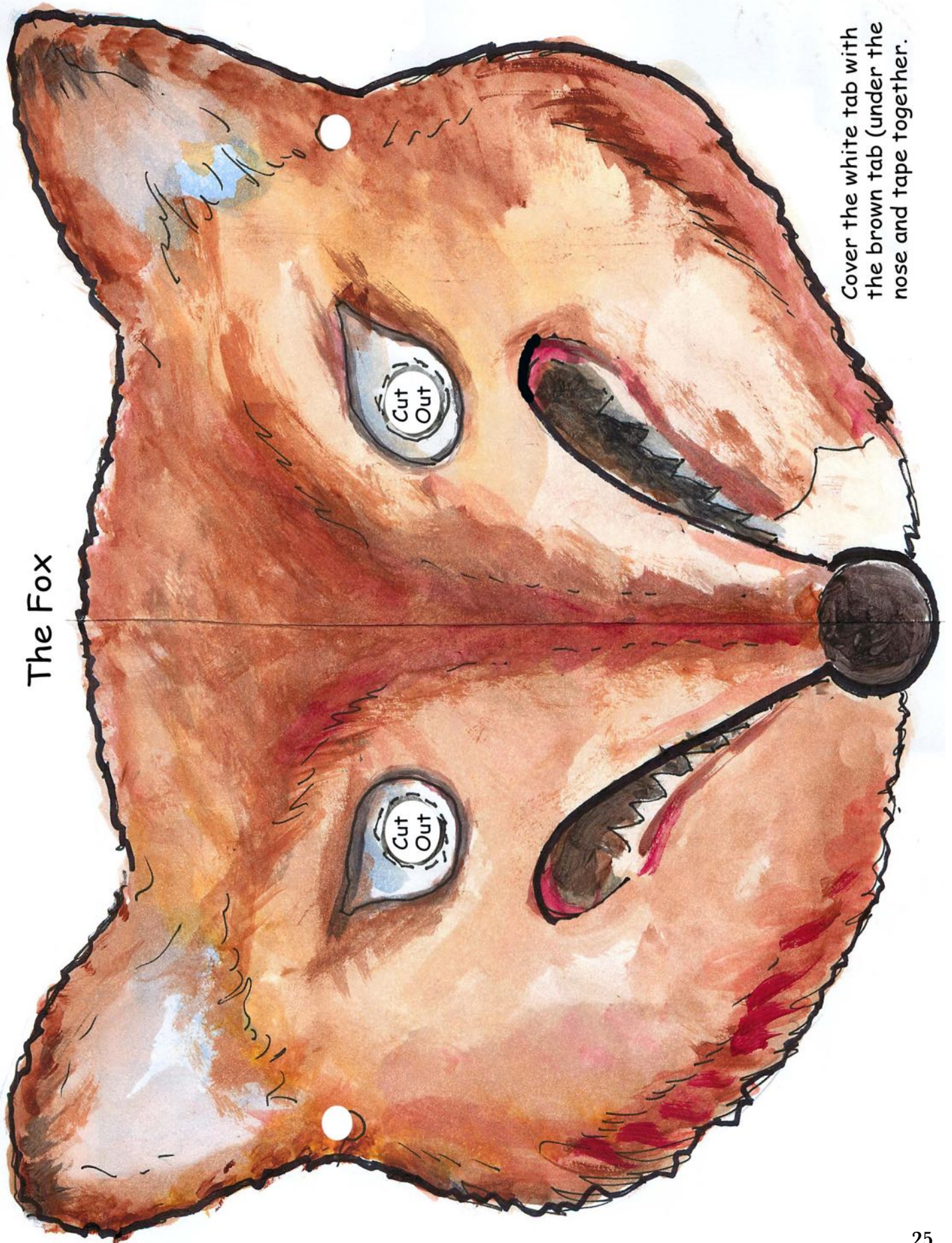
Fold the comb in half.
Cut along the black line.
Tape the comb together outside and inside the mask.



Score the beak where the color changes and fold down.

Fold the wattle on the dotted line.
Tape outside and inside the mask.

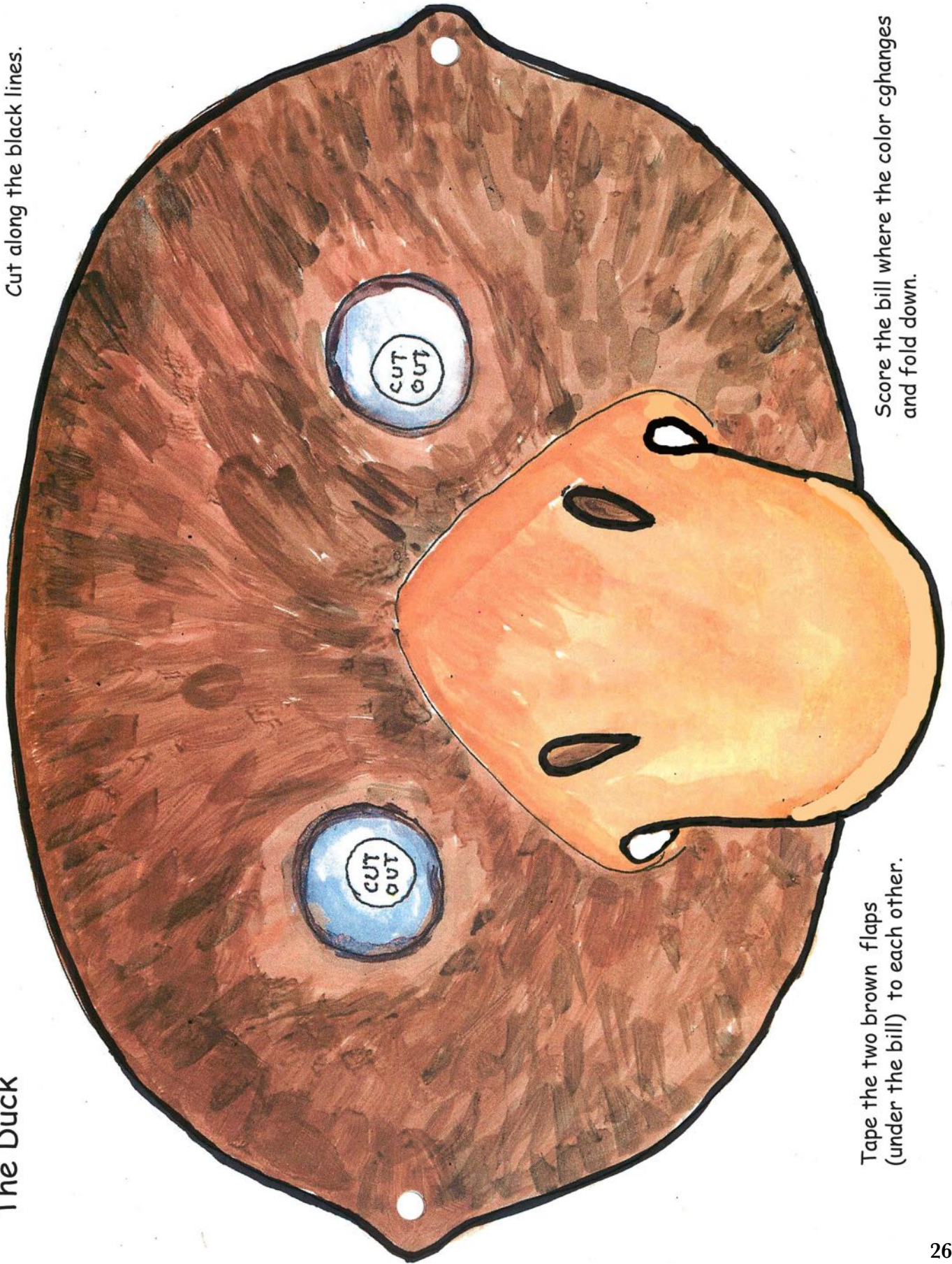
The Fox



Cover the white tab with the brown tab (under the nose and tape together).

The Duck

Cut along the black lines.



Tape the two brown flaps (under the bill) to each other.

Score the bill where the color changes and fold down.

The Rooster

Cut along the black line.

Color other side
Red

Fold the comb in half
towards the center so the
side you colored points out.

Tape sides
together.

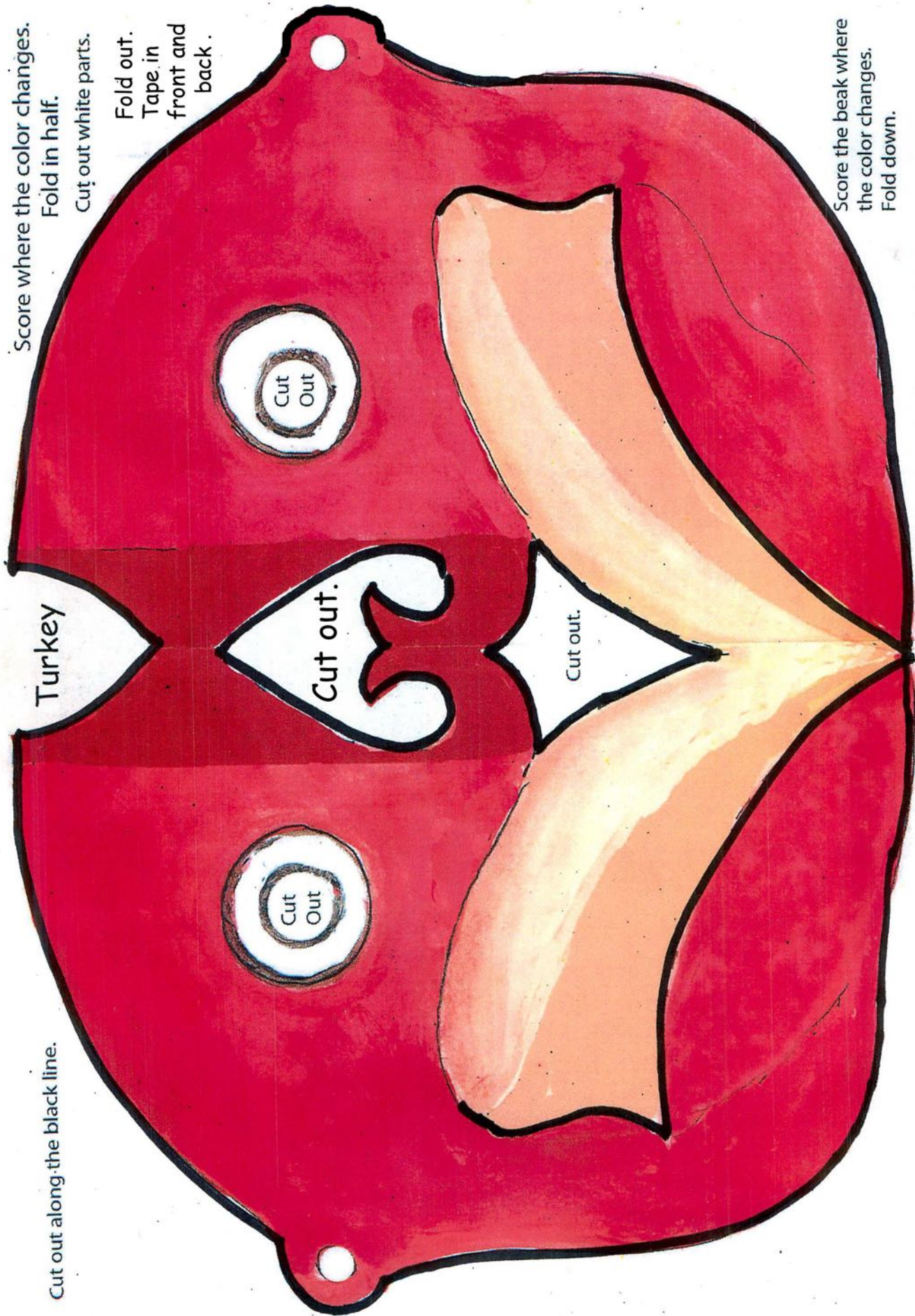
Score the beak
where the color
changes and fold
down.

Tape the two
sides of the
wattle together
on the front.

Score where the color changes.
Fold in half.

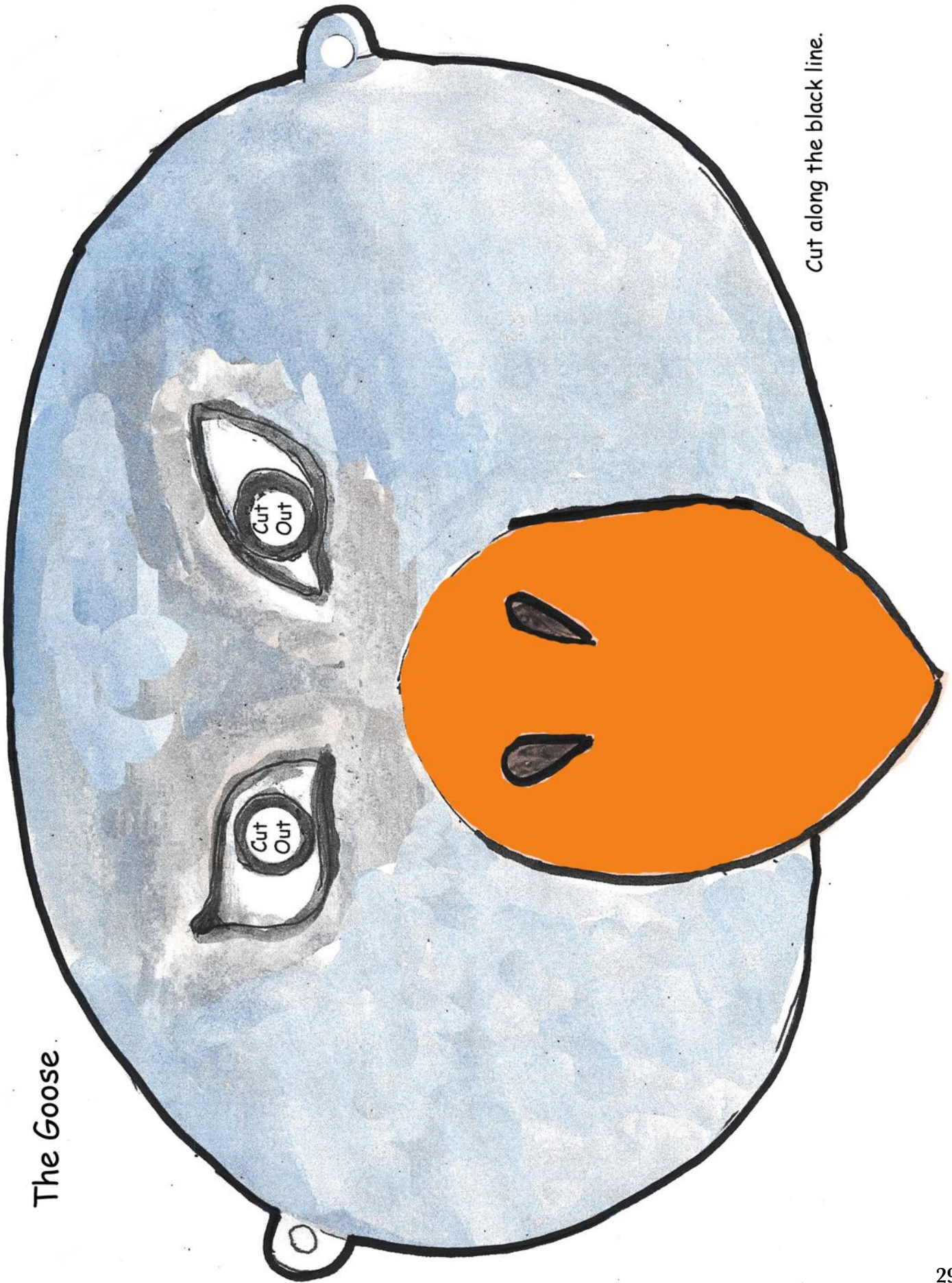
Cut out white parts.

Fold out.
Tape in
front and
back.



Score the beak where
the color changes.
Fold down.

The Goose.



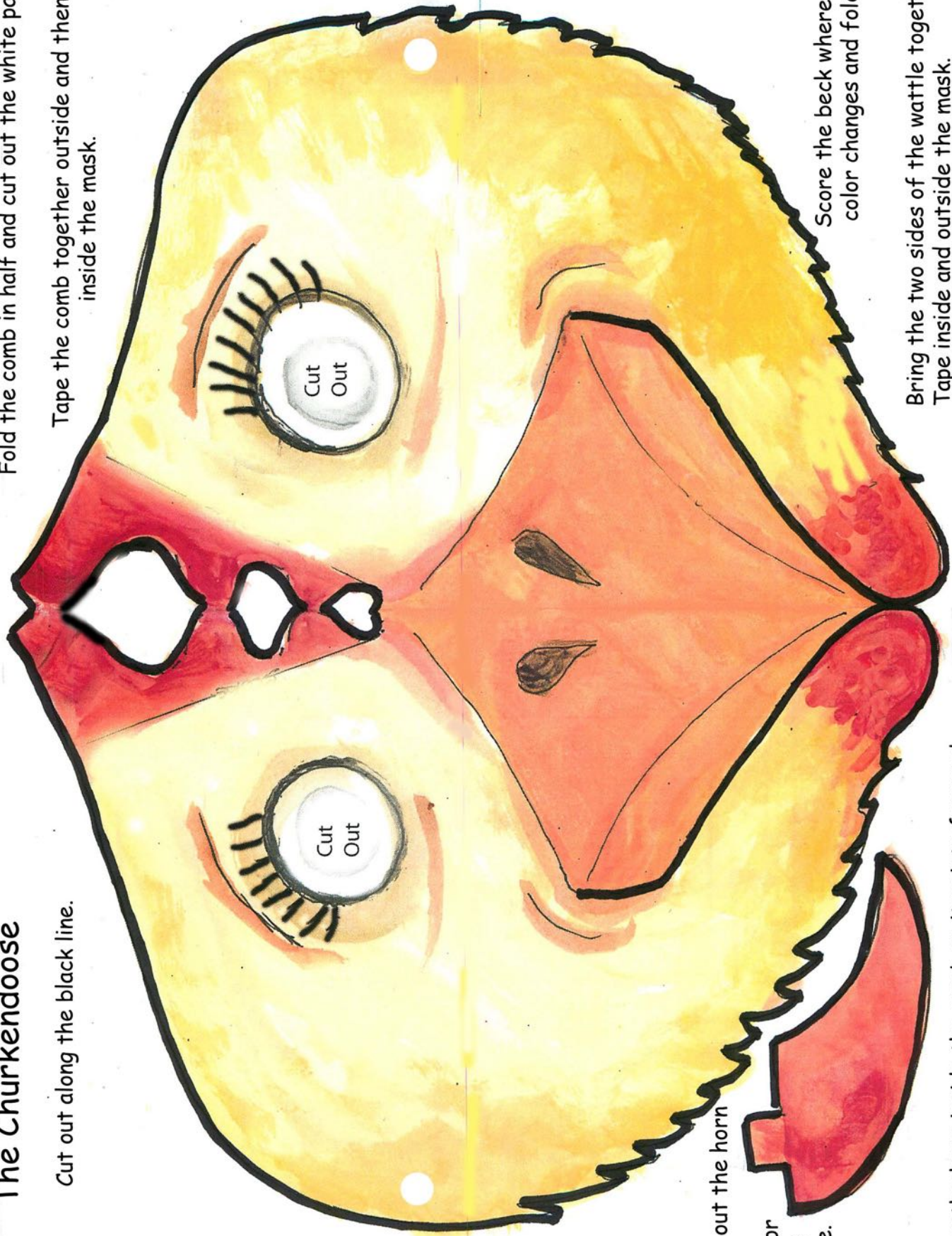
Cut along the black line.

The Churkendoose

Cut out along the black line.

Fold the comb in half and cut out the white parts.

Tape the comb together outside and then tape inside the mask.



Cut out the horn

Color the side.

Score the beak where the color changes and fold down.

Bring the two sides of the wattle together. Tape inside and outside the mask.

Tape the horn inside the comb so it points forward.

Student Worksheet

What do you do when.....

Check the answer that best describes what you do

When you hear someone making fun of a classmate do you

- laugh too?
- ignore them ?
- stand up for your classmate?
- go somewhere else to avoid the situation?

When a classmate is being left out of a game or activity do you

- join in the game or activity with your friends anyway?
- invite your classmate to join in?
- start a new game or activity with your classmate?
- go somewhere else to avoid the situation?

When a classmate is bothering you do you

- cry, get upset or fight back?
- tell them to stop?
- ignore them?
- ask for help from others?

When a classmate makes fun of you do you

- insult them back?
- make a joke?
- cry or get upset?
- feel bad and walk away?

When you hurt someone's feelings do you

- make a joke?
- feel bad and walk away?
- admit you were wrong?
- apologize?

Mark all the sentences that are true for you.

People to act or look different that I do

_____ are wrong and I dislike them.

_____ are interesting.

_____ make me nervous.

_____ are probably like me in some ways too.

_____ scare me.

_____ make me curious.

_____ confuse me.

Questions for the Teachers: After the Story

Name of your organization

Address

Contact name and phone number

Number of children in the group

Ages of the children in your group

Tally the answers given by children on the student worksheet below

When you hear someone making fun of a classmate do you

laugh too?

ignore them ?

stand up for your classmate ?

go somewhere else to avoid the situation?

When a classmate is being left out of a game or activity do you

join in the game or activity with your friends anyway?

invite your classmate to join in?

start a new game or activity with your classmate?

go somewhere else to avoid the situation?

When a classmate is bothering you do you

cry, get upset or fight back?

tell them to stop?

ignore them?

ask for help from others?

When a classmate makes fun of you do you

insult them back?

make a joke?

cry or get upset?

feel bad and walk away?

When you hurt someone's feelings do you

make a joke?

feel bad and walk away?

admit you were wrong?

apologize?

Mark all the sentences that are true for you.

People to act or look different than I do

_____ are wrong and I dislike them.

_____ are interesting.

_____ make me nervous.

_____ are probably like me in some ways too.

_____ scare me.

_____ make me curious.

_____ confuse me.

How did you use the material?

Did you involve your students in establishing classroom ground rules?

What process did you use?

What changes have you seen in the classroom as a result?

Please send to The HANDLE Institute by mail: P.O. Box 493735 Redding CA 96049 or by email: education.circle@handle.org.