

WITS LEADerS Resource Manual

ALL CHILDREN CAN BE LEADERS IN THEIR SCHOOLS AND CLASSROOMS.



WITS PROGRAMS
FOUNDATION

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Manual OVERVIEW

More resources and lesson plans are online at <https://witsprogram.ca>

The purpose of the WITS LEADerS program to help teachers of intermediate elementary students to:

- ★ learn problem-solving skills needed to handle interpersonal conflicts and to
- ★ support the school-wide application of WITS Programs in elementary schools.
(See www.witsprograms.ca for K to 3 Program - the Wits Primary Program).

The WITS LEADerS Training Program helps 4th to 6th grade students solve peer conflicts in peaceful ways by considering others' perspectives and by using problem solving skills to resolve conflict situations. Children learn about different types of aggression and the role of bystanders in conflicts. **We have also selected books that you can use to support each section of the manual! Sample lesson plans for these books are included here and new lesson plans are constantly being added on the website www.witsprograms.ca!**

LEADS stands for

- ★ Look & Listen
- ★ Explore points of view
- ★ Act
- ★ Did it work?
- ★ Seek Help

NB: This program was designed to meet objectives outlined in the British Columbia Performance Standards: Social Responsibility Framework grades 4 to 6.

SELF-EVALUATION FRAMEWORK: Performance Indicator for WITS LEADerS

Please indicate with an "X" the level that BEST describes how well you believe the student fulfills the responsibilities of a WITS Leader.

Responsibilities of a WITS Leader (criteria for exceeding expectations)	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
1) Is friendly, caring, and helpful to others (consistently kind & welcoming; looks for opportunities to help others)				
2) Looks for chances to help and include others (consistently contributes & seeks out ways to include others)				
3) Helps to solve peer conflicts (consistently generates appropriate strategies, weighs consequences, & evaluates actions)				
4) Accurately identifies & describes own and other's behaviours (consistently assesses own & other's actions as being effective or ineffective)				
5) Knows when to seek help from an adult (consistently shows good judgment about when to get help, such as in escalating conflicts)				

This 4th to 6th grade program builds on the WITS Primary Program for children in kindergarten to Grade 3. WITS LEADerS provides developmentally appropriate strategies to prevent peer victimization and bullying by engaging older students in prosocial Leadership activities that show them how to help younger children to "use their WITS." Children in the WITS LEADerS program are encouraged to identify and solve peer conflict situations based on five problem-solving steps. Posters and resources to support the program are available at <https://witsprogram.ca/shop/>.

Step 1: Look and Listen

Use WITS LEADerS Books *Each Kindness*, *The Invisible Boy*

1. Children develop an understanding of what can be learned about other's feelings, intentions, and inner thoughts from carefully observing their behaviors and nonverbal expressions, and by listening to others
2. Children learn basic looking and listening skills

Step 2: Explore Points of View

(use with WITS LEADerS *The English Roses*, *Mr. Peabody's Apples*, *The Hundred Dresses*, and video *WITS IN MOTION*- witsinmotion.ca)

1. Children understand other's points of view
2. Children see how words, thoughts, and feelings can differ for people
3. Children look and listen to words, thoughts, and feelings
4. Children learn to understand indirect or relational aggression

Review: Pulling together what we've learned so far

(use with WIT LEADerS book *The Recess Queen*, *Jake Drake Bully Buster*)

1. Children learn that we have "expectations" about people's behaviors based on their *reputations* (that are sometimes not true).

Step 3: Act

(use with online Video *the Bully Dance* and with WITS LEADerS book *Courage*)

1. Children identify conflicts that involve direct aggression (hitting, pushing, threatening) or relational aggression (excluding people, ignoring, spreading rumors, teasing) by looking and listening.
2. Children brainstorm and act out solutions to conflicts identified.

Step 4: Did it Work?

Use with WITS LEADerS books: *I like who I am*, *The day you begin*

1. Children will identify the short- and long-term consequences of the actions they choose for dealing with a conflict.
2. Children will know how to tell when a solution has worked.

Review: Using your WITS LEADerS Problem-Solving Skills

Use with WITS LEADerS book *Just Kidding*

1. Children will learn to use their WITS LEADS problem-solving skills together
2. Children will learn to identify and solve problems

Step 5: Helping and Seeking Help

Use with WITS Leaders book *Say Something*

1. Children know *when* to seek help from an adult and when they can handle the problem themselves.

NB: MOST OF THE BOOKS SUGGESTED WILL ALREADY BE IN YOUR SCHOOL LIBRARY! THE OTHERS ARE AVAIALBE AT REDUCED COST FROM THE WITS PROGRAMS FOUNDATION. MANY OF THESE BOOKS ARE ALSO AVAILABLE ON LINE AND READ BY THE AUTHORS.

WITS LEADERS Training Step 1: Looking and Listening

OBJECTIVES:

1. Children develop an understanding of what can be learned about other's feelings, intentions, and inner thoughts from carefully observing their behaviors and nonverbal expressions, and by listening to others
2. Children learn basic looking and listening skills

Welcome to the first WITS Leaders training session! The manual shows you how to teach 5 problem solving steps for WITS LEADERS. Show the "5 Steps to Problem-Solving" Put up a poster in your classroom.

Looking and Listening:

What Do
Kids Say?

★ Why is Looking important?

- "We can see how they're feeling."
- "To actually hear them."
- "Eye contact and paying attention."
- "To concentrate on what they are saying."
- "When looking, we know how serious they are in telling us information."

What Do
Kids Say?

★ Why is Listening important?

- "If we don't listen first, we don't know what's going on."
- "By listening carefully, you will understand the problem better and how to fix it."
- "We need to understand both sides of the story to avoid misquoting people."

Looking Activity: Compare everyday seeing to really looking!



- ★ Kim's Game Variation: Group children in teams of 3-4
- ★ Pick one child from the class for the others to observe for 1 minute - Have the child leave the room.

Observations: How many can your team write down in two minutes?

1. What colour is the child's hair?
2. What kind of shirt, shoes, pants, etc. do they have on?
3. What colour are his or her eyes?
4. Was the child wearing a necklace, bracelet, socks?
5. How was the child feeling (angry, scared, happy, excited?)
6. What is the child good at, who is their best friend? Etc.



Looking Activity: How do we "see" verbal and nonverbal cues? How do we "see" how someone is feeling?

Ask the students for examples of how to find out about another person by looking at them

Listening Activity: Listening means remembering what you hear!



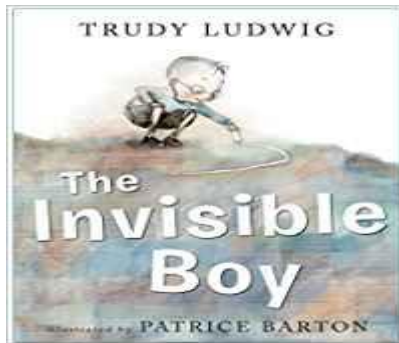
How do we listen?

Explain the difference between Listening and Hearing words:

- ★ Hearing only involves the actual hearing of the words that someone has spoken while listening involves both the *meaning* of what was said and remember it.
- ★ Talk about the advantages of facing the speaker, and maintaining eye contact.

Each student picks a partner who he or she doesn't know very well.

- 1) Ask each other for three pieces of information that they'd like other people in the class to know (e.g. I play soccer with the XX team. I am good at XX. My favorite hobby is XX. My favorite music group is XX.)
- 2) REMEMBER your partner's ANSWERS!
- 3) Introduce your partner to the class and see how many of the three things you can remember to tell everyone.
- 4) TRADE ROLES AND DO IT AGAIN



Read aloud book
THE INVISIBLE BOY
By Trudy Ludwig

LESSON PLAN

Brian feels invisible. Nobody seems to notice or include him in their activities. Justin, a new boy arrives at school and Brian is the first person to make him feel welcome. When Brian and Justin become friends, Brian no longer feels invisible. **Reading online at https://www.youtube.com/watch?v=fvK_GicGueA**

QUESTIONS AND ACTIVITIES

PRE-READING ACTIVITY

Organize children into groups of two. Try to pair children who do not know each other well. Ask them to find three visible similarities and three visible differences between them. Next ask the children to find and discuss three similarities and differences between them that cannot be seen such as likes, dislikes, fears, or values. Ask students if they discovered anything surprising about each other's similarities or differences.







PRE-READING QUESTIONS

📖 The title of the books is *The Invisible Boy*. Based on your experience with the previous activity, what do you think the story is about?


POST-READING QUESTIONS

📖 What are some ways Brian felt invisible? *Brian felt invisible in front of the teacher, Mrs. Carlotti who was dealing with other children who "took up more space" with their voice. He felt*

invisible when he did not get picked for the kickball team. Brian felt invisible when the children talked about a party he wasn't invited to.

-  How do you think Brian feels if he thinks he is invisible to others? *Possible answers: rejected, lonely, isolated and maybe even depressed.*
-  Was it a fair way to choose the players for the kickball team? *If someone does not get to play because of the way players are selected then it is not fair. How could this be done in a way that includes everyone?*
-  Did Madison and her friends purposely try to hurt Brian with their conversation? *Probably not but Madison and her friends could be more sensitive about discussing the party in front of people who were not invited.*
-  What did Brian do to make himself visible to Justin? *He wrote him an encouraging note.*
-  How did Justin help Brian become visible? *Justin recognized that Brian was good at drawing and told him so. He invited Brian to join their special project team. Justin also invited Brian to share a seat at the table during lunch.*
-  Have you ever felt left out or invisible? What would have helped you to fit in or feel visible?

Possible Strategies To Consider:

- 1. Think about the values that are important to you. Are these values what you see and hear in the group you wish to be a part of? If yes, then talk to the people in the group about the effect of their words and/or actions. If no, then look for people with whom you feel most comfortable and get involved with those people and activities*
 - 2. Talk about your feelings of invisibility with your friends or a trusted adult*
-  *How could you help someone who might feel invisible? Open up a conversation with one who may feel invisible - it's as simple as just taking notice of what they are doing, or asking how they feel or asking them for their opinion.*

POST-READING ACTIVITIES

Making the Invisible - Visible

- 📖 Distribute the [Making the Invisible-Visible handout](#) to students. Ask them to review the scenarios illustrated from the book. If necessary, re-read the parts of the book leading up to those scenarios depicted on the handout. Ask students to consider alternate actions they could take. What would happen to make Brian more visible to those around him? Students are to write their ideas in the blank spaces next to each illustration. Invite students to draw and colour a picture to go with their ideas.

What Does it Mean to Feel Invisible or Visible?

- 📖 Review Brian's interactions in the story. What did Brian see that made him feel invisible or visible? What did Brian hear that made him feel invisible or visible? What other experiences made Brian feel invisible or visible? Distribute the What does it mean to feel invisible or visible? handout to students.
- 📖 Everyone feels invisible sometimes. Ask them to reflect on times in which they have felt invisible or visible. What do those experiences look like? What is it that they hear that makes them feel invisible or visible? In what other ways do they visible or invisible? On the second page ask students to consider experiences when they may have caused others to feel invisible or visible. What did they see or say to make others invisible or visible? What other actions may make others feel invisible or visible?

Mix it Up Lunch

- 📖 Organize a Mix It Up Lunch. A Mix It Up Lunch allows students to explore people beyond their exclusive cliques by socializing with students from a variety of groups and backgrounds. Mix It Up is a project of www.tolerance.org. Every year thousands of students sit in lunchrooms with students from different groups

and backgrounds to reduce social boundaries and stimulate ongoing dialogue about this issue. To organize a Mix it Up Lunch visit www.tolerance.org/mix-it-up/what-is-mix and review the following tips:



Encourage students to sit with different people by:

- ★ Inviting students to draw alphabet letters (or colors or numbers, etc.) as they enter the lunchroom, then having them sit at corresponding tables.
- ★ Hand out treats (lollipops, playing cards, etc.) as students arrive, then have them sit at corresponding tables.
- ★ Assign tables based on birthday month or season.
- ★ Assign tables based on the first letter of the student's first name.
- ★ Use random hand stamps or raffle tickets (or colored bracelets, buttons, etc.) to assign seats.



Support conversations between students by:

- ★ Placing conversation starters at each table. These can be tied to a theme - "What is your favorite sports team?" -or be more general "Find five things you all have in common."
- ★ Place a survey on each table for students to compare their answers about books, hobbies, games and/or sports etc.



Listening Activity: Reflective Listening Exercise

- ★ Ask the students to find a partner and sit opposite to one another at arm's length
- ★ One student will listen as the other student describes a conflict between two people their age
- ★ The listener keeps their arms folded and does not look or pay attention to their partner
- ★ Stop the students after one minute, and have the listener repeat back to the other what they had heard
- ★ Begin the exercise again but this time, the listener has an open posture, maintains eye contact, and uses occasional "Mm-hmms" and nods their head
- ★ Stop the students after one minute, and have the listener repeat what they had heard (Ask: what did you see & hear that was different?)
- ★ After another minute, reverse the roles and repeat the same process

Listening Skills:

- ★ Which way of listening is more effective?
- ★ How did you feel when the listener was *not* paying attention to what you were saying?
- ★ What were your inner thoughts?
- ★ Was it helpful to have the listener look at the speaker while they were talking or nod their head?

WITS LEADerS Training Step 2: Exploring Points of View

OBJECTIVES:

1. Children understand other's points of view
2. Children see how works, thoughts, and feelings can differ for difference people
3. Children look and listen to words, thoughts, and feelings
4. Children learn to understand indirect or relational aggression



What new skills do 4th to 6th graders have that help them to do this?

- ★ The increasing complexity and sophistication of children's conflict negotiation strategies reflect their increasing competence in
- ★ 1) differentiating and coordinating the social perspectives and interests of themselves and others,
- ★ 2) generating multiple, alternative strategies for responding to conflicts,
- ★ 3) anticipating potential immediate and longer-term outcomes of solutions.

These developmental advances can orient children toward pursuing social goals that preserve peer relations and prevent conflicts from escalating in the long-term. Variations in children's emotion processes (including the ability to regulate their own emotions, share others' emotions, and understand that one person may experience multiple emotions at a time) may also affect children's self-awareness, interpersonal understanding and bullying behaviors. Whereas younger children expect that bullies feel only happiness at achieving a social goal, older children can understand more complex points of view (e.g. that bullies may also feel sadness or guilt for having harmed the victim).

See **WITS IN MOTION** video witsinmotion.ca for nonverbal Video and curriculum guide for social emotional learning

Exploring Points of View:



The English Roses

By Madonna Ritchie

Illustrated by Jeffrey Fulvimari






Free on line at

<https://www.youtube.com/watch?v=6JObx9m2U5k>

Lesson Plan:

The English Roses are a group of girls who envy a newcomer to their school as she appears to live a charmed life but appearances can be deceiving! The English Roses is a book about how it is impossible to know who a person is until you take the time to really get to know that person.

Look at the Book Cover:

-  Has anyone heard or read any other book by this writer?
-  Who is Madonna? Discuss who Madonna is.
-  Who do you think the English Roses are?
-  What is the setting? Give evidence to support your view.
-  What are the nonverbal messages that we can "see" by looking at the cover?



Activity: "Words, Feelings and Thoughts" Frozen Tableau

Cover of "The English Roses" - the four girls stand under an umbrella together while Binah stands under an umbrella by herself looking at the girls.

Have groups of 5 students role play the illustration on the cover while keeping in mind that what the characters are saying but also what their feelings and thoughts are.

Roles: Binah, Nicole, Amy, Charlotte and Grace.

This activity is going to help you get inside the character's

thoughts by recreating the illustration on the cover through role play. Volunteers will pose the scene on the cover illustration of "The English Roses." Stand perpendicular to the cover illustration to ensure accurate positioning.

Think about what your character is thinking and feeling in relation to this scene. You are going to tell the audience about the illustration. You provide the words, thoughts, feelings.

When you hear "ACTION" the tableau comes to life. Play the scene based on what you think it is about. When you hear "FREEZE" the action stops. The teacher taps the person to share what the character is thinking and feeling (the thoughts and feelings - internal thought or feeling may match what you say or it might be different or opposite of what you say publicly).


E.g. You have just finished writing a test that was really hard. A classmate comes up to you and asks you whether or not you had trouble writing the test. You say "Oh, it wasn't that bad" while you are thinking "I really didn't know what I was doing, but I don't want my friends to think that I am dumb."

Your thoughts and feelings could be very different from what you say out loud. Again, think of what your character is thinking and/or feeling in relation to the other characters. Repeat this exercise with different groups.

Check later in the story if this role play was a good prediction of what happened.

You can use the "Frozen Tableau" technique throughout the story.

Understanding Other's Feelings:

 What does the expression glued together at the hip mean? Are they actually glued together? Point out that this is a metaphor for inseparable.

- 📖 What does it mean to feel jealous?
- 📖 What might cause the English Roses to be jealous? (*worries about others liking them, feelings of insecurity about their friends, dissatisfaction with their own appearances*) refers to P. 12
- 📖 The feeling of jealousy could be a motive for a particular kind of behaviour. What kind of behaviour might that feeling generate? (*exclusion, isolation, shunning, covert aggression, bullying*)

Literary Devices:

- 📖 "Her skin was like milk and honey." P. 12 What qualities of milk and honey are compared to her skin (*colour*) Ask what figure of speech this is. (*simile*)
- 📖 What does "green with envy" mean? Do other colours symbolize feelings? What are some examples? (*black - rage, red - love, blue - depression, yellow - happiness*)
- 📖 Ask the class if they can share some personal examples of envy?
- 📖 "Now stop interrupting me." P. 15 Who is the writer talking to? (*You! - the audience*) Include the readers experiencing being interrupted.



What is relational aggression?

- ★ *Relational aggression* involves the manipulation of relationships through hurtful measures such as rumor spreading, intentional social exclusion, and the threat of withdrawing one's friendship if the friend does not comply with the instigator's demands.

(see Crick, N.R., & Bigbee, M.A. (1998). Relational and overt forms of peer victimization: A multiinformant approach. *Journal of Consulting and Clinical Psychology*, 66, 337-347)

Explaining Types of Bullying:

- 📖 "The English Roses wanted to be friendly." P. 17 What was stopping them from being friendly and instead causing them to isolate Binah? (*thoughts of themselves - one point of view - no understanding of her feelings*)
- 📖 "Let's push her into the lake." P. 17 What kind of bullying is this? (*physical, overt bullying*)
- 📖 "They pretended not to see her." P. 17 This is a form of bullying (aggression). Give your reasons to agree or disagree with whether or not you think the English Roses are bullying Binah by saying that. (*Yes- ignoring, isolation, relational aggression, covert bullying*)
- 📖 How do the actions of the English Roses make Binah feel? (*lonely*)

- 📖 "The wanted to be friendly but they could not bring themselves to be nice." P. 17 Discuss how it is possible to feel more than one way about one thing? (*multiple perspectives*)
- 📖 Reflect back on the Frozen Tableau exercise done earlier - did the role playing predict what is happening in the book?

Understanding Relational Victimization:

- 📖 Discuss the reasons the English Roses' give for excluding and isolating Binah.
 - "She's God's gift she thinks"
 - "Enough attention"
 - "Stuck up"
 - "Based on looks"

This is what the English Roses said. What do you think were the English Roses' reasons for excluding and isolating Binah? (*The girls were really unhappy about themselves*) (*Perspective*)

- 📖 Role Play - the students can role play and respond as Binah to these accusations.
- 📖 To problem solve one must gather all the information and evaluate it. Respond to the problem-solving skills of the girls. What evidence have they gathered to support their claims? Comment on judging people on their looks.
- 📖 Mother is a bystander in this book. Describe her actions as a "positive defender."

Conclusions:

- 📖 What does this story remind you off? (*Cinderella*)
- 📖 The girls looked at Binah from a certain perspective before the visit from the Fairy Godmother. Binah's circumstances and character remained the same. Discuss the English's Roses' changed view toward Binah after the visit. Suggest a way things might have changed before the Fairy Godmother visit. (*English Roses could have talked to Binah before judging her on appearance and what others said about her*)
- 📖 What was the symbolism of the same dream? (*Perhaps their conscience reminding them they should not judge others so quickly and without all the information - they were envious until they had all the information and they realized they had no reason for envy.*)
- 📖 How did this solution make everyone feel?
- 📖 What lessons were learned by the girls?



Activity: What are inner thoughts?

Inner thoughts are the things we say to ourselves when we go about our daily activities. They can be encouraging or discouraging, kind or mean, funny or not.

Create a cartoon that shows inner thoughts in a speech balloon.

- Create a series of four pictures using speech balloons to show what a dog might be thinking on a walk with you around your school.
- Create a funny cartoon about a superhero's thoughts (No talking out loud!!)



Activity: Speech and Thought Bubbles

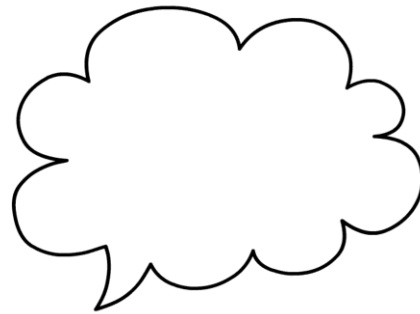
Show the comic strip (see below). How does the cartoonist let you know what people are saying (words) and what they are thinking? How do you know the difference between speech bubbles and thought bubbles? See attached Activity Pages: *Speech and Thought Bubbles*, *What You Say and What You Think*, and *Make Your Own Comic Strip*.

Narrative stories often use illustrations to show the thoughts and feelings of characters so it is important to look at the pictures as well as words.



Speech and Thought Bubbles

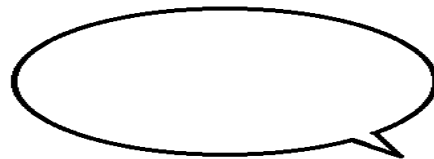
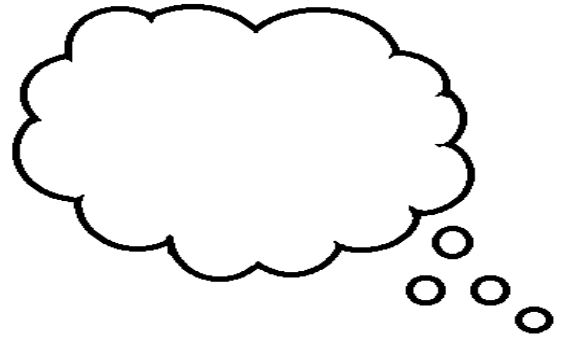
- ★ What is the difference between **SAYING** something and **THINKING** something?
- ★ Can you say something when you are thinking something else?
- ★ When would your **WORDS** and **THOUGHTS** be different?



SAY SOMETHING!

Use your knowledge about how words and thoughts differ to come up with a conversation for two children to have.

Remember to include their thoughts about the situation!
Why would words and thoughts be different? When might they be different?



Make Your Own Comic Strip

Make a comic strip that tells a story using speech and thought bubbles. The speech bubbles could be telling us one story while the thought bubbles could be showing us more information about what is going on. Put the story in a sequence.

1

1

2

1

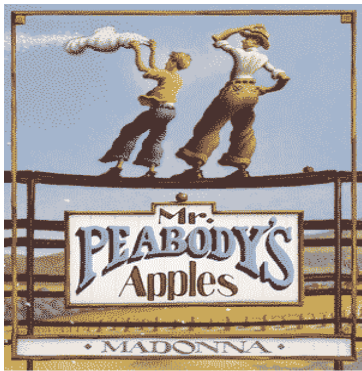
3

1

4

1

★ More on Relational Aggression: Rumor Spreading



Mr. Peabody's Apples

By Madonna Ritchie

Illustrated by Loren Long

Free online

https://www.youtube.com/watch?v=k9li_CDJmv8

Introduction:

A common form of bullying is verbal aggression. "Mr. Peabody's Apples" is a story about the power that words have to hurt or help people's reputations.

Discussion:

Look at the Book Cover:

- 📖 What do you notice about the cover?
- 📖 What do you think Mr. Peabody's Apples is about?
- 📖 Who is involved? (*Boys this time!*)
- 📖 What is the setting? Give evidence to support your view.
- 📖 Remember to think about this as we read this book* Characters are revealed to us by what they say, think, do but also by what others say about them.

Understanding the Power of Words:

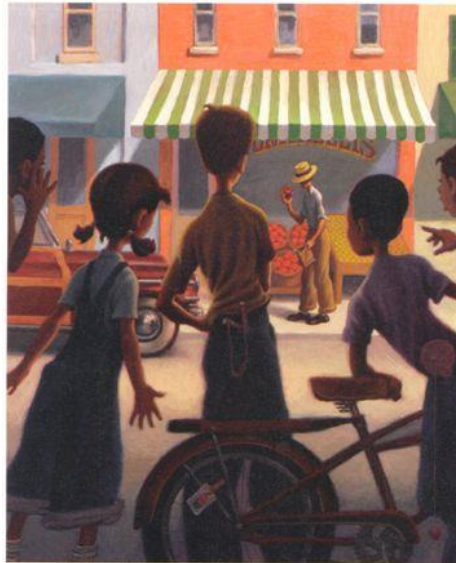
- 📖 Discuss what it means to say that words have "power." What kind of power do words have? (*good, bad, depends on how it is used*) Then have each person say one thing they like about others in the group (**to make this an inclusive activity everyone could say something to the person on their left or right**)
- 📖 Discuss how the **positive powerful words** made people feel



Activity: Words, Feelings and Thoughts” Frozen Tableau

P. 12 - Mr. Peabody has been seen taking an apple twice, and not hiding it. He had not paid for it (see below).

Ask students: *What do you think Mr. Peabody is doing?*



Tommy and his friends are amazed at what they see.

Have groups of 4 students role play the illustration on P. 12 while keeping in mind that what the characters are saying but also what their feelings and thoughts are.

Roles: Tommy, his two friends, Mr. Peabody

Volunteers will pose the scene on P. 12 of “Mr. Peabody’s Apples.” Stand perpendicular to the cover illustration to ensure accurate positioning.

Think about what your character is thinking and feeling in relation to this scene. You are going to tell the audience about the illustration. You provide the words, thoughts, feelings.

When you hear “ACTION” the tableau comes to life. Play the scene based on what you think it is about. When you hear

"FREEZE" the action stops. The teacher taps the person to share what the character is thinking and feeling (the thoughts and feelings - internal thought or feeling may match what you say or it might be different or opposite of what you say publicly).

Your thoughts and feelings could be very different from what you say out loud. Again, think of what your character is thinking and/or feeling in relation to the other characters. Repeat this exercise with different groups.

Check later in the story if this role play was a good prediction of what happened.

You can use the "Frozen Tableau" technique throughout the story.



Activity: Predicting What Will Happen

- ★ Stop reading at p. 13 (once the rumor is out).
- ★ Give students a piece of paper and ask them to write how they think the story will end (e.g., What is Mr. Peabody, Tommy, & Billy going to do?). They have 5 minutes to do this.
- ★ Finish reading the story before the kids share their responses.

Literary Devices:

- 📖 P. 10 - Describe Mr. Peabody's character using adjectives. Start by giving an example on the board. (*generous, inclusive, kind, friendly, encouraging, dedicated, considerate, well-liked*)
- 📖 The feather pillow is a metaphor. What does the pillow represent? (*Mr. Peabody's integrity, truth, reputation*) What do the feathers represent? (*people, gossip*)
- 📖 Look at the illustration on the last page. What does it symbolize to you? (Most people know that Mr. Peabody is not a thief (few feathers still out). However, the stitching symbolizes that although the pillow is together it is still damaged so the power of words has damaged Mr. Peabody's reputation)

Perspective Taking:

- 📖 Discuss different perspectives of the children and Mr. Peabody in the situation.
- 📖 P. 28 What did Tommy understand? (*He had to tell people he was wrong and Mr. Peabody was not a thief.*)

Problem Solving:

- 📖 Problem solving was weak in this story. Where did it need improvement?
- 📖 Identify a bystander who took action in the story. What were the actions of the bystander?

What Do Kids Say?

★ Did you like the story? Why?

- “It told us what some kids do by accident. They think others do things that are opposite.”
- “If you see someone do something, don’t judge or pre-judge their first move. You’re not always right!”
- “When you do something wrong, you have to pay the price.”
- “Not everything is as it seems or looks.”



Activity: Power of Words” Role Play

In groups of three role play a scenario which demonstrate the “power of words” to make people feel good about themselves.
(5 minutes)

After the role-playing exercise discuss the positive and negative effects of the power of words. Remind students that a very common form of bullying is **relational aggression**.



Activity: Comparing Points of View - Comparing and Contrasting The English Roses and Mr. Peabody's Apples

- 📖 P. 20 “It doesn't matter what it looked like. What matters is the truth.” Apply this statement to what happened in The English Roses. (*An action was judged in Mr. Peabody's Apples and in the English Roses a person was judged without all of the information being known. Not all of the information was there to make a judgment. When you look at it from a different*

point of view the situation can drastically change.) What changed the way Mr. Peabody was viewed?

📖 *What were the differences between people's perceptions and the truth in The English Roses and Mr. Peabody's Apples? (Binah was thought to be beautiful and had everything but in truth this perspective came from envy and a lack of information as Binah had no mother and worked hard. Mr. Peabody was well liked but when someone thought he didn't pay for the apple he took they jumped to the conclusion that Mr. Peabody stole the apple. In truth Mr. Peabody had paid for the apple, again a problem occurred because of a lack of information.)*

📖 *How are both stories similar? (Not all of the information was there to make a judgment - the truth was not known so motives were misinterpreted. When the situation was looked at from a different perspective the view changed and the feelings and thoughts about the characters changed (Mr. Peabody's reputation was spoiled because of the power of words) Both books show forms of bullying. The English Roses had relational bullying in it due to the isolation of Binah while Mr. Peabody's Apples had verbal bullying in it due to the spoiling of Mr. Peabody's reputation. Both stories use literary devices.)*

WITS LEADerS Training REVIEW:

Pulling together what we've learned so far

OBJECTIVES:

1. Children will look and listen to words, thoughts, and feelings
2. Children will understand other's points of view: reputation and expectations
3. Children will understand indirect and relational aggression
4. Children will see how other's words, thoughts, and feelings differ



Why Do Inner Worlds Matter?

- ★ Assuming that socially competent behaviors are *incompatible* with disruptive behaviors in younger children may be problematic. The awareness of multiple and different perspectives and emotional responses to the same events can be used to advance interpersonal understanding and empathy, but can also provide the needed understandings to manipulate others' emotions. Socially dominate, popular children can and do use relational aggression effectively to maintain their status.
- ★ Children are aware of each other's reputations for aggression, leadership, helping behaviors, etc. and EXPECT their peers to act in ways that are consistent with these reputations. It may be hard for children who are trying to change their behaviors to be recognized for these changes!!



Read *The Recess Queen* & discuss the children's expectations of Mean Jean (aggressive bully). *How do the expectations change over time? Why? What is a self-fulfilling prophecy? What is a reputation?*

Use the curriculum for *The Recess Queen* to identify expectations that the children had of Mean Jean. What is her reputation (bully, might, hurt them, etc.)? How did her reputation change (the children treated her differently, she started to feel welcomed and played with Katie Sue)?

- 📖 Emphasize that Katie Sue came up with a strategy to solve the problem
- 📖 "The Recess Queen was not amused." (Historical reference to Queen Victoria's "We are not amused.") Ask the students where Victoria City got its name from
- 📖 What is social responsibility? What are some examples of how a socially responsible person would act in a given situation?
- 📖 Why did the Recess Queen act the way she did? What can cause people to act in certain ways? (i.e.: the Recess Queen is actually lonely and doesn't have any friends)
- 📖 Do people sometimes act one way and feel another? (cover up their feelings)
- 📖 What did the skipping rope symbolize? (friendship)
- 📖 Keep referring to the examples of onomatopoeia throughout the reading.



Activity: Skipping Rope

- 📖 Hold up a skipping rope
- 📖 Ask the students how it might be part of the story
- 📖 Remind students to listen for how the rope was used, and what it symbolized



Activity: Role Play with the Recess Queen

- 📖 If you could talk to the Recess Queen what would you say to her? i.e., "I would tell her..." or "I would say "Jean..." Have students take turns role playing the Recess Queen and a fellow student in conversation

WITS LEADERS Training Session 3: ACT

OBJECTIVES:

1. Children identify conflicts that involve direct aggression (hitting, pushing, threatening) or relational aggression (excluding people, ignoring, spreading rumors, teasing) by looking and listening.
2. Children brainstorm and act out solutions to conflicts identified.



Video:

Bully Dance

National Film Board of Canada

Free Online

<https://www.youtube.com/watch?v=4K02OxmV3-0>

Introduction:



Activity: Pre-Viewing Scenario

One student (A) is playing with a ball against the school wall. Two students (B & C) are watching. The bully (D) brushes up against student (A), as if by accident. The student (A) slumps down not sure of what to do. One of the bystanders looks away (B) and the other laughs (C). The bully (D) then shoves (A), and grabs the ball. (B) walks away, however (C) joins the bully (D) to taunt the target - "WIMP."

- ★ Choose four students to role play the above scenario to the class.
- ★ Ask students to observe the roles played by each actor.
- ★ After, discuss with the class what these roles were (bully, bullied, bystanders)
- ★ Discuss what each person might be thinking and feeling.

- ★ Ask students if there might have been other actions any of the characters might have chosen.
- ★ Ask students to define **bully**. Write the definition on the board.
 - ↳ *Bully: Some who repeatedly intimidates, threatens, scares, or hurts another so that he/she feels more powerful*
- ★ Students work in pairs to brainstorm examples of bullying behaviour (2 minutes to come up with as many ideas as they can).
- ★ List all ideas on the board
 - ↳ *e.g. taunting, put-downs, threats, violence, social exclusion, shunning, defamatory gossip*
- ★ Grade 5: Categorize these examples into three groups
 - ↳ *1) Verbal bullying; 2) Physical bullying; 3) Relational bullying (ignoring, isolating, excluding)*



- ★ Survey on bullying behaviour to be filled out with parents and returned (see p.2 in *Bully Dance* video jacket for answers):
 - ★ True or False?
 - a. On the playground, boys bully far more than girls. T or F
 - b. Bullying usually happens when other people are around. T or F
 - c. Always leaving someone out of a group is a type of bullying. T or F
 - d. Going to the teacher to help deal with a bully always makes things worse. T or F
 - e. Children who bully can change the way they behave. T or F
 - f. Children who are "cool" will not be bullied. T or F
 - g. Most children find it unpleasant to observe bullying. T or F
- ★ Discuss survey in class the next day

What Do Kids Say?

★ *Bully Dance* is the title of the video we are to view. Predict what it might be about.

- *“Bullies, bullying.”*
- *“Teasing.”*
- *“Dancing with other bullies.”*

★ The video is animated, the characters are personified animals (review what this means - animals who act like people), and there is no dialogue (conversations).

↳ *Reinforce looking and listening at every opportunity!*

★ How will you know what is happening?

↳ *You read words, pictures, and body language. Body language reveals much about characters and their feelings. Observe what they do. Characters reveal themselves by what they do, say, and what others say about them.*

★ Purpose for viewing: Determine the problem and solution which will be discussed after viewing.

Post-Viewing Discussion (reinforce vocabulary!):

★ What was the problem? (*One of the personified animals was **targeted** by a **bully** and his friends. He was injured before a solution was attempted.*)

What Do Kids Say?

- *“He told teacher and bully wanted revenge.”*
- *“They hit him with a stick, kicked him, and he tried to fight back instead of walking away.”*
- *“He never went to get help the second time.”*
- *“There were three people against one. They were all bigger and he couldn’t fight back.”*

★ What happened part way through?

What Do
Kids Say?

- “Two other friends (i.e., bystanders) joined the bully.”
- “Other people went with the bully after the bully intimidated them and they let the bully beat up the little guy.”

What Do
Kids Say?

★ What did the adults do?

- “Nothing. They watched them and finally said ‘you let him in’.”
- “Parents abused the bully (i.e., Dad). Dad curled his fist and he probably hurt his kid (i.e., the bully) so the bully thought it was ok to hurt someone else.”
- “Bully’s parent did it to him. When confronted the dad made a big fist.”

What Do
Kids Say?

★ What is a role model? What is a “good” role model?

- “Someone older.”
- “Someone you look up to.”
- “What the Dad in the video was modeling was not good.”
- “When everyone stands up to the bully, everyone wins.”

★ Refer back to the list of bullying behaviours created before the viewing (see Lesson I). Which of these did you observe on the video?

↳ e.g. physical violence, exclusion, etc.

- ★ Comment on the solution: How did the bully take responsibility for his actions and make amends to the bullied - or did he? Who might be the next target? What other solutions might there be?
- ★ Point out stereotype of characters (e.g. big hippo - small giraffe)
- ★ What are some of the reasons for being the bullied or the target?
- ★ Comment on the appropriateness of the title *Bully Dance*
- ★ Collect surveys. Discuss results for understanding of bullying behaviours.

Second Viewing of Video

The purpose of viewing the video for the second time is to look at the role of the bystanders. "No one stopped the dance until the target was injured." Bystanders can take different stands which influence the bully. Introduce *The Bullying Circle* (Olweus). Bystanders can ignore, join or help the bullied.

- ★ Who were the bystanders?
 - ↳ *Teachers, parents, and students. (Note bully's parents' reaction.)*
- ★ Why do you think the bystanders did not help?
 - ↳ *Afraid of getting hurt, afraid of being new target, afraid they'd make it worse, did not know what to do, elevates their own standing in their peer group.*
- ★ Stop the video in places where the students can role-play bystanders who could have changed their actions in order to stop the bullying (bystanders can act as groups). Places to stop the video for role-playing:
 - ↳ *Lunchroom scene*
 - ↳ *Gym scene where target is hit from behind*
 - ↳ *Playground scene where he is beat up*
- ★ Bystanders can help. Use your **WITS** to **LEAD** by recognizing bullying, refusing it, and reporting it! Act by being assertive or calling for help.

★ *Credit to National Film Board, Barbara Coloroso (The bully, the bullied, the bystander), and Dan Olweus, PhD, Page 64 (The Bullying Circle)*



Activity: Letter Writing

- ★ Letter writing format (friendly) can be introduced or consolidated by assigning students to write a letter to the bully advising him on taking responsibility for his actions and on making amends to the target.



Activity: Make a Poster

- ★ As a class, list 5-10 ways students can use WITS to LEAD in the school: They are helpful not hurtful. Make a poster which one can refer to when there is evidence of helpful behaviour (students can give examples they see - set a regular time to discuss this)



Activity: Plan a class play or TV commercial

- ★ Who would be best for each of the roles i.e. who is good at helping others, being a good friend, public speaking, making people laugh, rollerblading, creating a dance group? How do we know they would be good at that activity? What is a reputation? Can it change?



Activity: The Perfect Playground

- ★ Children close their eyes and relax
- ★ Imagine the perfect playground
- ★ Playground is filled with kids of all ages. Everyone is happy, occupied, and doing different activities
- ★ Take a look around and make a list of what you don't see
- ★ Ask children to share their answers with the class

e.g.,

- "no unhappy kids"
- "no one fighting"
- "no bullying"
- "no bickering"
- "no crying"
- "no one is hurt"
- "no one left out for being different"
- "no one using violence to solve problems"
- "no bad language"
- "no ignoring people"

What Do
Kids Say?

- ★ Now, identify typical conflicts that happen on your playground.
- ★ What are ways that these problems get handled?
- ★ Think of other ways of handling the problem?
- ★ Think about what would happen if you did each of these things?



Activity: What is relational bullying?

- ★ In groups of 3 or 4, create a 20-second role-play about how you could bully someone without hitting or touching
- ★ e.g., teasing someone about their clothes, ignoring/leaving out someone on purpose, spreading rumors about someone



Activity: Exploring Real Life Choices

Brainstorm about what students would do during real conflict situations that happen on the playground. One example of a conflict situation that students commonly face is listed below and may be used as a brainstorming or a role-play activity.

Situation: Tetherball Game

- ★ Conflict Situation: *Someone is playing tetherball and won't give anyone else a turn.*
- ★ Ask a student to pretend that they are the WITS leader on the playground. Have the student act their point of view in how they would handle the conflict.
- ★ Ask another student to role-play the same conflict and give their point of view.

- ★ Possible responses to resolve the conflict situation:
 1. Suggest to the students to take turns
 2. Suggest to the students that they line up and take turns
 3. Get the playground supervisor to help

WITS LEADERS Training Session 4:

Did it work?

(use small group novel studies or read aloud books related to curriculum for:
Jake Drake Bully Buster, The Girls, & Blubber)

OBJECTIVES:

1. Children will identify the short- and long-term consequences of the actions they choose for dealing with a conflict.
2. Children will know how to tell when a solution has worked.

Did it work?



Activity: Problem Solving Exercise

Brainstorm what the WITS leaders could do during real conflict situations on the playground or in school (Use examples from the novel studies curriculum or read aloud books, or from situations described below). After generating several appropriate actions ask for resolving a specific conflict ask for each:

- WHAT WOULD HAPPEN NEXT IF YOU DID THAT? (elicit short-term consequences)
- Why would that be a good thing to do? (elicit justification)

HOW CAN YOU TELL IF YOUR SOLUTION WORKED?

- The conflict stops and doesn't keep happening
- Children feel happy
- The playing or game continues
- Children think the solution is fair for everyone
- The playground feels like a safe place

HOW CAN YOU TELL IF YOUR SOLUTION DIDN'T WORK?

- The conflict happens again (sometimes every day at recess!)
- Children feel afraid or angry
- Someone gets hurt or has their feelings hurt
- Someone gets into trouble
- The playing or game stops

Some examples of conflict situations that students may face are listed below and may be used during the discussion.

Situation 1: Playground Equipment

- ★ Conflict Situation: One group of students wants to play tag on the playground equipment, but another group of students just want to sit on the top of the monkey bars and chat.

As WITS leaders, what would you do to make sure that everyone has a fair chance to use the playground equipment?

Possible answer: Split the playing times (one recess time is reserved for tag, another recess time is reserved for just playing on the equipment) Suggest this as a rule for the school!

Situation 2: Forts/Clubhouse/Field Space (social exclusion)

- ★ Conflict Situation: Some students are playing a private game and they have a fort/clubhouse on the field. However, one student is standing around, looking really sad. They tell you that the other kids won't let them play with them. *What can you?*

Possible answers:

- a) help the student who is left out to find something else to do?
- b) start a group game and invite the student to play in a group game
- c) if the group in the fort always hurt people's feelings, ask the playground supervisor or your teacher for help.

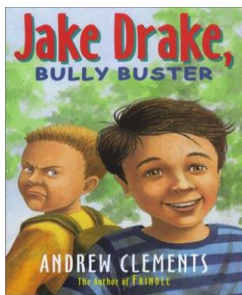


Novel Study or Read Aloud Book: "Jake Drake Bully Buster, The Girls, & Blubber"

- ★ Use one or more of the novels (e.g., Jake Drake Bully Buster, The Girls, & Blubber) to see what characters in the story do during conflict situations. Curriculum is written for each novel.



- ★ Emphasize points of view, expectations of bullies and victims. Discuss what the characters do in response to bullying. When does it work and not work?
- ★ Assign the novel study. Students are given the questions with the novel. Literary discussions can be whole class, or small group (preference is for small groups as it allows for more student participation - 3 groups is ideal - rotate them through with student chairing discussion).



Novel:
Jake Drake, Bully Buster
By Andrew Clements

Learning Objectives of novel study or read aloud books:

- 📖 Children demonstrate social responsibility by solving problems and resolving conflicts in peaceful ways (steps of problem solving).
- 📖 Children are able to identify elements of story in a novel (with an emphasis on character, conflict, and problem solving).
- 📖 Children learn to exercise democratic rights and responsibilities.
- 📖 Children recognize different types of bullying, and the roles of bystanders in refusing and reporting it.
- 📖 Children learn effective leadership skills.

Discussion I

Read *Jake Drake, Bully Buster* and answer the following questions for discussion in literary discussion circle. Provide evidence from the story to support your responses.

📖 Identify the conflict in the story.

→ *Jake, the main character (protagonist) has been bullied in all his years of school and he is still bullied by Link Baxter*

📖 How does Jake feel?

→ *He experiences different feelings such as anger, meanness, and embarrassment. He is hurt, not having fun, powerless. At times he feels confident because he can think. He is also scared, intimidated, and threatened. <Identify the problem>*

📖 Jake used a variety of strategies to deal with his bully problems. List these as well as ones you can think of that would have helped.

→ *Ignored, laughed it off, made fun of himself, confronted Link ("Why do you pick on me"). Jake kept it to himself - told no adults but shared knowledge with sister (why didn't he tell?). He fought back, he stood up for himself, he did not bully, he used his head over his mouth. He realized he had power and he became assertive in actions and words. He thought!*

📖 What worked and what didn't work? What else could he have done?

📖 "If there is no one to bully, a bully isn't a bully, right?" Have students discuss the meaning of this quote with their parents and record the discussion. <Generating alternative strategies>

Discussion II

📖 Discuss the expectations that Jake had for Link Baxter:

📖 *What are Jake's expectations of Link Baxter?*

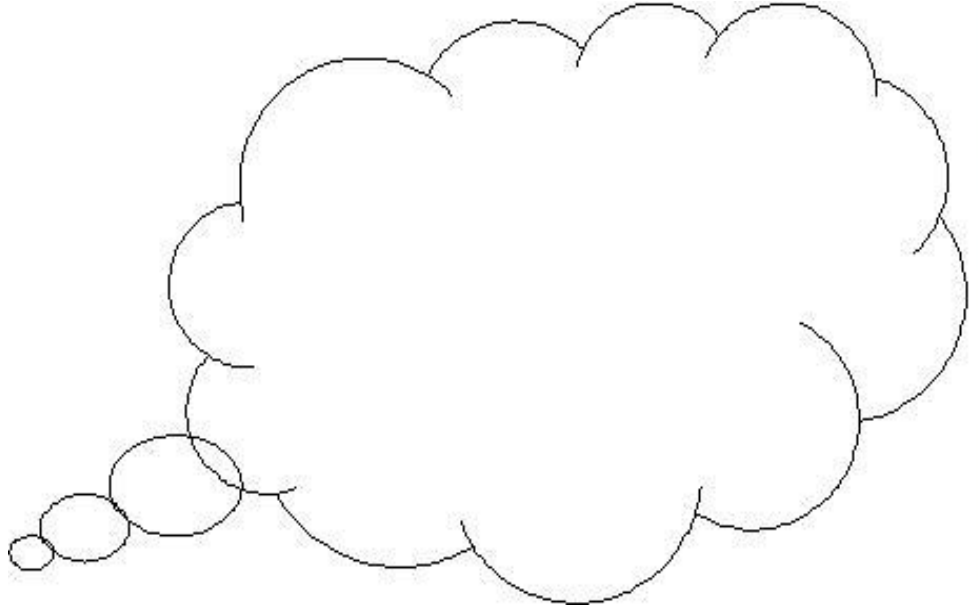
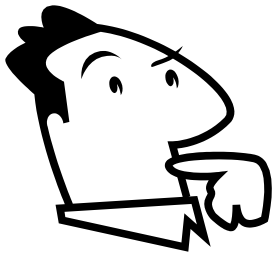
📖 *Why does Jake think Link Baxter will bully him?*



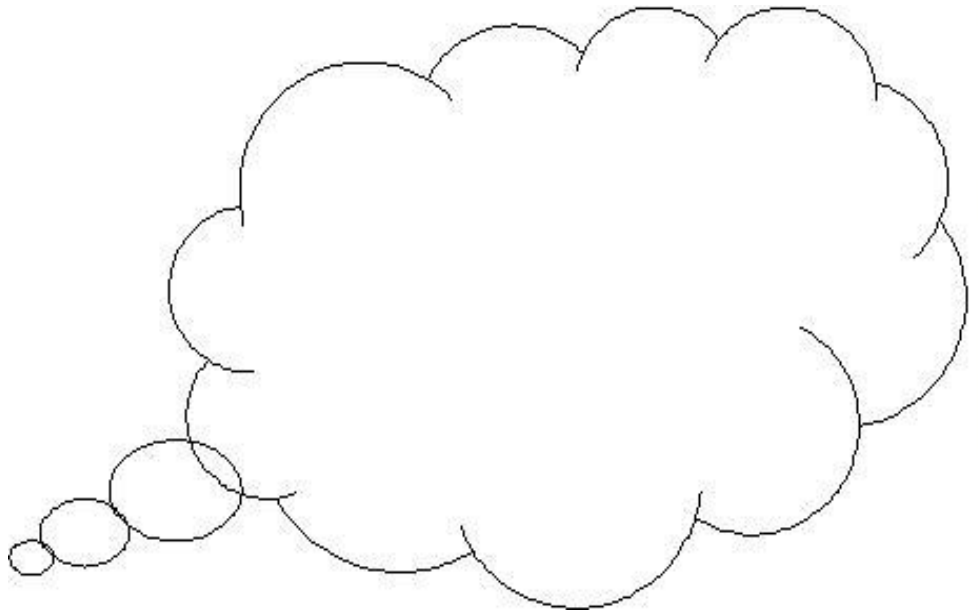
Ask students to complete the "What Could You Have Done" worksheet and discuss the answers with the class. Please see following Worksheet.

What Could You Have Done?

If Nose Boy
ruined your
snack, what
would you have
done?

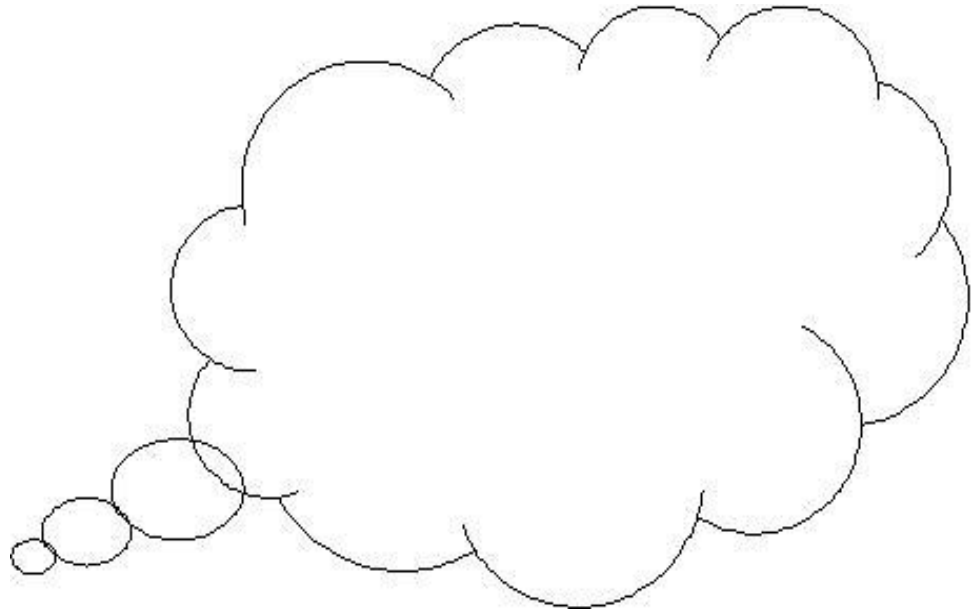
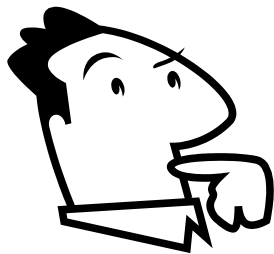


If Destructo
ruined
everything you
made, what
would you have
said?

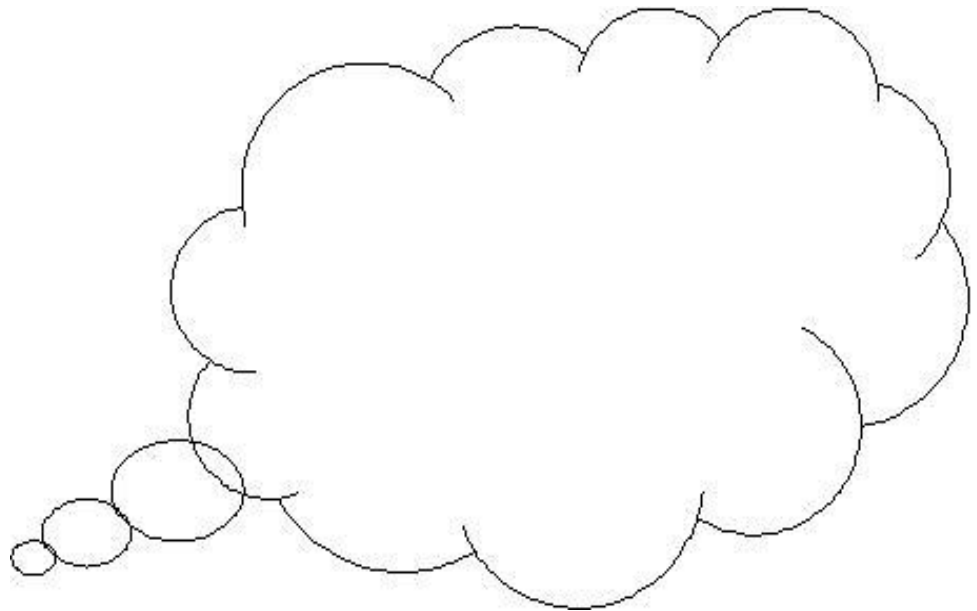
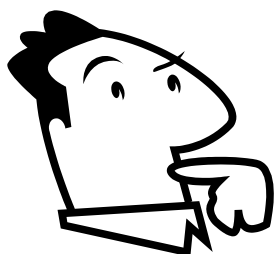


What Could You Have Done?

If King Bump
wouldn't leave
you alone,
what would
you have
thought?



If the Fist
bullied you like
this, how
would you have
felt?



Discussion III

1. Discuss Jake's final solution to the problem.

→ *He stood up for himself in refusing to do all the work for the project. He got the courage to face Link just as he got courage to look under the bed when he was afraid of monsters. When the occasion arose for him to have power over Link, he did not use it. He chose to help Link by reading the report. He also realized that Link was covering up some of his weaknesses by acting like a bully. (Emphasize these covert feelings -people don't always act they way they feel!) <Selecting and implementing the strategy>*

2. How did this solution make Jake and Link feel?

→ *Jake felt empowered and Link felt thankful. There was no longer an imbalance of power. One kid saw another kid and some good qualities.*

3. How did Jake know he had solved the problem?

→ *Although he and Link were not friends, Link no longer bullied him, and neither did anyone else, because Jake had learned to have the confidence to stand up for himself. He was no longer bullied by anyone because he understood he could control how he responded. He changed! <Evaluating the outcome>*

 What else could Jake have done to solve the problem?

- ★ The questions are based on the *steps of problems solving* which can be tied to the curriculum. Problem solving is the strategy students should be encouraged to use to resolve conflicts. Use their **WITS** to **LEAD**.

Vocabulary:

List and define all the words from the story that relate to bullying:

★ Bully magnet

★ Bully

★ Bullies

★ Bullied

- ★ Target
- ★ Pick
- ★ Making fun
- ★ Ignore
- ★ Take things
- ★ Push
- ★ Bump
- ★ Hit
- ★ Tattletale
- ★ Destroy
- ★ Shove

📖 Discuss the DON'T LAUGH AT ME poem below! What is the difference between "just Kidding" and Harmful teasing (laughing with others vs laughing at the expense of others)?

Don't Laugh At Me

Adapted from poem by Steve Seskin & Allen Shamblin

Don't laugh at me, don't call me names.
 Don't take your pleasure from my pain.
 I'm a little boy with glasses,
 the one they call the geek.
 A little girl who never smiles,
 'cause I've got braces on my teeth.
 And I know how it feels,
 to cry myself to sleep.

I'm that kid on every playground,
 who's always chosen last.
 A former angry bully,
 trying to overcome my past.
 You don't have to be my friend,
 but is it too much to ask...?
 Don't laugh at me, don't call me names.
 Don't get your pleasure from my pain.

I'm fat, I'm thin, I'm short, and I'm tall...
 I'm deaf, I'm blind; hey aren't we all?

WITS LEADERS Training REVIEW:

Using your WITS LEADERS Problem-Solving Skills

OBJECTIVES:

1. Children will learn to use their WITS LEADERS problem-solving skills together
2. Children will learn to identify and solve problems



Activity: Solving Conflict Experiences

- ★ Ask students to share briefly about a conflict (i.e. a time where they had or observed an argument or conflict with another person). This doesn't have to be a physical conflict but also a relational conflict situation. Some possible conflict situations may include being blamed for something, getting your feelings hurt, misunderstandings, sibling conflicts, retaliation, and exclusion.
- ★ *Remind the students to not reveal the names of the people that were involved, since the goal is to avoid blaming or embarrassing others. We are only interested in what happened.*
- ★ Ask the students to use their WITS LEADS SKILLS to identify and solve problem:
 1. LOOK and LISTEN
 - What happened?
 - Where did the conflict occur?
 - How did you know what happened? (Is your information based on rumours? reputations? seeing and hearing what happened? being involved yourself?)
 - Were there other people around? (Bystanders)
What were the bystanders doing?
How were they feeling?
 2. EXPLORE POINTS OF VIEW and ACT
 - What did they do?
 - What else could they have done? Does anyone else have any

other ideas of what could have been done?

3. ACT and DID IT WORK?

- a. What might be the BEST thing to do?
- b. Why was that the best thing to do? (justify your strategy)
- c. What would likely happen if you did that? (anticipate consequences)
- d. Evaluate the consequence: Did it work?

Some example conflict situations that students may identify are:

- someone yelling, chasing or physically hurting someone else
- someone calling other people names or teasing them, repeatedly
- excluding other students from joining their "club"
- excluding someone because they look different
- arguing about who's idea is better for a school project
- arguments with friends, siblings, or parents
- someone steals a lunch treat from another person
- putting someone down to make them feel bad
- someone destroys someone else's belongings

Some solutions that the students may share are:

- ignore the person and walk away
- ask another person (such as a friend or an adult) for help
- try to talk about it with the person who is bothering them
- help the person who is hurt feel better
- compromise
- help others clarify different perspectives and misunderstandings (i.e. ask What are you fighting about? What does each person involved think happened?)
- give the bully a chance to change by warning the bully that you will tell the teacher if they hurt someone
- agree to disagree
- use humor to make the other person laugh

WITS LEADerS Training Step 5: Seeking and Giving Help

OBJECTIVES:

1. Children know *when* to seek help from an adult and when they can handle the problem themselves

Seek Help:



Introduction: Group Discussion

- ★ What usually happens when you ask for help?
- ★ The novel characters didn't ask for help. Why?



Activity: The Guessing Game - Why seek help?

Overview: One student, the volunteer, leaves the room and another one holds an object so it can't be seen. The volunteer tries to guess who is holding the object. Everyone sitting down **MUST** stay quiet. The volunteer has **THREE** guesses. **NEXT** the volunteer leaves again and the object is re-hidden. This time the volunteer can ask the class for 3 clues before guessing. The answers must be **YES** or **NO**.

Instructions:

- ★ Have the students sit down with their hands behind their back
- ★ Choose a volunteer ask them to step out of the room
- ★ Place a small object in the hands of one of the students. Everyone will know who is holding the object except the volunteer
- ★ Ask the volunteer to return to the room and stand at the front of the class.
- ★ Allow the volunteer to name up to 3 students who they guess is holding the object
- ★ After 3 guesses, stop the volunteer and then give the following instructions:

"For the first part of the game, the students (the bystanders) were not allowed to help you. However, this time, you will be allowed to ask the bystanders for help to find the object. You can ask 3 questions. The

bystanders can only answer "yes" or "no" to the questions (Some questions may be: *Is the student a girl? Is the student a boy? Does the student holding the object have glasses? Etc.*.)"

If student is still unable to guess who the student holding the object is after 5 questions, they can ask someone in the class to help them by suggesting one more question. After the volunteer has guessed who the student is, have them return to sit with the other students.

Ask the volunteer the following questions:

- 1) Was it difficult to guess who was holding the object in the first part of the game? Why?
- 2) How was it different the second time when you were allowed to ask the other students questions? (It was easier since students helped the volunteer by giving clues)

Follow-up questions for the rest of the group:

- 1) What does it mean to "seek help"?
- 2) Who should we seek help from? (teacher, friends, playground supervisor, principal, vice-principal, and parents)
- 3) What usually happens when you ask for help?
- 4) Why is seeking help a good thing to do? (It's using your WITS. Adults may be able to solve a problem and stop it from recurring. It could stop someone getting hurt.)
- 5) Why might people not want to ask for help? (You might think it won't do any good. You might think the teachers won't do anything anyway. You might worry about getting into trouble or that a bully would try to get you back for getting them into trouble.)
- 6) Is seeking help tattle-tailing?
No. When you tattle-tail, you have the intention of getting someone in trouble. When you Seek Help, you have the intention of HELPING someone in trouble.



Remind the WITS leaders: Every time they handle a conflict situation (whether they seek help or not), they need to report back to their teacher and inform the teacher of what happened & what they did.

Activity: MAKE IT REAL: Share a situation where you sought help from a friend or from an adult at school or your parents.

Ask the students:

- ★ What happened during this situation?
- ★ Who was involved?
- ★ Why did you decide to seek help from an adult? Was seeking help the BEST thing to do?
- ★ Is there another situation where you will need to seek help?

Activity: Who should you ask?

- ★ What problems are friends best at solving? What about parents, brothers, sisters, teachers, playground supervisors?
- ★ Who are other people who you know who help you (Dr. with your health, Dentist with your teeth, Coach with your sports team, Parents with your homework, Grandparents, etc.)?
- ★ Who are the helps the children solve their problem in *The English Roses*, *Mr. Peabody's Apples*, *Jake the Drake*?
- ★ Who are the people YOU help?

Activity: What should happen if you don't get the help you need?

- ★ What can you do if you don't get the help you need? Brainstorm some answers (e.g., keep asking someone)
- ★ Use the following worksheet and create a hierarchy of people that you can ask help from. Write down the names of people you know.
- ★ Example answers for hierarchy:

WHO CAN HELP ME

Police

Principal & Vice-principal

Teachers, Playground
Supervisors, Liaisons at School

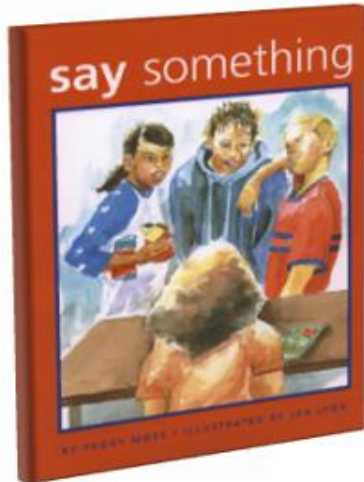
Parents & Relatives

Friends, Siblings

When you don't get the help you need,
KEEP ASKING SOMEONE!

WHO CAN HELP ME?
WHO IS ON MY SUPPORT TEAM?

When you don't get the help you need,
KEEP ASKING SOMEONE!



LESSON PLAN

SAY SOMETHING

By Peggy Moss
Online at

https://www.youtube.com/watch?v=P_b5YpJAAPk

Summary: A girl witnesses some children being ignored, teased, and bullied at school. Although she watches these incidents, she never does these things herself. When one day she becomes the target of teasing, she realizes that being a silent bystander isn't enough.

QUESTIONS

PRE-READING QUESTIONS

1. The book has a simple title: *Say Something*. When is it easy to say something? *With friends and family, when playing a game.* When is it hard to say something? *In front of a large group, in front of adults, when we are afraid.*
2. How do you feel when you are brave or confident? *Energetic, positive, happy.* How do you feel when you are afraid? *Heart races, face flushes, stomach hurts.*
3. Read the quotation on the first page of the book: "If you think you are too small to make a difference, try sleeping with a mosquito." Discuss the following questions:
 - What does this quote mean to you?
 - How does a mosquito make a difference? What other small things can have an impact? *Splinters, bee's stingers, raindrops.*
 - Why do you think the book starts with a quote?

QUESTIONS DURING THE READING

1. Write the statements below on chart paper or project them onto a whiteboard. During the reading, pause after each scenario and ask students to share observations about the main character according to each of the statement headings:

- What she sees...
- What she thinks...
- What she feels...
- What she says...
- What she does...

POST-READING QUESTIONS

- 📖 At the beginning of the book, the storyteller talks about students in her school who get "picked on all the time." Why do you think these students get picked on? How do you think they feel? What do you think the other children are feeling while this happening?
- 📖 Why might someone ignore or just watch teasing or bullying take place without saying something?
- 📖 The girl acts and reacts in several different ways in response to what she sees and feels. What actions are helpful in the story? What actions are not? *Helpful actions: seeking help from the big brother, sitting next to the girl who always sits alone. Non-helpful actions: always watching and walking on the other side of the hallway.*
- 📖 When the other children laugh at her, the storyteller wishes she could disappear. Why do you think she felt like disappearing?
- 📖 How does the storyteller feel when the children at the next table just watch her getting teased even though she believes they feel sorry for her?
- 📖 When the storyteller talks with her brother, she is trying to seek help. He suggests that the kids at the next table in the lunchroom "didn't do anything" to make her mad.

- ★ Do you agree?
- ★ What other actions would have been more helpful while she was being teased?
- ★ What could the brother do to help his sister?

📖 After this event the storyteller decides to sit next to the girl who "always sits alone." Why? What changes do you predict for the storyteller now that she has chosen a helpful action?

📖 "If you think you are too small to make a difference, try sleeping in a room with a mosquito." After reading the story what does this quote mean to you now?

ACTIVITIES

1. What Can I Say?

Read aloud the strategies at the back of the book that suggest what to say when you see someone being teased and then create a T-chart with two headings:

When...	Try...

2. Making it real: Brainstorm strategies with students or have them brainstorm in pairs ideas to fill in the JUST SOLUTIONS CHART using the following questions:

Can you recall a situation when someone was being bullied or teased? What could you try saying or doing in order to be a helpful bystander?

JUST SOLUTIONS CHART

Situation I saw or experienced...	What could you do to help?	What could others have done to help?

Discuss the common roles children play in a bullying incident and how people can sometimes intentionally change roles, as was seen with the main character in this book. (Support bullying by laughing, saying he's just kidding. Support victim by saying stop it, leave them alone! Just watch - inactive bystander. Get help -active bystander)

3. Take THE BYSTANDER QUIZ

Project the [Bystander Quiz](https://witsprogram.ca/pdfs/families/bystander-quiz.pdf) (https://witsprogram.ca/pdfs/families/bystander-quiz.pdf) onto a white board and poll students for their responses to the questions.

Discussion

Share the correct responses to the quiz with your students and discuss the important role bystanders can play as witnesses to teasing or bullying.

4. SEE-FEEL-ACT

Distribute the [See-Feel-Act](#) handout to students and ask them to think of times when they have seen someone ignored or teased.

Ask students to fill in the handout by describing what they saw, how it made them feel and how they could act in a helpful way.

5. TAKE A STAND

Exercise

Distribute a blank sheet of paper to students and ask them to trace an outline of their foot onto the paper.

Next, ask students to describe with words or pictures how they can "take a stand" when they witness teasing or bullying.

6. THE OTHER PERSON'S SHOES

Exercise

Distribute a blank sheet of paper to each student in your class and ask them to trace an outline of their foot and fill it with words or pictures describing a situation in which someone was ignored or teased.

Assemble students in groups of four and have them take turns describing the scenario in their foot outline. Once everyone has had a chance to speak, ask students to pass their paper to each member of their group. The group members

should write actions or strategies outside the outline that would be helpful in the described scenario.

Post the feet on a bulletin board as a visual reminder of helpful actions.

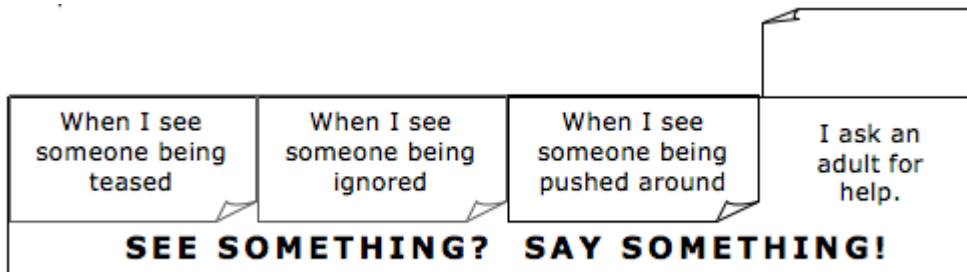
7. SEE SOMETHING? SAY SOMETHING!

Exercise

Distribute the [See Something? Say Something!](#) handout to students and ask them to cut out the rectangle according to the symbols. Next, have them fold down the flaps along the fold line.

Ask students to write a phrase on each flap, beginning with "When I see..." *E.g.*
When I see someone being ignored...

Next, ask students to lift each flap and write actions that would be helpful in the described scenario underneath it. Once complete, students will be able to read the scenarios described, lift the scenario's corresponding flap and find helpful actions underneath it. See illustration below.



We hope you enjoy using this program and welcome your feedback!
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Cite Reference

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