

WHERE THE WILD THINGS ARE

A FACILITATORS GUIDE FOR YOUTH WORKERS, LEADERS,
EDUCATORS AND FAMILIES TO ACCOMPANY THE MOVIE,
WHERE THE WILD THINGS ARE.

AGES ELEVEN AND UP
YOUTHFILMPROJECT.ORG

WHERE THE WILD THINGS ARE. OFFICIAL WEBSITE:
WHERE THE WILD THINGS ARE. WARNER BROS. COM

WHERE THE WILD THINGS ARE



Dear Group Facilitator:

This F.I.L.M. curriculum for *Where the Wild Things Are* is structured for use in conjunction with watching the movie and reading one or more of the books surrounding the movie. *Where the Wild Things Are* is a story for all ages so this guide is also for all ages.

All discussion questions are written for a facilitator or older youth. The themes of many of these questions are appropriate for all ages, but may need to be reworded when using with younger youth. The activity pages marked with a pencil icon are appropriate for youth 11 and up.

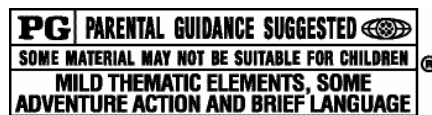
The guide offers discussion topics, activities and service-project ideas. Exploring relationships, embracing imagination and the importance of reading are key themes in this guide.

Synopsis

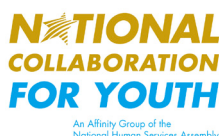
Innovative director Spike Jonze collaborates with celebrated author Maurice Sendak to bring one of the most beloved books of all time to the big screen in *Where the Wild Things Are*, a classic story about childhood and the places we go to figure out the world we live in.

The film tells the story of Max, a rambunctious and sensitive boy who feels misunderstood at home and escapes to where the Wild Things are. Max lands on an island where he meets mysterious and strange creatures whose emotions are as wild and unpredictable as their actions.

The Wild Things desperately long for a leader to guide them, just as Max longs for a kingdom to rule. When Max is crowned king, he promises to create a place where everyone will be happy. Max soon finds, though, that ruling his kingdom is not so easy and his relationships there prove to be more complicated than he originally thought.






F.I.L.M. curriculum is made possible through the partnership of **Heartland Truly Moving Pictures** and the **National Collaboration for Youth**. Heartland is a non-profit organization that seeks to recognize and honor filmmakers whose work explores the human journey. The National Collaboration for Youth is a non-profit organization providing a unified voice for its coalition of more than 50 national, non-profit, youth development organizations, and concentrates on improving the conditions of youth in the United States and enabling youth to realize their full capabilities.



WHERE THE WILD THINGS ARE

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The pencil icon designates pages of the curriculum that can be distributed to youth as worksheets.

WHERE THE WILD THINGS ARE

INTRODUCTION



Objectives for Youth

- Explore different relationships
- Understand the power of imagination
- Engage others in reading

Step 1) Read the books and see the movie

The movie, *Where the Wild Things Are*, presented by Warner Bros., opens in theaters October 16, 2009. It is rated PG for mild thematic elements, some adventure action and brief language.

Reading Materials:

Where the Wild Things Are is based on the Caldecott Award-winning children's picture book written and illustrated by Maurice Sendak, published in 1963. This ten sentence book was developed into a feature length film by director Spike Jonze and author Dave Eggers. Both men have created corresponding books that can be read with this curriculum as well.

- *Where the Wild Things Are* by Maurice Sendak, published by Harper Collins 1963
- *The Wild Things* by Dave Eggers, published by McSweeney's 2009
- *Heads On and We Shoot – The Making Of Where The Wild Things Are* from the editors of McSweeney's published by Harper Collins 2009

There are a number of articles available online that explore the process of bringing this celebrated children's book to the big screen. Search www.nytimes.com for *Where the Wild Things Are* to get started.

Step 2) Participate

Take part in meaningful discussions and activities:

- Explore different relationships
- Understand the power of imagination
- Engage others in reading

Step 3) Take the lead to help others

Engage in a project within your community based on lessons learned in this curriculum. Project ideas are included in the curriculum; there is also a free, downloadable service-learning supplement to assist in the planning and managing of *Where the Wild Things Are* service projects. Please visit www.youthfilmproject.org/resources.htm to download the supplement.



Note for the Facilitator:

In 1963 Harper Collins published Maurice Sendak's book, *Where the Wild Things Are*. Sendak was just 35 years old. Forty-six years after the publication of this memorable children's book, Spike Jonze collaborated with Sendak to bring this book to life. Although Sendak was a collaborator in the project, he encouraged Jonze to make it his own.

Together, Jonze and author Dave Eggers wrote the screenplay for this remarkable film. It explores the same themes that were in the book but expands on them, turning the ten original sentences of the book *Where the Wild Things Are* into a feature length film.

This section looks at the life and work of Maurice Sendak, as well as explores how his book became a movie.

Objectives for Youth:

- Learn about Maurice Sendak and his work
- Examine Sendak's body of work, analyzing his evolution as an artist
- Explore the ideas that director Spike Jonze used to bring the book to life

MODULE ONE: SETTING UP THE STORY

SECTION ONE: MAURICE SENDAK AND HIS WORK



Instructions:

Use the following section to learn more about Maurice Sendak and his body of work. Use the questions that follow to look critically at his work and its evolution over the course of his career.

Maurice Sendak is a well-known children's book author and illustrator who is probably best known for *Where the Wild Things Are*, but his body of work is extensive. Not only was Sendak an illustrator and author, but he also worked producing and designing operas later in his career.

He was born in New York in 1928 to Polish-Jewish immigrants and is said to have been a sickly child who spent much of his time inside, which may have contributed to the imaginative worlds he created in his art.

** Information adapted from American Masters on PBS.org*

Learn More

American Masters

www.pbs.org/wnet/americanmasters/database/sendak_m.html

A Conversation with Maurice Sendak

www.npr.org/templates/story/story.php?storyId=4680590

An Interview with Maurice Sendak

www.library.northwestern.edu/exhibits/hca/interviews.html

Activity and Discussion

Sendak's work explores themes that ring true with many people -- both children and adults. He explores different themes and emotions that we all struggle with growing up. Unlike many children's authors, Sendak does not shy away from images and themes that might be scary.

Take an inventory of some of Maurice Sendak's books and examine the images and stories that they each contain. Then answer the questions on the following page. The following are just a few of the books Sendak has written and illustrated throughout his career. Find his complete list of works at your school or community library.

Kenny's Window, 1956

Where the Wild Things Are, 1963

Higglety Pigglety Pop!, 1967

Seven Little Monsters, 1977

Outside Over There, 1981

Mommy?, 2006

MODULE ONE: SETTING UP THE STORY

SECTION ONE: MAURICE SENDAK AND HIS WORK



Discussion Questions:

- What are the key themes that link Sendak's books together?
- Are there common images that appear throughout his books? What are they? Do his images evolve from book to book? If so, in what way?
- Reading Sendak's books might be a different experience as an adult than for a child. If you read any of his books as a child, how does the message differ as an adult? Did you gain any new insights? What are they?
- If you choose to read some of Sendak's books with your child or someone you mentor, are the messages each of you take away from the book different? Discuss the differences in viewpoints with a younger person after reading one or more of Sendak's books together.
- What do you think of Sendak's use of darker themes and emotions in his work? Do you believe it speaks to children in a different way? What themes and emotions do you think children should be exposed to in books, television and music as they develop? Why?



Spike Jonze, director of *Where the Wild Things Are*, has multiple movies and music videos to his name. Described as a kid at heart, Jonze set out to make the movie adaptation of one of the best loved children's books of all time. Taking a ten sentence book and turning it into a feature length film was a long journey with an amazing end result.

The Q & A with visionary filmmaker Spike Jonze below is courtesy of Warner Bros. Pictures

Beyond the pure adventure of a 9-year old boy running wild with giant creatures on an island, what is this movie about?

It's about childhood. It's about what it's like to be eight or nine years old and trying to figure out the world, the people around you, and emotions that are sometimes unpredictable or confusing. The way we relate to each other and imbue everything with our own emotional perspectives on everything is insane. Once I knew I could write the wild emotions inside of everyone, then the book was basically limitless.

Your earliest memories of the book?

I remember my mother reading it to me when I was four or five; I can still hear the inflection in her voice. And I remember the creatures vividly. There's something about Maurice's work that invites you into the world he creates and you feel as if you are Max. I always loved that book.

To what extent was Maurice Sendak involved with the movie?

I had known Maurice for about ten years before we started making *Where the Wild Things Are*. He knew how I felt about the book and it was his idea initially that I work on adapting it. Once we got started, he was a fully involved producer on the film. He had based the book on themes and feelings from his life and I was picking up what he created from his life, his childhood. I was picking up the baton and it was going to have aspects of all our childhoods in there.

What are you adding to his story?

I had often asked myself what I could bring to the story in keeping with Maurice's intention and it finally hit me one day when I realized that the Wild Things are really the wild emotions in all of us. For a child, they're unpredictable and often uncontrollable and hard to understand. Even as an adult, emotions and relationships are hard to process. After that, it became clear how I could take the story further. There was such great potential in all of the Wild Things as characters and I felt that was something I could add to the story and explore infinitely without trying to make it into something else.



How did you select author Dave Eggers to write the screenplay with you?

I started thinking about who I could write it with, who had the right taste, who I would enjoy being with and collaborating with. I'd gotten to know Dave a few years prior, and he seemed like the perfect combination in terms of his taste and the tone of his writing. There was humor and real pathos, too.

What was your approach?

First and foremost I was concerned with who Max was and what was going on in his life. I wanted to make a movie that takes kids seriously. Just because they're young doesn't mean their feelings aren't as complex and deeply felt as any adult's. Maurice also said, "Don't just take the heavy side of the kid seriously; take his imagination seriously, his sense of joy." Overall, we wanted it to feel as if it was being told by the characters themselves rather than some outside observer. We never set any rules about whether it would be for kids or adults. We just went where it took us.

How did you cast the hero Max, and what does actor Max Records bring to it?

I wanted a real kid—not necessarily an actor who was going to give a 'movie kid' performance, but someone who was going to give a real, emotional performance and I found that in Max Records after a very long search. Max was my partner in making the heart of the movie come through. He is the heart of the movie. He has a real depth to him as a person. It doesn't feel at all like he's acting, and that was very important to me and to the story.

The movie combines live-action, puppetry and digital animation. What was the idea that brought these techniques together?

It was important that this feel like a real adventure and not a fantasy, so Max had to be a real kid in a natural environment, which is why we shot so much of the action on location. I also wanted to build and shoot the Wild Things so that Max could touch them, lean on them, shove them, hug them. I wanted them to be there so people could feel their breath, their size and their weight in a visceral and immediate way and I couldn't imagine doing that wholly in a computer or on a soundstage. CGI allowed us to give the creatures the full range of facial expression in post-production, based on footage of our voice actors' performances.

Capturing the voice performances was a little unconventional:

A lot of movies that have voice performers often record each actor individually in a sound booth and so the actors don't get to interact with each other. But it was important to me that we captured the spontaneity of what they did in the moment. So we got all the voice actors together and acted out the whole movie on a soundstage over a period of three weeks. We had Lauren Ambrose, Chris Cooper, James Gandolfini, Catherine O'Hara, Forest Whitaker, Paul Dano and Michael Berry acting out

MODULE ONE: SETTING UP THE STORY

SECTION TWO: BRINGING THE BOOK TO LIFE



their roles as the Wild Things, wrestling and shouting at each other on a bare stage with Styrofoam cubes standing in for rocks and trees. Later, the Australian actors wearing the Wild Things costumes on location would watch footage from the voice recording and mirror what the voice actors did. They took the essence of what they were doing and adapted it to what the costumes could do. But everything started with the voice performances.

What kind of experience has this been?

I knew it was going to be a complicated process. It seemed that every choice we made turned out to be the hardest possible way to do it. Building the creatures alone took eight months, and there were a lot of logistical challenges. But we decided what we wanted it to feel like and worked backwards from there on how to achieve that, and we stuck to it. In the end, I love that we did it the way we did it. We didn't do it the easy way, but we would always find a way, and we made the movie we set out to make. And I love the movie we made. It's us.



Note to the Facilitator:

Director Spike Jonze talks about *Where the Wild Things Are* by saying, “It’s about what it’s like to be eight or nine years old and trying to figure out the world, the people around you ... The way we relate to each other and imbue everything with our own emotional perspectives on everything is insane.”

Where the Wild Things Are focuses heavily on relationships—those relationships that Max has with his Mom and sister, the relationships he forms with each of the Wild Things and the relationships that the Wild Things form with one another.

The following section looks at the different relationships in the movie and the way people develop relationships in their own life.

Use the following section with any age group to discuss how different relationships impact us all differently.

Objectives for Youth

- Explore different types of relationships in everybody’s life
- Identify the characteristics that make up different relationships



As *Where the Wild Things Are* begins, Max is struggling with relationships within his family. He wants to be a part of his sister's life, but he gets left behind. He wants to be a part of his mom's life, but his mom is really busy.

These are emotions that many children deal with as they grow up and figure out how they fit in and where. Use the questions below to discuss these emotions with youth.

Discussion Questions:

- Do you understand how Max felt when his sister's friends crushed his snow fort? What do you think Max was most upset about? Was he mad that his fort was crushed? Was he scared?
- How do you think Max's sister's friends should have treated Max when he began to cry? Why do you believe his sister left, saying that Max would be fine?
- After Max's sister and her friends left, why do you believe Max acted out in the way he did? Think about the things he destroyed in his sister's room. Why do you think he focused on those objects in particular?
- Do you have a sibling or person in your life who you want to spend more time with but sometimes have trouble being friends with, like Max with his sister Claire? What are some ways you have tried to be a friend to them?
- For older youth or those who have younger siblings, how did Max's interaction with his sister and her friends impact you? Based on Max's reaction to feeling left out by this group of older kids, how might you reconsider the way you interact with your younger siblings or other young people in your life?
- Think about Max's relationship with his mother. How do Max and his mother help each other? In what ways does Max help make his mother's day better? What things does his mom do to help make Max feel better after he destroys Claire's room?
- Although Max, his mother and sister all love one another, what are some things they experience that demonstrate that it is sometimes hard to be a family?
- Can you identify with Max's relationship to his mom and sister? In what ways?
- Max struggles to accept that his mom has a boyfriend. Can you understand what Max is going through in the movie? Have you ever experienced the same frustration and confusion as Max? How did you deal with it?
- By the end of the film, what lessons do you think Max learns about family?

MODULE TWO: RELATIONSHIPS

SECTION TWO: FRIENDSHIP



ACTIVITY

When Max runs away and ends up in the land of the Wild Things, he encounters lots of new friends but has very different relationships with each of them. The Wild Things, although they aren't human, have very human relationships with one another and with Max.

Instructions:

Next to each of pictures below describe the character in the space provided. Be sure to include the character's traits, personality and relationship to others. As a group, discuss the questions that follow.





MODULE TWO: RELATIONSHIPS

SECTION TWO: FRIENDSHIP



ACTIVITY





MODULE TWO: RELATIONSHIPS

SECTION TWO: FRIENDSHIP



ACTIVITY







ACTIVITY



Discussion Questions:

- Why do you think Max identified with the Wild Things so much? What did each of them teach Max? How?
- What personality, characteristics and thoughts does each Wild Thing share with different people in Max's normal life?
- Why do you believe Max gravitated to Carol when he first met him as he destroyed the homes of the other Wild Things? Why do you think Max wanted to help?
- Did you identify with KW and Carol's friendship? How? Have you ever gone through the same thing that Carol goes through in his anger, frustration and loneliness as his friendships with both KW and Max change?
- If you were in Carol's situation, how would you deal with it?
- What do the Max and the Wild Things help you understand about friendship?



No matter what age people are, a common emotion that many share is the desire to fit in. Use the following excerpt of the script of *Where the Wild Things Are* to discuss fitting in and being like others.

To begin, select someone to be Max, KW, Bob and Terry, and then have them act out the following scene for the rest of the group.

The owls fly overhead. KW throws rocks at them. The rocks hit the owls and knock them out of the sky. They fall to the beach. KW picks them up and shows them to Max. They look a little disoriented.

KW: They love it when I do this to them. This is Bob and Terry.

The owls squeak. Max looks confused.

KW: Say hi.

MAX: *(unsure)* Hi.

She talks to Bob and Terry.

KW: Bob, Terry, this is Max, he's the biter I told you about.

MAX: I just did that once.

KW: *(ignoring him)* He wanted to ask you guys some advice.

She looks at Max. Max doesn't know what to say.

KW: Go ahead, they're not judgemental.

Max looks kinda weirded out, but decides to give it a shot.

MAX: You mean just ask them?

KW: Yeah.

Max tries to figure out what to say.

Bob and Terry squeak.

KW: They say it's better for you if you can ask the question in seven words.



MAX: Okay... *(starts counting with his fingers)*
How. Do. I. Make. Everyone. *(looks at the two fingers he has left)*
O. Kay.

They squeak.

KW: *(to Bob and Terry, contemplating)* I don't know.

They squeak again.

KW: Oh, yeah. I didn't think of that.

They squeak again. KW turns to Max.

KW: Wow, they really get to the heart of it, don't they?

Max looks uncertain as to whether to say that he got none of that.

MAX: Um, yeah.

KW: Aren't they great? What if they came and lived with us? Bob, Terry, why don't you come live with us?

They squeak.

KW: Oh good! Right, Max? At least they'll try it and come spend the night.

** Excerpted from **Where the Wild Things Are** script, written by Spike Jonze and Dave Eggers, courtesy of Warner Bros. Pictures*

Discussion Questions:

- Do you think KW could really understand Bob and Terry?
- How do you think Max feels when he asks Bob and Terry a question?
- When KW brings Bob and Terry back to the other Wild Things, why do you believe they act like they hear Bob and Terry?
- Have you ever felt like Max did, confused but played along so no one would know you didn't understand something? As a group, discuss everyone's memories of experiences where they tried to fit in and how they felt in that circumstance.

MODULE THREE: THE WILD THINGS INSIDE



Note to the Facilitator:

Where the Wild Things Are is a film about emotions running wild and the way Max deals with these emotions. In many interviews with Spike Jonze about the film he expresses his realization about how to make the movie, *Where the Wild Things Are*. In an article with GQ, Jonze says at first, "I turned it [*Where the Wild Things Are*] down because I had no idea what I could add to it." Years later he says he had a realization, "It just hit me that wild things could be wild emotions. It was that simple of an idea. And all of the sudden, it seemed infinite where I could go from there."

Read the entire article, "Spike Jonze Will Eat You Up" by Chris Heath for GQ online at www.gq.com/entertainment/movies-and-tv/200909/spike-jonze-dave-eggars-where-the-wild-things-are

Adult and children alike can relate to emotions running wild. Everyone experiences life in different ways and everyone reacts to those experiences differently.

Use the following section to explore the ways in which we all deal with emotions as they run wild, no matter where we are in life.

Objectives for Youth:

- Explore the causes of and reactions to personal emotions
- Create a place for escape

MODULE THREE: THE WILD THINGS INSIDE

SECTION ONE: WILD EMOTIONS



In *Where The Wild Things Are*, Max experiences many different emotions, from trying to figure out how he fits in with his family to trying to figure out how he fits in with the Wild Things. In addition, the Wild Things manifest many emotions as they struggle with some issues that Max faces and some of their own.

Throughout the movie there are probably several emotions with which you identify. In an interview with *GQ Magazine*, director Spike Jonze speaks about emotions and how they inspired the movie.

Read the following excerpt from the *GQ* article by Chris Heath, “Spike Jonze Will Eat You Up.” Discuss with your group, using the questions that follow, all the different types of emotions we experience on a daily basis and how we deal with those emotions differently.

As a kid, that was really scary and confusing—both the wild emotions in me and the wild emotions in the people around me. Unpredictable emotions, positive or negative—you don’t know where they’re coming from, you don’t know what they mean. Especially negative emotions. Your own behavior—you don’t know why you’re acting a certain way and it scares you, or you don’t know why somebody else is acting a certain way and it scares you. Big emotions that are unexplained are really scary. At least to me. I guess it’s anger, or sadness, guilt—or guilt for being angry, you know. Just the whole big mess that we’re sort of thrown into. Emotions are messy and hard to figure out. Hard to know where you start and the next person stops. Even as an adult, that’s a hard thing to know. As a kid it can be really confusing, because it’s all new and you’re trying to sort of make your map.

Excerpted from “Spike Jonze Will Eat You Up” by Chris Heath for *GQ*. Find online, www.gq.com/entertainment/movies-and-tv/200909/spike-jonze-dave-eggers-where-the-wild-things-are

Discussion Questions:

- Are your emotions ever unpredictable? How do you deal with your different emotions?
- Are your feelings always caused by something or do you simply feel sad or happy sometimes, without being able to explain why?
- How do you try to control your emotions? Do you sometimes have emotions that you can not control? How does this make you feel?

MODULE THREE: THE WILD THINGS INSIDE

SECTION ONE: WILD EMOTIONS



ACTIVITY

Use this to further explore emotions and how everyone deals with them differently.

Instructions: Think about all the emotions you experience in a normal day and record the details of these emotions to get a better understanding what things make you feel a certain way and why.

This is the way I feel when:	Things that change the way I feel:
Example: Silly I feel silly when I'm with my friends.	I stop feeling silly if I say something mean when I'm joking around.
Happy	
Sad	
Excited	
Hesitant	
Confident	
Scared	

MODULE THREE: THE WILD THINGS INSIDE

SECTION TWO: WILD PLACES



In *Where the Wild Things Are*, Max travels to the land of the Wild Things and encounters creatures that are very different from anything he knows. He also finds a land that is much different than the place where he lives with his family.

As a group, use the following questions to discuss the differences between Max's life at home and where he finds himself with the Wild Things.

Discussion Questions:

- Do you think that Max imagined the land of the Wild Things or do you believe he really traveled there? Why?
- Have you ever wished you lived in a different world? What would it be like? How would it be different from your life here?
- What are the differences between where Max lives with his sister and mother and where he finds himself with the Wild Things? Why do you think these places are so different?
- What would you describe the Wild Things as? Are they animals, monsters, people?
- When Max arrives in the land of the Wild Things as king, they all build a new place to live together, like the world Carol imagined. Why do you think Max and the Wild Things were building the type of place to live that they planned? What significance did different features have, such as a place that wouldn't let in anybody who didn't belong?
- Max ruled as king in the land of the Wild Things. Why do you think they made Max king?
- Why does Max tell everyone he is a king? Is this the same as lying even though it is only his imagination?
- Carol asks Max what his first order of business is as king, to which Max replies, "Let the wild rumpus start!" What would you do if you were the king or queen of your own land?

MODULE THREE: THE WILD THINGS INSIDE

SECTION TWO: WILD PLACES



ACTIVITY

Max travels to a land very different from the one he knows. It is full of new creatures, new abilities, new friends, and it is a place where Max rules as king. Use your imagination to create a world where you would like to live.

Instructions: Use the space below to draw an imaginary world where you would most like to live. Explain why you made the world you did on the following page. Be sure to include descriptions of what the people are like in this imaginary world, what powers, if any, people have, and the seasons of this world.

my world is called:

MODULE FOUR: TAKE THE LEAD



Note to the Facilitator:

Where the Wild Things Are is a fantastic book and movie to use to get youth thinking about relationships with family and friends, emotions that we all have, the power of imagination and more. Since the book is so well-known and so many people, both young and old, have been impacted by reading it, it is a perfect book to use to get more young people reading at an early age.

Use the following section as a resource for a service project based around themes in *Where the Wild Things Are*. Encourage youth and adults to get involved in their schools and communities by reaching out to others through these community service suggestions or others found in **Finding Inspiration in Literature & Movies** curriculum.

Use the Service-Learning Supplement developed in partnership between **Finding Inspiration in Literature & Movies** and **Youth Service America**, downloadable online www.youthFILMproject.org under the Youth Resources tab.

MODULE FOUR: TAKE THE LEAD

SECTION ONE: LET THE WILD RUMPUS START



Max is a young boy, struggling with the things that all young people do. He's exploring each of his emotions and learning to fit in. His mother, sister and all of the Wild Things each help Max learn something new about the world and about himself.

You can have just as much impact in the life of a child. Use the suggestions below to reach out and mentor a young person.

- Reading at any age is important and it's books like *Where the Wild Things Are* that are accessible and identifiable. They open up new worlds for children that help embrace the importance of reading.

Visit Reading Rockets, a national multimedia project offering information and resources on how young kids learn to read, why so many struggle, and how caring adults can help, to gather resources to help young people in your life read. Reading Rockets has developed a Family Literacy Bag especially for *Where the Wild Things Are*. Download the Reading Rockets guide to use with young people at www.readingrockets.org/article/33292.

- When Max first arrives in the land of the Wild Things and is king, his first command is to, "Let the wild rumpus start!" Start a wild rumpus of your own. Decide what kind of rumpus would work best in your community or school and have the kids plan an event where a kid can truly be a kid. As a group, develop games to play, dances to enjoy and music to create in an environment that makes all kids feel like they can just be a kid.
- Like the Wild Things helped Max sort through his emotions by simply being a kid, be a friend or mentor to someone in that very same way. Sign up with your local Big Brothers Big Sisters program or reach out to another mentoring organization in your community to learn how you can become involved in someone's life as a positive influence.

WHERE THE WILD THINGS ARE

POST PROGRAM EVALUATION



Dear Group Facilitator,

Please take a few moments to answer the questions in the evaluation for the *Where the Wild Things Are* Discussion Guide at www.youthFILMproject.org and click on "Evaluations."

We value your feedback, and your comments and stories can help inspire others and keep the FILM Project alive.

Please visit www.youthFILMproject.org at the completion of this curriculum and tell us what you think. You can also send your stories to FILMinfo@trulymovingpictures.org.

Thank you for your support!

Sincerely yours,

The FILM team

The FILM Team
filminfo@trulymovingpictures.org