

FLAT STANLEY: JOIN THE PHENOMENON!

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Introduction

Flat Stanley has had a very exciting life. He has visited all seven continents and met many world leaders. He has gone to Hawaiian beaches, the Taj Mahal, dog sledding, and into space.

Краткий обзор

«Приплюснутый Стас» - является героем серии детских книг, написанных Джефом Брауном. Самая первая книга была опубликована в 1964 году. В одной из книг приплюснутый Стас проснулся однажды утром и обнаружил, что этой ночью он был сплюснен доской объявлений. Несмотря на

несчастное происшествие, он нашел в этом позитивные стороны. Теперь он может путешествовать в различные места, потому что намного легче упаковываться, когда ты приплюснут.

В 1995 году Дале Хьюберт, преподаватель г. Онтарио в Канаде, создала проект названный «Приплюснутый Стас». Дети изготавливают из цветной бумага приплюснутого Стаса и пишут о нем дневник на протяжении нескольких дней. После этого приплюснутый Стас и дневники отправляются в другое дошкольное учреждение/школу, где дети встречают героя как гостя и продолжают записи в дневниках. Затем приплюснутый Стас и дневники возвращаются обратно в школу, которая отослала их. Дети могут составить или нарисовать карту путешествия Стаса и поделиться с другими детьми записями в их журналах. Очень часто приплюснутый Стас возвращается в родную школу вместе с открыткой из другой школы. Большинство учителей предпочитают использовать только e-mail. Наиболее гостеприимные дети из другой школы отсылают вместе с приплюснутым Стасом фотографии, сувениры, истории, которые будут напоминать о совершенных им путешествиях

Flat Stanley Is a Character

Flat Stanley is a character in a series of children's books, created by Jeff Brown, first in 1964. In the original book, Flat Stanley wakes one morning to find that he was flattened by a bulletin board during the night. He discovers the positive side of this accident. He can go places easily because it is easy to pack yourself when you are flat.

In 1995, Dale Hubert, a school teacher in Ontario, Canada, created the Flat Stanley Project. Students make paper Flat Stanleys and begin a writing journal with him for a few days. Then, Flat Stanley and the journal are sent to another school where students there treat Flat Stanley as a guest and complete the journal. Flat Stanley and the journal are then returned to the original sender. Students can plot his travels on maps and share the contents of the journal. Often, a Flat Stanley returns with a pin or postcard from his visit. Some teachers prefer to use e-mail only. Especially creative hosts send the Flat Stanleys back with pictures, souvenirs, stories and reminders of the visit.

Many school children around the world have either sent Flat Stanley on trips or have welcomed Flat Stanley sent by children elsewhere. Children in more than 45 countries have participated. Teachers can register their classes on the website: flatstanley.com. Each year, about 6000 classrooms take part in the Flat Stanley Project. Then teachers can implement classroom projects that foster children's learning in literacy, geography, science, social studies, and other academic areas. Perhaps best of all, children develop world-views that understand that children around the world are similar to them in important ways... and that children around the world are unique in special ways.

Currently, it appears that there are no schools or teachers in Russia that are registered for participating in the Flat Stanley project. Here are some suggestions to get started.

Make Personalized Flat Stanleys as a «Get to Know You» Activity

Each student creates a personalized Flat Stanley. The Flat Stanley each student creates will show the teacher the students' fine motor skills, scissor skills, collaborative abilities, attention span, attention to detail, commitment to quality work and pace of work. The completed Flat Stanley will serve as a name tag and will give others some ideas of the owner's interests.

Teachers of younger students may wish to provide a tracing template, but each student is invited to create a Flat Stanley that looks like themselves. Each Stanley should probably be no longer than 27 cm (12 inches). Students are encouraged to add details that show the Stanley is them such as matching hair styles and colour, matching skin colour and a few items that show what interests that child has, such as soccer balls or a dancing.

Students are to print their names across the front of their flat self and wear as a name tag. This will help the teacher and other students learn the names of the students in the class and also to learn a few things about that person just by looking at their flat figure.

Use Personalized Flat Stanleys to Help Take Attendance

Each student uses Flat Stanley to keep track of attendance. The students will develop a routine of collecting their Flat Stanleys as they enter the room. Difficulties following routines will quickly become apparent. The teacher should laminate each Flat Stanley so they'll last longer.

The flat selves can be held in place by magnets or tape or paper clips. As the students arrive in the morning, they are to take their flat selves from the board and put them on their desks to act as name tags. The flat selves that are left on the bulletin board will therefore represent students who are absent that day. Taking attendance is now simply a matter of recording the names of the Flat Stanleys that are left on the Attendance Bulletin Board. (Of course, mistakes will be made at first, but with practice this could become a beneficial part of the attendance taking routine.)

This can also be used if a student has an appointment in the day and needs to leave early or go to an appointment. Especially if the class is being covered by a substitute teacher, it will be helpful for the home room teacher to come back into the room, look at the attendance bulletin board, and tell at a glance if anyone has left the classroom.

The routine is, before you go home put your Flat Stanley self on the Attendance Bulletin Board. A variation of this could be for students to put their Flat Stanley selves in another section of bulletin board whenever they go to the washroom. This would help teachers keep track of their students.

Feelings and Empathy

Write from Stanley's point of view what it must be like to be different. Students will produce written work that demonstrates the ability to look at an issue from the other person's point of view.

Discuss in what ways Flat Stanley was different. Ask students to think about, but not talk about, times when they felt different or excluded or ignored. Assign a writing activity to describe how Flat Stanley might feel while flat and how his friends and even people he doesn't know could make him feel badly, then how they could help him feel better.

Key Questions: Could Stanley help it that he was flat? Are there physical characteristics that people have that they can't help? Are we all the same in every way? Is it OK to be different?

Remind students of the conversation between Stanley and his mother, Mrs. Lambchop:

Stanley told his parents how he felt. "It's the other kids I mostly mind," he said. "They don't like me any more because I'm different. Flat." "Shame on them," Mrs. Lambchop said. "It is wrong to dislike people for their shapes. Or their religion, for that matter, or the colour of their skin." "I know," Stanley said. "Only maybe it's impossible for everybody to like everybody." "Perhaps," said Mrs. Lambchop. "But they can try."

Case Study

For Summer Reading Academy in Mankato, Minnesota, teacher Mrs. Laura Linde's class sent Flat Stanley to Brown Printing Company in Waseca, Minnesota to learn about the printing business. Flat Stanley came back with lots of pictures with the printing workers, the business office personnel, and the company owners. The company also sent ear plugs for all the students and some pictures of the printing process and magazines that they print. Mrs. Linde also took Flat Stanley to a 4th of July celebration with the family and made lots of pictures to send to an exchange student in Germany.

Sources

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