



Units for Building Character

JK - SK

Experiencing the Feelings

Targets:

Identifying Feelings

What Do I See?

Make a Friend/Be a Friend

Identifying a Bully

Solving Problems with Friends



Building Character Targets

Kindergarten Targets

Target	JK	SK
Identifying Feelings	Naming and understanding 4 basic feelings: happy, sad, angry and scared.	Naming and understanding a variety of different feelings: proud, frustrated, sorry and surprised.
What do I see?	Reading facial expressions and body language that demonstrate the 4 basic feelings.	Reading facial expressions and body language that demonstrate a variety of feelings.
Make a Friend/Be a Friend	Introduction to I Care Cat Rules.	Applying the Rules of the I Care Cat Kit.
Identifying a Bully	Using a Rebus story, students dramatize the story using character puppets. They learn to identify bullying behaviours.	Introduce the STAR decision making model to discuss strategies in dealing with bullying behaviours.
Solving Problems With Friends	Using simple scenarios, role play appropriate strategies to solve the problem.	Using simple scenarios, role play appropriate strategies to solve the problem.

Unit Expectations

Language

Students will:

- listen and respond to others in a variety of contexts (e.g., pay attention to the speaker; take turns speaking in a group);
- describe personal experiences and retell familiar stories, using appropriate vocabulary and basic story structure (e.g. beginning, middle, end); and
- communicate effectively by listening and speaking.
- **demonstrate understanding of a variety of written materials that are read to them**
- **respond appropriately to a variety of materials that are read to them**
- **make connections between their own experiences and story book characters.**

Personal and Social Development

Students will:

- use a variety of simple strategies to solve social problems (e.g. seek assistance from the teacher; talk about possible solutions);
- recognize, in situations involving others, advances or suggestions that threaten their safety or well-being (e.g., inappropriate touching, invitations to accompany strangers);
- demonstrate a positive attitude towards themselves and others;
- identify feelings and emotions (e.g., anger, excitement) and express them in acceptable ways; and
- **identify and use social skills;**
- **express their own thoughts and share experiences;**
- **act and talk in appropriate ways with peers and adults during activity periods;**
- demonstrate an awareness of health and safety practices.
- **demonstrate independence and a willingness to take responsibility in learning and other activities.**
- **demonstrate consideration for others by helping them.**
- **demonstrate self-reliance.**

The Arts

Students will:

- **communicate their response to music, art, drama, and dance;**
- **express ideas and feelings through a variety of media;**
- **use their creativity in movement, mime, and dance activities;**
- use pictures, sculptures, and collages to represent ideas (e.g. select pictures of happy faces for a collage); and
- identify feelings evoked by art forms (e.g., happiness while listening to a song; sadness while looking at a picture).
- decide who will take each role in classroom drama activities; and
- recall and repeat familiar songs, dance steps and rhymes.
- **Adapt songs, fingerplays, and rhymes (e.g., substitute different words in familiar songs);**

Move in response to tempo and mood of music.

Mathematics

Students will:

- place specific types of objects on concrete graphs and pictographs.

Unit Overview

Task Content

Work will occur in the actual situation of the classroom and by using art, role-playing and storytelling in order to examine the problem of bullying. Awareness-building activities are combined with the introduction of conflict resolution strategies. Students will be required to describe different feelings, what they look like, and associate these with bullying behaviour. Students will show an understanding of the concepts of bullying and the strategies taught by role-playing strategies in a bullying scenario.

Task Summary

Through the sharing of ideas, and by looking at pictures, students begin to identify different types of feelings and what they look like. Group activity will take place at activity centres. A rebus story is created with bully, target and onlooker characters. A rebus story is one where pictures replace words.

The teacher leads a discussion through which students can analyze and talk about the story, and the feelings associated with bullying. Puppets will be utilized to act out the different roles. For the culminating task, students will receive a role, and be placed into small groups. The students will role-play an appropriate strategy for a simple scenario (provided by the teacher).

Culminating Task Assessment

In the final assessment the teacher will **pose a problematic scenario involving a bully and** assign the roles of target, and bystander to two students. Through the role-play the student will demonstrate an understanding of the different feelings associated with bullying, the use of appropriate vocabulary and they will begin to use simple strategies to solve social problems (i.e., seek assistance from a teacher).

Links to Prior Knowledge

There is no formal knowledge base that will ensure success in this unit; the basic prerequisite would be a maturational level that allows the child to reflect, in a rudimentary way, on her/his own mental states (e.g., thoughts, beliefs, feelings).

Notes to Teacher

Prior to teaching this unit please refer to Appendix-Page 4 listing the Activity Centres needed for Subtask 1. Centres may be used on a rotational schedule after each subtask to reinforce learning. The center activities provided are optional, and may be interchanged with other activities already in place.

Background Information: Primary

Bullying Overview

Bullying is a negative social interaction in which aggression and power are combined.

What are the defining elements of bullying?

1. There is a power imbalance between bully and victim. The power imbalance can take several forms. Among them are:

role: superior position in hierarchy vs. inferior position

size: bigger vs. smaller

number: many vs. one

social status: central member of peer network vs. outsider

ability: skilled vs. novice

ethno-cultural / religious: majority vs. minority

2. The bully intends to cause distress.
3. The victim experiences distress.
4. The bullying actions are repeated over time.

What are the different types of bullying behaviours?

Bullying behaviours range from mild to severe.

Direct (face-to face)

- verbal - teasing, put-downs, insults, harassment.
- Physical - pushes, shoves, hits, punches, assault.
- Psychological - facial expression of contempt, intimidation, uttering threats, extortion.

Indirect (behind someone's back)

- exclusion, shunning
- defamatory gossip - damaging victim's reputation by spreading rumours (true or untrue) or by disclosing "secrets"
- relational aggression - causing harm to a victim by damaging victim's relationship with others (e.g., telling someone not to be the victim's friend)

In general, boys tend to use more direct types of bullying and girls tend to use more indirect forms of bullying.

Teasing Versus Bullying

Stones (1993, p.70, 72) offers these observations about teasing:

- Someone is making fun of you in a good-humoured way.
- Person doing the teasing is someone who knows you well and cares about you.
- Teasing is not something to be taken seriously - usually you will find it funny too.
- If you do feel upset by teasing, it is a mild feeling that soon goes away.
- Teasing is a two-way thing - someone who teases will soon get teased and someone who is teased will soon become a teaser.

When teasing becomes cruel and causes someone distress an/or it becomes one-sided and prolonged, then teasing has become bullying.

What are the different roles people play in a bullying situation?

- *victim or target**
- *bully**
- *bully supporter* - people who communicate approval of the bully by joining in, standing close to the bully, laughing, etc.
- *onlooker** - people who are present and witness the bullying episode
- *intervenor* - an individual who helps the victim

*These are the three basic roles in a bullying situation.

Highlights from Bullying Research

(Pellegrini et. all., 1999; Pepler & Craig, 1995; O'Connell et. all., 1999)

Anonymous Surveys

- 7-15% of students report bullying others during the current school term
- 10-20% of students report being bullied during the current school term
- 83% of students report it is unpleasant to observe others being bullied

Observational Research of Playground Interaction

Bullying occurs approximately every 7 minutes on school playgrounds.

Peers are present in 85% of bullying episodes on school playgrounds, and play the role of onlooker (54% of the time), bully supporter (21% of the time), or intervenor (25% of the time)

What are the signs of being bullied?

Aside from the obvious signs that indicate physical bullying such as bruises, torn clothing, missing personal items (hat, jacket, school supplies), look for:

- **Avoidance:** Children who are being bullied avoid certain areas of the school, want to arrive late, stay close to the teacher on duty, stay in the classroom at lunch time, or go to the nurse/office at recess because they don't feel well. Sometimes children may try to avoid school by claiming to be ill, or refuse to go to school altogether.
- **Distress:** Although they may claim that nothing is wrong, victims may exhibit distress by changes in sleep patterns and in attitude about school. Poor concentration, increased academic difficulties, increased activity level, or increased sensitivity to small problems or frustrations may be other signs.
- **Withdrawal:** Children who are experiencing bullying may withdraw from their family and friends because of shame and embarrassments, and damage to self-esteem. They may be reluctant to join new groups or to try new experiences.

What should children do to become intervenors?

Children need to know that by doing "nothing" they are part of the problem. To be an effective intervenor, they can choose from the following options.

- 1) Confront the bully in an assertive, but nonaggressive manner. Label the behaviour as bullying and tell the bully to stop.
- 2) Report the bullying to school staff.
- 3) Use humour or distraction to stop the bullying behaviour.
- 4) Provide comfort and support to the victim.

Note: **Reporting** - intent is to get the victim out of trouble.
Tattling - intent is to get a fellow student into trouble.

What should victims do?

Victims usually cannot solve the bullying problem on their own because of the power imbalance. Victims should be encouraged to choose one of the following actions:

- 1) If possible, ignore the bullying and walk away (ignoring works best when bullying is mild).
- 2) Confront the bully in an assertive, nonaggressive manner. For example, "That hurts my feelings, and I want you to stop".
- 3) Report the bullying to a trusted adult at school.

Developmental Gains Related to Primary Anti-Bullying Curriculum

- Empathy (the ability to take the perspective of another) is fundamental to positive social adjustment throughout life.
- Understanding one's own emotions is crucial in order to empathize with the emotional responses of others. Understanding one's own emotions is also critical to the development of self-control skills.
- Fostering young children's attention to other people's emotional responses is a promising avenue for preventing the development of antisocial behaviours, such as bullying behaviour and other antisocial behaviours (Hasting et al., 2000).
- The causal links between emotions, mental states (wanting, intending, or believing something) and behaviour may be difficult for young children to understand. Promoting this understanding will enable children to develop positive friendship skills such as cooperation, fair play, and inclusiveness.

References

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Note: All of the above background information was contributed by Joanne Cummings of the LaMarsh Centre for Research on Violence and Conflict Resolution. Joanne served as a consultant for this writing process.

List of Subtasks

i. **Parent Letter**
Outlines Bullying Concepts for Parents

1) **Identifying Feelings**

Through the use of group discussion, posters and stories, students will begin to identify different types of feelings. Students will sing a song of feelings. Students will identify and graph how they are feeling that day. Centre activities are introduced.

2) **What Do I See?**

Students are introduced to and discuss the use of facial expressions, body language and movement to demonstrate different feelings. Individual students will match scenarios to facial expressions and take turns acting out an emotion for the class to guess. Identifying music and pictures/paintings that demonstrate an emotion are introduced. Students are asked to express their feelings in creative response to various musical selections and through their own paintings/illustrations.

3) **Make a Friend/Be a Friend**

Through the use of the "I-Care-Cat Kit", students will learn strategies for treating others with respect and care - strategies that will assist them in making friends and being a good friend to others. Students will learn and follow the "I-Care-Cat" Rules.

4) **Identifying a Bully**

A rebus story (see appendix) is used to introduce bullying behaviour to students. Small groups of students act out the story using the character puppets made from the story. Use of the picture book Talking About Bullying by Gillian Powell will further the students' ability to identify bullying behaviour and express their experiences. It presents ideas for dealing with these behaviours. The basic STAR Decision-Making Model is introduced. (i.e.; I feel _____ when _____. I need _____.)

5) **Solving Problems With Friends**

Review and extension of the STAR Decision-Making Model. Teacher assigns students to act out appropriate, simple responses to bullying and other problematic situations with friends. This role-play can be used as performance task and final assessment for the unit.

Note: Each of the above subtasks include written lesson plans and an additional resource list from which to draw extra material/lessons on the topic addressed. Subtasks need not be presented in order given. Some teachers may prefer to begin the year with "I-Care Cat" rules. Discussions about "Bullying" may need to be addressed earlier in the year if situations in your class or school warrant this.



Rainy River District School Board

*Empowering All Students To Dream Of The Possibilities,
To Believe In Themselves And To Achieve*

Dear Families,

The Rainy River District School Board recognizes that bullying is an issue in many schools and communities and is committed to the development and delivery of an Anti-Bullying curriculum as a continuing project for the 2004-2005 school year. Your child will be involved in Anti-Bullying curriculum lessons throughout the school year. The following is some of the information that will be shared and discussed in class. We encourage you to discuss these topics with your child at home.

What is Bullying?

A person is being bullied when there is an imbalance of power, intent to harm, a threat of further aggression and a feeling of terror.

-Barbara Coloroso "The Bully, The Bullied and The Bystander", 2002.

Bullying is a conscious and wilful act of aggression and/or manipulation by one or more people against another person or people. Bullying can last for a short period or go on for years, and is an abuse of power by those who carry it out. It is sometimes premeditated, and sometimes opportunistic, sometimes directed mainly towards one victim, and sometimes occurs serially and randomly.

-Keith Sullivan, "The Anti-Bullying Handbook," 2001.

Teasing Vs. Taunting

Teasing... when both parties are having fun. The power is shared.

Taunting... when the feelings of one becomes hurt. The other continues and intends to be hurtful.

Tattling Vs. Telling

Tattling... if it will only get another child into trouble, don't tell me.

Telling... If it will get you or another child out of trouble, tell me. If it is both, I need to know.

Types of Bullying

Physical Bullying

~ biting, hair-pulling, hitting, kicking, locking in a room, pinching, punching, pushing, scratching, spitting, or any other form of physical attack (including damaging a person's property)

Verbal Bullying

~ abusive telephone calls, extorting money or material possessions, intimidation or threats of violence, name-calling, racist remarks, spiteful teasing or making cruel remarks and spreading false and malicious rumours.

Relational Bullying

~ a deliberate or planned attempt to minimize a bullied child's sense of self by ignoring, isolating, excluding, or shunning.

We thank you in advance for your support of this program. Together we can make a difference.

Description

Through the use of group discussion, posters and stories, students will begin to identify different types of feelings. Students will sing a song of feelings. Students will identify and graph how they are feeling that day. Centre activities are introduced.

Expectations

Students will:

- demonstrate a positive attitude towards themselves and others (Health and Physical Education);
- identify feelings and emotions (e.g., anger, excitement) and express them in acceptable ways (Health and Physical Education);
- Place specific types of objects on concrete graphs and pictographs (Mathematics)
- recall and repeat familiar songs, drama steps and rhymes (The Arts);
- Adapt songs, fingerplays, and rhymes (e.g., substitute different words in familiar songs); and
- decide who will take each role in classroom drama activities (The Arts).

Teaching/Learning Strategies

- whole class
- small groups
- discussion
- centre activities

Lesson

Part I

Whole Class

Through discussion, the teacher will introduce specific vocabulary used to describe and identify feelings. Students will identify when they have experienced a feeling and share the cause (being careful of disclosure). Teacher leads discussion of "What if.....how would you feel?"

Use of pictures in Appendix pg.3 can be used to demonstrate these feelings.

Part II

Sing a song about feelings (e.g., If you're happy and you know it...). Ask children to suggest what they would do if they were happy and use their suggestions in the song. Substitute other feelings in the song. Change the pace of the song to match the feeling.

Part III

Students place a sticker or picture on a feelings graph (created by the teacher) to show how they are feeling that day. Teacher asks questions about the completed graph.

Part IV

Teacher introduces centre activities (see Appendix pg.3). Students work at centre activities as chosen.

Part V – (Continuation)

Students need repeated exposure to identifying their own and others' feelings, as well as recognizing feelings of story book characters. An ongoing focus would be most beneficial leading to increased vocabulary beyond "happy/sad" labels.

Assessment

- observation
- performance task

During the whole class activity, the teacher will observe the participation level of students. The teacher will note those students who are able to readily identify various feelings and those who require additional learning.

Resources

- emotions pictures - Appendix pg.2
Poster: Chartlet/Emotions (Scholar's Choice)
- centre activities
- background information
- feelings stories
- chart paper
- markers
- student pictures or stickers
- Franklin's Bad Day ~ P. Bourgeois
- I Was So Mad ~ M. Mayer
- The Way I Feel ~ (Scholastic)
- Feelings ~ J.B. Murphy
- When I'm Scared ~ St. Anthony Catholic School
- When I Feel Angry ~ Cornelia M. Speiman
- Sometimes I Feel Like A Mouse ~ A Book About Feelings ~ Jeanne Modesitt

*****Also see additional resource list that follows.*****

Additional Lessons/Resources

The following resources will provide additional lessons to support the target of “Identifying Feelings”.

1. **A Rainbow of Feelings** (Sunburst Video) ~ available in Central Library
 - With lesson plans and follow-up worksheets
 - See: Section 1: What is a feeling?
Section 2: Feelings have names
Worksheet # 1, 2, 4, 5

2. **I-Care Cat Kit** (Teacher’s Guide/Book/Cassette/Puppets) ~ in School Kit
 - See: Concept 3 – Feelings
 - pg 48-50 in Peace Making Skills

3. **I’m So Frustrated** (Sunburst Video) ~ available in Central Library
 - With lesson plans and follow-up worksheets
 - See: Worksheet #2, Song

4. **Second Step - A Violence Prevention Curriculum Preschool - Kindergarten (Ages 4-6)** ~ available in Central Library
 - Teacher’s Binder, 11 x 17 lesson cards, 2 puppets and puppet scripts, take-home letters, cassette tape of songs
 - See Unit 1 - Lesson #10 + Card #14

5. **22 Feelings From Nice to Nasty** (Picture Book) - Scholar’s Choice ~ in School Kit. (Somewhat advanced for some Kindergarten students)

Description

Students are introduced to and discuss the use of facial expressions, body language and movement to demonstrate different feelings. Individual students will match scenarios to facial expressions and take turns acting out an emotion for the class to guess. Identifying music and pictures/paintings that demonstrate an emotion are introduced. Students are asked to express their feelings in creative response to various musical selections and through their own paintings/illustrations.

Expectations

Students will:

- identify and use social skills (Personal and Social Development);
- identify feelings and emotions and express them in acceptable ways (Personal and Social Development);
- express their own thoughts and share experiences (Personal and Social Development);
- express ideas and feelings through a variety of media; (The Arts);
- communicate their responses to music art, drama, and dance; (The Arts);
- use pictures, sculptures, and collages to represent ideas (e.g., select pictures of happy faces for a collage) (The Arts);
- use their creativity in movement, mime, and dance activities (The Arts);
- move in response to the tempo and mood of music (e.g., fast, slow, dreamy or scary music);

Teaching/Learning Strategies

- whole class
- small groups
- role-play

Lessons

Part I

Teacher will present pictures of various facial expressions for different emotions. Students will guess and identify the emotion demonstrated. Hypothetical reasons for these feelings can be suggested by the children. Students will demonstrate facial expressions for different emotions called out by the teacher (e.g., show me happy, etc.)

Part II

Through discussion and demonstration, teacher will lead class to explore different ways people may act (body language) when experiencing feelings. Students will demonstrate body movements for different emotions called out by the teacher (e.g., show me angry, etc.)

Part III

Teacher will call individual students to the front of the class. Students will choose a feeling by themselves or have one given to them by the teacher. Student will act it out, being encouraged to use appropriate facial expression and body language, and other students will guess the feeling. Teacher may ask them to expand their thinking by asking, "What could make them feel that way?"

Part IV

Small groups of students are assigned a feeling and asked to create a collage of pictures (from magazines, newspapers, old calendars, etc.) that show this emotion.

Part V

Teacher plays different selections of music or shows different illustrations/paintings to the students and asks them to describe how each makes them feel. The teacher will then ask the children to move in response to different moods and tempo of music or to draw/paint their own picture/painting that illustrates a feeling.

Part VI

Identifying, modeling and role-playing body language and facial expressions in storybook and media characters can be ongoing.

Part VII

Students proceed to centre activities. (See Appendix pg.3)

Assessment

- observation
- questions and answers (oral)
- performance task

Teacher will assess student's ability to identify feelings expressed by facial expressions and body language and their participation and response to creative works.

Resources

- Faces - Appendix - Page 2
- Chartlet/Emotions ~ available through Scholar's Choice/Scholastic
- Kid-Drawn Emotions Bulletin Board Set
- Selection of Instrumental Music - Classical, Marches, Lullabies, etc.
- Selection of Art Works - paintings, story illustrations
- Don't Laugh At Me – book & song
- Centre Activities (see Appendix pg.4 & 5)

*****Also see additional resource list that follows.*****

Additional Lessons/Resources

The following resources will provide additional lessons to support the target of “What Do I See?”

1. **A Rainbow of Feelings** (Sunburst Video) ~ available in Central Library
 - With lesson plans and follow-up worksheets
 - See Section 3: What Do Feelings Look Like?
Section 4: Show Your Feelings by the Way You Move
Worksheet #3

2. **Second Step - A Violence Prevention Curriculum Preschool - Kindergarten (Ages 4-6)** ~ available in Central Library
 - Teacher’s Binder, 11 x 17 lesson cards, 2 puppets and puppet scripts, take-home letters, cassette tape of songs
 - See Unit 1 - Lesson # 1 - 7 + Cards # 1 - 11 “Reading Feelings”

3. **Emotions Game** (Scholar’s Choice)

Description

Through the use of the “I-Care-Cat Kit”, students will learn strategies for treating others with respect and care - strategies that will assist them in making friends and being a good friend to others. Students will learn and follow the “I-Care-Cat” Rules.

Expectations

Students will:

- demonstrate a positive attitude toward themselves and others (Personal and Social Development);
- demonstrate independence and a willingness to take responsibility in learning and other activities (Personal and Social Development);
- identify and use social skills (Personal and Social Development);
- act and talk in appropriate ways with peers and adults during activity periods (Personal and Social Development);
- demonstrate consideration for others by helping them (Personal and Social Development);
- identify feelings and emotions and express them in acceptable ways (Personal and Social Development);
- use a variety of simple strategies to solve social problems (Personal and Social Development);

Teaching/Learning Strategies ~ look at School Kit

- whole class
- small groups

Lessons

Lessons are presented in the “I-Care-Cat Kit”. Focusing on each “I-Care Rule” separately is suggested:

Part I - Introduce Rule #1 “We listen to each other” and complete follow-up activities appropriate for Kindergarten.

Part II - Introduce Rule #2 “Hands are for helping not hurting” and complete follow-up activities appropriate for Kindergarten.

Part III - Introduce Rule #3 “We use I-Care Language” and complete follow-up activities appropriate for Kindergarten.

Part IV - Introduce Rule #4 “We care about each other’s feelings” and complete follow-up activities appropriate for Kindergarten.

Part V - Introduce Rule #5 “We are responsible for what we say and do” and complete follow-up activities appropriate for Kindergarten.

Assessment

Observation

Resources

“I-Care Cat” Kit ~ pg. 11-13 in manual
It’s Mine ~ Leo Lionni

******Also see additional resource list that follows.******

Additional Lessons/Resources

The following resources will provide additional lessons to support the target of “Make a Friend/Be a Friend”.

1. **Hands Are Not For Hitting** (Picture Book) by Martine Agassi ~ in School Kit
2. **Sid The Mad Little Bad Little Dragon** (Picture Book) by Chris Daniels
3. **I Can Handle Anger**(Sunburst Video Kit) ~ available in Central Library
 - Use video - **“I Know How to Listen”** (14 min)
 - Covers paying attention to the speaker, listening for clue words and asking a question
4. **Second Step - A Violence Prevention Curriculum Preschool - Kindergarten (Ages 4-6)** ~ available in Central Library
 - Teacher’s Binder, 11 x 17 lesson cards, 2 puppets and puppet scripts, take-home letters, cassette tape of songs
 - See Unit 1 - Lesson #11 + Card #15 - Listening
Unit 1 - Lesson #12 + Card # 16 - I Care
5. **Learning to Care** (Sunburst Video and Binder) ~ available in Central Library
 - Four children’s stories - They are sad and their friends learn how to show they care and make them feel better.
 - Some worksheets are appropriate for K level
6. **Making friends.....keeping friends** (Sunburst Video) ~ available in Central Library
 - Covers - being a friend, making new friends, and “fight stoppers”
7. **Respect Yourself and Others Too** (Sunburst Video) ~ available in Central Library
 - includes Teacher’s Guide and Worksheets
 - See: Worksheet #5 – Say It With Respect (Using I-Care Language)
8. **Making Friends** (from Playground Series Books) - Quality Classrooms

Description

A rebus story (see Appendix pg. 4 & 5) is used to introduce bullying behaviour to students. Small groups of students act out the story using the character puppets made from the story. Use of the picture book Talking About Bullying by Gillian Powell will further the students' ability to identify bullying behaviour and express their experiences. It presents ideas for dealing with these behaviours. The basic STAR Decision-Making Model is introduced. (i.e.; I feel _____ when _____. I need _____.)

Expectations

Students will:

- demonstrate understanding of a variety of written materials that are read to them (Language Arts);
- respond appropriately to a variety of materials read aloud to them (Language Arts);
- make connections between their own experiences and those of storybook characters (Language Arts);
- demonstrate an awareness of health and safety practices (Personal and Social Development);
- demonstrate self-reliance (e.g., make decisions on their own; know when to seek assistance) (Personal and Social Development);
- identify feelings and emotions and express them in acceptable ways; (Personal and Social Development);and
- use a variety of simple strategies to solve social problems (seek assistance from the teacher; talk about possible solutions) (Personal and Social Development).

Teaching/Learning Strategies

- whole group
- small group
- read-along
- role-play
- rehearsal/repetition/practice

Lessons

Part I

Teacher will read rebus story to the class. Teacher re-reads story with students (shared reading) reading the pictures. Discussion of the story should include the concept of personal safety and well being and should lead to an understanding of bullying as a form of "hurt" and inappropriate behaviour. Vocabulary introduced should include "bully", "target" and "onlooker". Students share different experiences they have had with bullying (no names).

Part II

Teacher re-reads the rebus story using puppets of the story characters. Review bullying as inappropriate, hurtful behaviour and vocabulary of “bully”, “target” and “onlooker”. Small groups of children will then act out the rebus story using the puppets as the teacher and other students re-read it.

Part III

Teacher reads the picture book, Talking About Bullying by Gillian Powell. Discussion will include different types of bullying, where bullying most often occurs, who might be involved, and positive strategies for dealing with a bully. This may take more than one lesson, depending on the discussion that ensues.

Part IV

Teacher introduces the STAR Decision Making Model - Step 1 (see Appendix pg. 6) (I feel _____ when _____. I need _____.) to teach children how to respond appropriately, safely and positively to bullying situations. (e.g., I feel angry when you kick me. I need you to stop.) Teacher provides various bullying scenarios and students practice using this strategy by filling in the blanks of these model sentences.

Part V

Students go to centre activities.

Assessment

- observation
- questions and answers (oral)

By the students’ responses to question posed, the teacher will assess the students’ understanding in identifying the feelings and roles associated with bullying. The teacher observes those students who are listening and responding to the story being read, participating in the role-play, and able to use the sentence pattern given in the STAR Decision Making Model.

Resources

- rebus bullying story (See Appendix pg. 4-5)
- puppets/masks of rebus story characters
- Talking About Bullying by Gillian Powell
- STAR Decision-Making Model (see Appendix pg. 8)
- flip chart
- markers
- pointer
- Arthur's April Fools
- Bootsie Barker Bites
- Hurray for Wodney Wat
- Tyrone the Terrible
- Wally Walrus
- Goggles

****Also see additional resource list that follows.****

Note to Teacher

The rebus story and puppets/masks may be added to the centre activities.

Additional Lessons/Resources

The following resources will provide additional lessons to support the target of “Identifying a Bully”.

1. **Have Courage My Love - A Brave Encounter With a Bully** - by Lisa Hewitt-Savelli
(Picture Book)
2. **Don't Call Me Names K-2** (Sunburst Video)
- With Teacher's Guide and Cassette tape
- Name-calling hurts - What can you do?
3. **Being Bullied** (from Playground Series Books) - Quality Classrooms

Description

Review and extension of the STAR Decision-Making Model. Teacher assigns students to act out appropriate, simple responses to bullying and other problematic situations with friends. This role-play can be used as performance task and final assessment for the unit.

Expectations

Students will:

- communicate effectively by listening and speaking (Language Arts);
- describe personal experiences and retell familiar stories, using appropriate vocabulary and basic story structure (beginning, middle, end) (Language Arts);
- demonstrate self-reliance (e.g., make decisions on their own; know when to seek assistance) (Personal and Social Development);
- identify feelings and emotions and express them in acceptable ways; (Personal and Social Development);and
- use a variety of simple strategies to solve social problems (e.g., seek assistance from teacher, talk about possible solutions) (Personal and Social Development)

Teaching/Learning Strategies

- whole class
- small groups

Lessons

Part I

Teacher reviews Step I of STAR Decision-Making Model. (I feel _____ when _____. I need _____.) Teacher will then follow the “Introduction - Scenario” of the STAR Decision-Making Model (see Appendix pg. 6), using a class problem as an introduction to the next steps of the Model. (Step 2 may need additional lesson or review - see Part II below)

Part II

Teacher will teach and/or review various strategies possible for solving problems safely and positively. Strategies covered in dealing with a Bully (walk away, tell them to stop, ask for help from an adult), those learned in I-Care Cat lessons (pg 38 - 40), or strategies learned from viewing videos listed in additional resource sections could all be reviewed and listed as effective choices.

Part III

Teacher provides various problematic scenarios. Through class discussion, students apply the four steps of the STAR Decision-Making Model to deal with the problem. Scenarios may originate from difficulties encountered in the class, on the yard, in a story or a video, or from the list in Appendix pg.7. When most students have a good understanding of this model, the teacher will provide scenarios for a small group of students to role-play and demonstrate solving the problem using this model.

Note to Teacher: Role-playing these scenarios within the class circle (“fishbowl”) keeps other students more interested and can encourage spontaneous involvement from spectators as well.

Part IV

Teacher creates a “teacher as a centre” and has a group of 3-4 students acting out a role-play. Other students are working on centre activities. The teacher will give students a scenario to act out involving problems with friends or a bully. Teacher will assign roles.

(Note: assigning the role of bully to young children is not recommended or should be done with caution. It could very well be the most exciting role and facilitate reverse effects than those desired. Teachers are asked to use their professional judgement and knowledge of their own students.)

Teacher will look for use of vocabulary, demonstration of feelings and an appropriate problem-solving strategy. Teacher may choose to give each group a few different scenarios so that the students have the chance to role-play more than one character.

Assessment

- observation
- performance task
- rubric - see Appendix pg. 8

Through observation of the performance task, teacher will ensure the student is communicating effectively by speaking clearly with others and listening. Student demonstrates appropriate use of learned vocabulary and will use a simple strategy to solve a social problem (e.g., seek assistance from the teacher).

Resources

- STAR Decision-Making Model
- bullying scenarios (see Appendix pg. 9)
- rubric: “Solving the Problem” (Appendix pg.2)
- Peace-Making Skills manual pg. 68-71

*****Also see additional resource list that follows.*****

Additional Lessons/Resources

The following resources will provide additional lessons to support the target of “Solving Problems with Friends”.

1. **Ten Things to Do Instead of Hitting** (Sunburst Video) ~ available in Central Library
 - With teacher’s guide and worksheets
 - Provides ideas for “Stop” (Working out angry energy) and “Think” (What to try)

2. **We Can Get Along - A Child’s Book of Choices** by Lauren Murphy Payne
(Picture Book) ~ in School Kit

3. **I Can Handle Anger** (Sunburst Video Kit) ~ all videos available in Central Library
 - See: i) Video - **Angry? 10 Ways to Cool Off** (17 min)
 - Scene 1: Stop.....So You Can Think
 - Scene 2: Use Your Words
 - Scene 3: Get Busy
 - Conclusion: Recaps 10 ways to “cool off”
 - Take Home Activity - Activity Sheet 1 - 10 Ways to Cool Off

 - ii) Video - **Use Your Words** (14 min)
 - Scenarios show a frustrated, hurt, or angry child learning to use their words to express their feelings instead of sulking, crying, or pouting.

 - iii) Video - **You Can Solve a Problem** (16 min)
 - What’s the problem?
 - What can I do?
 - What will happen?
 - Ask a grown-up for help

 - iv) Video - **How Not to Fight** (15 min)
 - Stop and Think
 - Talk and Listen
 - Solve the Problem

 - v) **What if? Cards** (Scenario Cards)
 - Students discuss and/or role-play dramatic scenarios to avert fights and resolve problems constructively.

4. **I-Care Cat Kit** (Teacher's Guide/Book/Cassette/Puppets) ~ in School Kit
- See: Concept 4 - Peacemaking Skills and Strategies

5. **Second Step - A Violence Prevention Curriculum Preschool - Kindergarten (Ages 4-6)** ~ available in Central Library
- Teacher's Binder, 11 x 17 lesson cards, 2 puppets and puppet scripts, take-home letters, cassette tape of songs
- See Unit 1 - Lesson # 8, 9 + Cards #12, 13
(Discussing "Accident or On purpose" and "What is Fair?")

Unit II - Lesson # 1 - 10 + Cards # 17 - 27
(Solving Problems and Impulse Control)

Unit III - Lesson # 1 - 6 + Cards # 28 - 33
(Anger Management)

6. **We Can Work It Out! Conflict Resolution** (Sunburst Video) ~ in Central Library
- With teacher's booklet
- Cover: Ask Questions and Listen, Use Your Words, and Try Different Ideas

7. **All About Anger** (Sunburst Video) ~ available in Central Library
- With teacher's booklet and worksheets
- See: Song - "Stop and Think (Everyone Gets Angry)"

8. **Feeling Left Out** (from Playground
Playing The Game Series Books) Quality Classrooms



Appendices

UNITS FOR BUILDING CHARACTER

JUNIOR & SENIOR KINDERGARTEN

Resource List
Blackline Masters
Rubrics



Blackline Masters File

<i>Feelings</i>	<i>Subtask 1</i>
<i>Activity Centres</i>	<i>Follow up ~ all subtasks</i>
<i>Rebus Story</i>	<i>Subtask 4</i>
<i>Star Decision-Making Model</i>	<i>Subtask 4 & 5</i>
<i>Bullying Scenarios</i>	<i>Subtask 5</i>
<i>Rubric</i>	<i>Subtask 5</i>
<i>Resource List</i>	<i>Books about Bullying for children ages 4-6</i>

Emotions



Happy



Angry



Scared



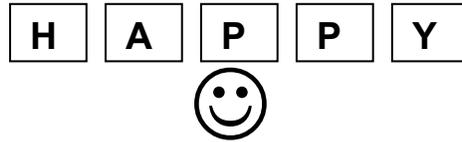
Sad

Activity Centres

Teacher to circulate during centre time to do small group teaching (e.g., "How do you feel when _____?" or "What would you do if someone knocked down your building?"). Focus on "I" messages (e.g., "I feel _____ when _____.")

1. Letter Stamps

Students stamp out a "feeling" word and then draw a picture underneath that depicts that emotion.



2. "I" message Booklets

Students complete sentences in a booklet and illustrate the sentence. E.g., "I feel happy when _____."

3. Listening Centre

Students listen to stories and songs about feelings.

4. Modeling or Clay Centre

Students make faces showing different emotions.

5. House Centre

Celebration theme with plates, hats, streamers.

6. Painting Centre

Students paint pictures of things that make them happy, sad, etc.

7. Art Centre

Students make character puppets (bear, rabbit, horse, deer for subtask 3) to be used in later role-plays.

8. Math Centre

Students create a feelings graph as modeled in Subtask 1. (Stickers and graph provided for students.)

9. Happy Notes

Students make happy face notes with a few words or a picture to give to someone.

10. Block Centre/Water Centre/Sand Centre

As students play, teacher can pull them into role-playing situations where they can practise solving bullying problems (e.g., someone breaks what they are building). Focus on "I" messages.

11. Pocket Chart

Students match faces showing different emotions with a picture of a thing that makes them feel that emotion.

Rebus Story

One day, Justin  and Nina  were playing in

the . Suddenly, Bruto  began

teasing Justin  about his long . Justin 

felt scared, Bruto  was so much 

than Justin . Justin  tried to walk away, but

Bruto  pushed him down. Nina  was

sad and wanted to help her friend Justin  so, she went

and got help from Ms.  the teacher. Ms. 

said, No Bullies in our  . Ms.  the teacher

took Bruto  to the office. Justin  said,

“Thank you” to his friend Nina  for being brave 
and helping him with the Bully.

STAR Decision-Making Model

Introduction - Scenario

1. **Scenario:** Choose a recurring problem from your classroom to set up the role-play. For example, "I noticed today when I asked the class to line up, two of us had a problem because they couldn't decide who would be first in line."
2. **Role-Play:** Divide the children into groups of two. Have the children role-play the scenario. Have them re-create the situation and try different ways to sort out the problem (2 minutes maximum).
3. **Group Discussion:** Bring the group back together to discuss what was said during the role-play.
 - i. Who would like to share something that was said in the role-play?
 - ii. How did you feel?
 - iii. Has this ever happened to you?
4. **Direct Instruction:** Introduce the STAR Decision-Making Model to the class. Link the model to the role-play situation. Have the children brainstorm other situations where this model could be applied.

STAR Decision-Making Model

- | | | |
|--------|---|--------------------------|
| Step 1 | STOP
What's going on?
Is there a problem?
How am I feeling? | I feel _____ when _____. |
| Step 2 | THINK
Identify the problem (explore the issue).
List and evaluate choices. | I could _____. |
| Step 3 | ACT
Make a choice to solve the problem.
Try it! | I will _____. |
| Step 4 | REFLECT
What happened?
What did you learn?
What will you do next time? | I learned _____. |

Role-Play Scenarios

1. While a group of children are playing in the sandbox, one child throws sand at another.
2. When a child gives a wrong answer to a question, another yells, "You're so stupid."
3. A situation escalates in aggressiveness when two children accuse each other of not sharing toys.
4. While playing outside, one child steals the ball from a group and begins playing with it.
5. As children are waiting in line to come back into the school, a child "butts" in front of others.
6. A group of children are playing together when someone approaches and asks to join in. Members of the group refuse to let the person into the group.
7. As a student is working on the computer, another comes along and begins to work the mouse claiming it is her turn.
8. A student begins laughing at another and making fun of him based on the clothing he is wearing.

Student Name: _____

Date: _____

Expectations to be assessed with this rubric:

Students will:

- communicate effectively by listening and speaking;
- describe personal experiences and retell familiar stories, using appropriate vocabulary and basic story structure (e.g., beginning, middle end); and
- use a variety of simple strategies to solve social problems (e.g., seek assistance from the teacher; talk about possible solutions).

Category/Criteria	Not Yet	Beginning to Develop	Developing Satisfactorily	Developing Well
Communication	<ul style="list-style-type: none"> - with assistance - unclearly - for a limited range of simple purposes - with a limited range of simple forms 	<ul style="list-style-type: none"> - independently - with some clarity and some precision - for a variety of simple purposes - with several different forms 	<ul style="list-style-type: none"> - independently - clearly and precisely - for specific purposes - with a variety of forms 	<ul style="list-style-type: none"> - independently - clearly, precisely, and confidently - for a wide variety of purposes and in a wide variety of contexts - with a wide range of complex forms
Applications of language conventions	<ul style="list-style-type: none"> - with assistance - using a few of the conventions studied - with several major errors and/or omissions 	<ul style="list-style-type: none"> - with limited assistance - using at least half of the conventions studied - with several minor errors and/or omissions 	<ul style="list-style-type: none"> - independently - using most of the conventions studied - with a few minor errors and/or omissions 	<ul style="list-style-type: none"> - using all the conventions studied, in a wide variety of contexts - with practically no minor errors and/or omissions
Organization of ideas	<ul style="list-style-type: none"> - with assistance - incompletely - for a limited range of simple purposes 	<ul style="list-style-type: none"> - independently - in a mechanical and sequential way - for a variety of simple purposes 	<ul style="list-style-type: none"> - independently - appropriately and logically - for specific purposes 	<ul style="list-style-type: none"> - independently - appropriately and in complex and logical ways - for a wide variety of purposes and in a wide variety of contexts
Understanding of concepts	<ul style="list-style-type: none"> - shows understanding of few of the required concepts taught with major errors or omissions 	<ul style="list-style-type: none"> - shows understanding of some of the required concepts taught with several minor omissions 	<ul style="list-style-type: none"> - shows understanding of most of the required concepts taught with a few minor errors or omissions 	<ul style="list-style-type: none"> - shows understanding of all or almost all of the required concepts taught with practically no errors or omissions

RESOURCE LIST

A selection of books about ‘bullies’ – for primary children, ages 4-6.

TITLE	AUTHOR	DESCRIPTION
Arthur’s April Fools	Marc Brown	Arthur worries about remembering his magic tricks for the April Fools’ Day assembly and Binky’s threat to pulverize him.
Bootsie Barker Bites	Barbara Bottner	Bootsie Barker only wants to play games in which she gets to bite the other kids until one day her friend comes up with a better game.
Goggles	Ezra Jack Keats	Two boys must outsmart the neighbourhood bullies before they can enjoy their newfound treasure, a pair of old motorcycle goggles.
Hooway for Wodney Wat	Helen Lester	All his classmates make fun of Rodney because he can’t pronounce his name, but it is Rodney’s speech impediment that drives away the class bully.
King of the Playground	Phyllis Reynolds Naylor	With his dad’s help, Kevin overcomes his fear of the “king of the Playground” who has threatened to tie him to the slide, put him in a deep hole, or put him in a cage with bears.
Martha Walks the Dog	Susan Meddaugh	Martha, the talking dog, rescues the neighbourhood from a bullying dog. She comes to understand why the dog is a bully.
The New Dog	Barbara Shook Hazen	Tootsie, a small pampered dog who joins Dougie’s Dogwalking group, is teased by the other dogs until he proves that small is mighty.
Tyrone the Terrible	Hans Wilhelm	A little dinosaur named Boland tries several ways of dealing with the biggest bully in the swamp forest, until finally finding a successful tactic.
Wally Walrus	Barbara DeRubertis	Bad experiences with a bully make Wally the Walrus reluctant to go to school until he learns to call upon his natural abilities to prove himself.
Weekend with Wendell	Kevin Henkes	Sophie does not enjoy bossy Wendell’s weekend visit until the very end, when she learns to assert herself and finds out Wendell can be fun to play with after all.
What a Wimp!	Carol Carrick	Although his teacher, mother, and older brother are sympathetic, Barney knows he’ll have to find his own way to deal with the bully, Lennie.