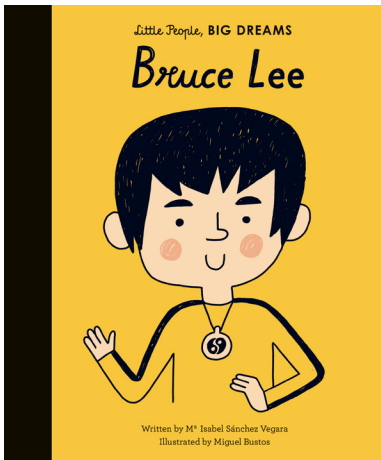


# Little People, BIG DREAMS™

## TEACHERS' GUIDE



Bruce Lee

Little People, BIG DREAMS™

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### LEARNING OBJECTIVE:

Bruce Lee was born in San Francisco, California in 1940 to parents who were touring with the Chinese Opera. Bruce is well-known for martial arts in film, but he had many talents aside from that. He was a talented dancer, writer, actor, and producer. Not only did he create his own combat method, but he also became an international film star after the success of a film he wrote and starred in himself. Bruce believed in himself and showed us all that by dreaming big and never giving up, anything is possible.

### ESSENTIAL QUESTIONS IN THIS UNIT

1. What were some of the reasons Bruce moved back and forth between America and Hong Kong throughout his life?
2. What were some of Bruce's varied interests and talents?
3. How did Bruce change Asian representation in film?
4. What did Bruce have to do to become successful?
5. Why is Bruce Lee a dreamer we should all know and admire?

### CLASSROOM DISCUSSION TOPICS

1. When he was born, his parents named him Lee Jun-Fan, but a nurse named him Bruce (p. 3). Ask the students the stories behind their names. It might be necessary to let parents know ahead of time that this discussion is going to take place so they can tell their child the story in case they don't know it.
2. Bruce was more interested in martial arts than in school, and he wanted to learn from the grandmaster (p. 5). Have the students share about someone who is like a grandmaster in their lives and teaches them about something they are interested in. For example, if a student is very interested

in painting, the art teacher at school might be like their grandmaster. Or perhaps a student is trying to become better at bike-riding and his uncle is working on it with him like a grandmaster.

3. After Bruce got in trouble for fighting, he made a promise to himself that he would become a better person. He knew that it took courage to admit when you made a mistake, but that this was how you earned forgiveness (p. 8). Ask the students to share about a time when they made a mistake but had the courage to admit it. What was the outcome? How did they feel?

4. On p. 11, we learn that Bruce could catch a grain of rice in mid-air using only chopsticks. Provide pairs of students with a pair of chopsticks and a container of items to try to catch, ensuring that at least one grain of rice is available for them to try to be like Bruce. Have students take turns tossing the items gently to each other and trying to catch them with chopsticks. This activity can be adapted depending on the age group of your students. Younger children can just practice using their hands to catch the items (using bigger items) and older students can try catching items with their hands, then a baseball glove, and then finally the chopsticks to be able to feel the varying degrees of catching difficulty.

## STUDENT ACTIVITIES

1. Move Like Bruce: Show students some video clips of Bruce doing his martial arts (ensure they are appropriate for the age level you teach). Then show one move at a time and have students see if they can mimic what Bruce is doing. If any students have taken a martial arts class, draw upon their previous experiences and have them share their expertise.

2. Bruce guest starred in a few popular 1960s superhero shows like The Green Hornet and Batman. Both of those shows had many of their characters wear masks. Distribute blank masks to the students and allow them to create their own superhero characters. What is the name of their superhero? What is their super power? How will they help people?

3. Along with martial arts and his many other talents, Bruce was a master at the cha-cha. Invite someone who knows how to cha-cha (the gym teacher, music teacher, or a student's family member) in to teach everyone. As an addition or alternative, the Cha-Cha Slide is another related dance.

4. Eleven Second Challenge: Bruce once won a fight in 11 seconds (p. 11). Use a classroom timer to challenge students to complete different tasks in only 11 seconds. For example, how many jumping jacks can they do in 11 seconds? How many hearts can they draw in 11 seconds? Invite students to come up with their own challenge ideas for the class to try.

