Lesson 1  (Introduction to Aspects of Social Responsibility)

Purpose:
• Begin develop concept of Social Responsibility
• Begin awareness of how each of our behaviours/decisions affects others

Process:
1. Explain the term Social Responsibility. What does it mean?

   *Everything we say and do affects the rest of the class.*
   *What we do either helps the class or hurts the class.*
   *Being Socially Responsible is helping the class.*

2. Activity: “Sparky Saves the Galaxy”
   Have students participate by role-playing as we read the adaptation of the story by Michele Borba.
   Following the story, point out the socially responsible examples in the story from each of the aspects of the SR Circle.

   Examples:
   (a) Sparky saw the stars were feeling hurt and helped them feel better by being kind.
   (b) Sparky and the other stars are accepting when they encourage Stinger by giving him Sparkle statements.
   (c) Everyone has the right to be treated fairly and kindly. Sparky is responsible by being kind to the trouble stars.
   (d) Sparky worked out a way to solve the problem peacefully to save the galaxy from meanness.

3. Introduce aspects of Social Responsibility using the SR Circle:
While introducing the aspects of the SR Circle, note examples of students you observed meeting expected behaviours by writing their names in the appropriate part of the circle.

4. **Follow-up**
   (a) Remind students how Sparky was Socially Responsible in the story. What might that look like and/or sound like in the classroom? Brainstorm. Have students complete the picture assignment, *How I Can Be Like Sparky.* Students could draw an example for school and one for home if the teacher wishes.

   (b) Teachers will note the regular day-to-day positive behaviours demonstrated by individual students by writing their names in the appropriate quadrant of the *SR Circle.* Positive behaviours may also include ones where students exceed expectations.

**TIPS for SR Circle...**
- include one or two words describing the behaviour observed
- put names up as soon as you have observed something or at the end of the day
- save 5 minutes to tell the class about some of the behaviours that you have noticed and at that time, write names on the *SR Circle* (students will look forward to hearing what you have noticed)
- put 5 post-its on your desk each morning to remind you to look for examples that you can post on the *SR Circle*
Sparky Saves the Galaxy

Once upon a time there were two little stars, Sparky and Stinger, who lived on the Friendly Planet, a place where everything seemed to sparkle with joy. The Friendly Planet was a wonderful place where everyone got along. One day everything began to change when Stinger said something mean to another little star. Stinger was jealous that the other little star was shinier than him so he told the star, “You are the ugliest little star that I’ve ever seen.” The little star felt so badly that he started to cry. He cried and cried and cried until his tears put out all of the fire in his star. The little star’s sparkle went out and there was nothing but darkness left.

When the other stars heard about what Stinger had said they started to cry too. Some of the stars cried themselves away, leaving black holes where there used to be smiles. Other stars thought it was funny to be mean and they copied Stinger. They would say things like, “You sure are dumb,” or “I don’t want to play with you.” Pretty soon most of the stars on the Friendly Planet became mean and selfish. In fact, there was so much unhappiness that the Friendly Planet was becoming the Planet of Being Mean.

One special star named Sparky could see that there was a big problem, “I saw a star frowning and losing its shine. Instead of sparkling and glowing bright yellow, it began to glow black and blue. I was upset. I knew that in a short time the star would burst from unhappiness and all its light would go out.’

“That’s when I decided I had to do something. I began by teaching the dying star how to say nice things to the other stars, like, ‘Wow! Awesome! Great! and Thanks!’ I called these Sparkles. I noticed that anytime someone said a Sparkle to someone else, that star would glow brighter and brighter. Even the darkest stars regained their brilliance and began to shine again.

“I came up with a plan, I would go throughout the entire galaxy and ask all the stars to join me. Together we would save our galaxy and change the Planet of Being Mean back into the Friendly Planet.”

Soon many stars wanted to help Sparky save the galaxy. Together they formed a ring around the first star they saw. They all joined points and showered the star with sparkles, such as, “Fantastic! You’re special! You’re super! I like you! Have a great day!” With every kind word the star got brighter and brighter. They then set out to do the same thing to every dark star in the galaxy. (At this point, have the stars join hands with Sparky and travel around the room ‘sparkling’ the others. As the line passes, have each student join the line until the entire class, except Stinger, is in the line.)

Pretty soon the Friendly Planet began to shine again. (As the class line returns they circle Stinger and give him sparkle statements to help him/her be happy) At last, all of the stars were saved, even Stinger who finally learned that kindness is stronger than being mean.
How I Can Be Like Sparky

Name: ______________________
Lesson 2  (Levels of Behaviour – the Traffic Light)

Purpose:
• To debrief student behaviours as evidenced on the Social Responsibility Circle
• To introduce the four levels of Social Responsibility using the Traffic Light

Process:
1. Look at the SR Circle and discuss the names and patterns that have emerged.

2. Describe the four SR Levels by relating the levels to the colours of a traffic light and a first place blue ribbon (use Levels of Social Responsibility poster).

   *(Role play example of a group of students playing with Lego at centre time.)*

   **Green:**
   - helpful, kind and friendly
   - sharing appropriately, talking nicely to others
   *(GREEN, Level 3, Go Behaviour)*
   
   *Student asks for a piece of Lego that he/she needs.*

   **Red:**
   - unconcerned with how their actions affect others
   - when he/she wants something, he/she takes it
   - hurts other’s feelings and bodies
   *(RED, Level 1, Stop Behaviour)*

   *Someone grabs a piece of Lego from someone else.*

   **Yellow:**
   - not thinking about how behaviour affects the other person
   - thinks about self before others
   *(YELLOW, Level 2, Be Careful Behaviour)*

   *Someone is taking all the blue Lego and not sharing it.*

   **Blue:**
   - helpful, kind and friendly
   - thinks about others when making decisions
   *(BLUE RIBBON, Level 4, Wow Behaviour)*

   *Student gives another student a piece of Lego that he/she notices this student needs.*
3. Review
Have students indicate the level of behaviour by using their fingers accordingly:
- red – raise one finger
- yellow – raise two fingers
- green – raise three fingers
- blue – raise four fingers

Sample Situations:
i. Someone in your class has forgotten his/her snack and you make fun of them.
ii. You want to play in the sandbox and it is full so you play somewhere else.
iii. You are asked to tidy up the Lego and you ignore the direction.
iv. You have gone to the washroom and walk quietly back to class.
v. Someone is sitting in your chair and you push him/her off.
vi. You trip someone on his or her way to the library.
vi. You tell someone that his or her coat has fallen onto the floor.
vii. You want the red crayon but someone else is using it so you grab it.
ix. Your class is lined up to go to the library, even though your friend is near the front but you take your place at the end of the line.
x. Your teacher is reading a story that you have heard many times before so you call out what will happen next.

4. Follow-up
(a) During the week, the teacher records the names of children who are nominated by others in the class as having displayed Green or Blue behaviours on the Social Responsibility Circle. The teacher will decide in which Aspect of Social Responsibility the name will be recorded. As with the previous lesson, make a time each day to discuss why a student’s name appears on the SR Circle.

For classes receiving the remainder of SR lessons in the next term, in the following week, the teacher will review the names on the Social Responsibility Circle.

TIPS for SR Circle...
- set aside a time each day to ask students for names
- encourage students to nominate people other than their close friends
- put a post-it on each student’s desk to use during the week to record a classmate’s name and their green/blue behaviour

(b) Brainstorm ideas for ‘sparkles’ with the class. Teachers can use the Sparky template to have students send Sparkle Statements or Sparkle Drawings to an assigned member of the class. Set aside some time each day, to have students say their 'sparkles' to each other as the teacher coaches and guides students.

(c) Throughout the week, teachers point out green/blue behaviours observed.

(d) For classes receiving the remainder of SR lessons in the next term, refer to supplemental resource package for ideas of how to reinforce these concepts using literature. The activities will help students to maintain their understanding of the ideas presented.
A Sparkle to:  
From:  

[Blank speech bubble]
A Sparkle to: ____________
From: ____________

A Sparkle to: ____________
From: ____________

A Sparkle to: ____________
From: ____________

A Sparkle to: ____________
From: ____________
LEVELS OF SOCIAL RESPONSIBILITY

Level 1
Not Yet Meeting Expectations
**RED**
Stop Behaviour

Level 2
Approaching Expectations
**YELLOW**
Be Careful Behaviour

Level 3
Meeting Expectations
**GREEN**
Go Behaviour

Level 4
Exceeding Expectations
**Blue Ribbon**
Wow Behaviour
Lesson 3  (Reinforce Levels of Social Responsibility)

Purpose:
• To review and reinforce Traffic Light Language

Process:

1. For classes receiving SR lessons in one term:
   Review names of students on the Social Responsibility Circle. Ask a few students why their names were recorded and how it felt to be recognized by their classmates for being socially responsible.

2. Use the following situation to have students brainstorm responses and colours of the traffic light that match the responses.

   You are playing with some toys at centre time. Your teacher asks you to clean up as it is almost time to do math.  (examples following)

   Green  - You say okay and then clean up.
   Red    - You complain and say you aren't going to do it.
   Yellow - You say okay but then keep on playing and need a reminder before finally cleaning up.
   Blue   - You've cleaned up your activity and notice someone else having difficulty with theirs. You ask if they would like some help.

3. Read Franklin is Bossy. Have students think about what level of behaviour the different characters are choosing at different times during the story. Guide students to use appropriate numbers of fingers to express choice. Discuss.

4. Follow-up
   (a) During the week, the teacher can have students identify Levels of Social Responsibility whenever a story is read.

   (b) During the next two days, the teacher records examples of green/blue helpful behaviours that have been observed or brainstormed. On the third or fourth day, have students complete, How I Have Been Green/Blue and Helpful to My Class worksheet.

   (c) Whenever possible, use the Social Responsibility Levels language as situations occur.
How I Have Been Green/Blue and Helpful to My Class

Name: _____________________________
Lesson 4  (Introduction to Empathy)

Purpose:
• To introduce the concept of empathy
• To develop an understanding of the value of this attribute in creating a positive classroom environment
• To develop an awareness that we all have feelings, people can have different points of view and a person can learn to tell how someone is feeling

Process:

1. Discussion: “What is meant by empathy?”
   - Empathy is the ability to understand the feelings of others.
   - We try to look at a situation from the other person’s point of view.
   - How can we figure out how another person is feeling?
     Clues: e.g. body language, facial expression, tone of voice, words
   - Teacher acts out feelings and students guess

2. Read  Hey, Little Ant
   During the story, use the thought bubble or the stand in someone’s shoes techniques to elicit empathic responses. In either technique, have a student express what he/she thinks the character is feeling.

3. Empathy Poem Poster
   Present to students and have the class recite the poem together.

4. Follow-up
   (a) The thought bubble and/or stand in someone’s shoes can be used with any story the teacher reads to the class.

   (b) Oral Class Activity: Feeling Face Activity
      (Before doing this activity, you may want to enlarge the worksheet to 11 x 17”.)
      Have students use the Feelings sheet to expand feeling vocabulary and empathic response. The student identifies the feeling and then completes the sentence stems as outlined on the sheet. Teacher leads a class discussion on what you could do if you noticed someone feeling this way. (Note this completes the steps to empathic action – identify the feeling, understand the feeling and act in a way that is helpful.)

      **Feelings worksheet KEY:** left-right: happy, angry, sad, scared, worried, surprised

   (c) Practice the Empathy poem.
Complete the sentence stem below for each feeling face.

Someone would feel ________________ when ________________.

(Example: Someone would feel sad when they have no one to play with.)
EMPATHY

We all need to get along.

Decide for yourself what’s right and wrong.

If you were me and I were you,
What would you want me to do?
Lesson 5  
(Empathy in Action)

Purpose:
- To practice showing empathy (recognize another person’s feelings and point of view)
- To raise awareness of the importance of the role of the bystander
- To teach empathy as being synonymous to being a bucket filler
- To reinforce the concept that a person chooses to show caring through their actions
- To teach empathy as being synonymous to being a bucket filler

Process:
1. Review the key ideas from the book, *Hey, Little Ant*.
   - each person’s feelings are important
   - you can gain perspective by understanding another person’s point of view
   - once you recognize how someone is feeling and out yourself in his or her shoes, you can choose an empathetic response

2. Read aloud (and have students stand if applicable): “Stand up if…”
   a. You have noticed someone being left out of a game when they want to play.
   b. You have seen or heard kids talking mean to other kids.
   c. You have seen kids pushing and being rough with other kids.
   d. You have seen kids push other kids to get to the front of the line.
   e. You have seen kids grab a toy from another kid.

3. Broaden the students’ understanding of the concept of Empathy.
   Highlight that empathy is the ability to:  
   - See/hear how others feel
   - Care (understand feelings of other person)
   - Say and/or Do Something (to help)

4. Read the book, *Have You Filled a Bucket Today?*.
   (a) Have students recall from the book examples of how to be a bucket filler. For each example given, have the student place a drop cutout into the bucket.
   (b) Discuss that everyone has an invisible bucket.
      - When our bucket is full we feel happy and when our bucket is empty we feel sad.
      - Every interaction in a day either fills or empties someone’s bucket.
      - Everything we say or do fills or empties a person’s bucket.

When you demonstrate empathy you are a **bucket filler** and when you don’t demonstrate empathy you are a **bucket emptier**.
5. Role Play
Brainstorm ideas with the class of how they can demonstrate empathy for the situations below. Then have students role play what that would look/sound like.
• They notice…
  - someone not having someone to play with
  - someone saying you can’t play with us
  - someone needing help with cleaning up
  - someone grabbing Lego, etc.

6. Follow-up Activity:
   (a) Create a Class Bucket.
       (i) Brainstorm examples of ways students can be bucket fillers at school. Record on chart paper.
       (ii) On a large poster paper/chart paper, draw a large bucket and post on the wall.
       (iii) Teacher or student prints a bucket filler example on a drop cut-out (blackline master provided) and then have each student decorate a drop cut-out and post on the Class Bucket.
   (b) Have students complete the I AM A BUCKET FILLER colouring page.
Lesson 6  (Anger Mountain)

Purpose:
• To reinforce the idea that you can’t solve problems well if you are angry
• To introduce the metaphor of the anger mountain (anger management)
• To help students recognize some physical cues of anger
• To help students understand the impact of hurtful/unhelpful (Red) thoughts
• To learn strategies for calming down

Process:
1. Introduce the idea that feeling anger is a natural response (use Anger Mountain poster).
2. How you manage those feelings is what matters. Level 3 behaviour is managing that anger.
   “It is OK to Feel Angry, BUT it is NOT OK to hurt others, things or yourself.”
   (those are level one behaviours)
3. Draw the anger mountain and generally describe what happens when people don’t control their anger.

   • Explain that it’s important to recognize when anger is beginning to build up in us and to stop it before Level 1 behaviours happen. Have students demonstrate what it looks like and feels like to be angry.

   • Explain the importance of being able to STOP and THINK before the angry behaviours occur.

   • Explain how hurtful (red) thoughts moves us up the mountain. Teachers role play an example of hurtful (red) thoughts causing anger to escalate. (e.g., One person knocks over the block tower you are building.)

   • Draw on the Anger Mountain the triggers that occur on the way to the top. Have the class identify that following the initial trigger, all the rest of the triggers are one’s own hurtful/unhelpful thoughts.
4. Teachers re-do the “block tower” role play demonstrating helpful thoughts (green thoughts), square breathing and/or counting slowly to 10.

Calming down is only the first step to managing your anger. After you have calmed down, at some point, you will need to deal with your problem.

Present the Ways to Calm Down poster.

5. (a) Point out that recognizing one is becoming angry is crucial in order to change Hurtful/Unhelpful Thoughts to **Helpful Thoughts**

   - **Helpful Thoughts:**  
     - **(Green Thoughts)**  
     - Uh oh, I'm getting angry.  
     - I don't want to get into trouble.  
     - I need to take a breath.

(b) **Teach** strategies for calming down:

   - **Square breathing:**  
     - **In** through the nose, to a count of four, **hold** for a count of four, **out** through your mouth for a count of four and then **wait** (doing nothing) also for a count of four.  
     - Note, breathing should be controlled and quiet.

   - **Count to 10 slowly.**  
     - As in Square Breathing, Counting to 10 Slowly forces you to think of what you are doing (breathing or counting) not what happened that you are upset about.

   - **Walk Away**  
     - Give yourself time to calm down away from what is happening that you don’t like.

   We know that angry behaviour is a choice.  
   For example, if our best friend or teacher bumped our desk, we would probably not go to the top of anger mountain.

6. Teach and practice the “Anger Song”.

7. **Follow-up**
   (a) Have students illustrate what they look like when they’re angry, using the *When I’m Angry, I look and sound like…* sheet.

   (b) Have students practice helpful thoughts (green thoughts), square breathing, and counting slowly to 10. One idea is to have students write down anger provoking situations to be placed in a jar and then one situation is selected each day and students will demonstrate helpful thoughts and a calming strategy.

   (c) Practice the “Anger Song” during the following week.
When I'm Angry, I look and sound like...
When I get mad it’s hard to do

Behaviour that is green or blue.

I can be calm if I slowly breathe

Or count to ten, in myself believe.

“I can do this, it’s no big deal.”

I’ll work it out and how good I’ll feel.
Ways to Calm Down

First, use Helpful Thoughts, Positive “Self Talk”
Negative self talk triggers our anger further and we can end up making bad choices. We need to use helpful thoughts, positive “self talk” so we can make good choices.

Uh oh, I’m getting mad.
I need to calm down.
I can handle this.
It’s not a big deal.
I don’t want to get into trouble.

Then,

- Take three slow breaths
  Breathe in slowly through your nose, hold it, exhale slowly through your mouth and then wait for a moment before your next breath. This is done in four steps as in ‘square breathing’.

  or

- Count slowly to 10
  Counting slowly takes your mind off what has happened to give you a chance to calm down.

  or

- Walk Away
  Give yourself time to calm down away from what is happening that you don’t like.
Lesson 7  (Caring Sharing)

**Purpose:**
- To teach a problem solving strategy that can be used when solving day to day peer conflicts that require sharing
- To demonstrate that any problem needs to be seen from the other person’s point of view, not just our own, for the problem solving to be effective

**Process:**
1. Introduce the concept of conflict over the sharing of things (materials), space, friends and attention and being able to solve these problems without adult help.

2. **Role Play**
   Have the teacher select two students for a role play. The teacher will play the teacher in this role-play. Tell the class that they are going to observe a conflict and see three different outcomes. They will need to evaluate how well the conflict was handled and the reasons for this.

   **Role Play:** Two students in the classroom or during library time both want to have the same book. One has had the book for the previous week and now wants to keep the book longer because he/she hasn’t finished it yet. The second is impatient with that suggestion.

   **Scenario 1:** When the student explains that he/she isn’t ready to give the book up yet, the second student grabs the book from the first. The first student calls the teacher over and when the teacher hears what happened, directs the second student to return the book as, “We don’t grab from each other.”

   **Debrief 1:** Ask students to identify the **problem** and **feelings** from all three points of view. Did this solution solve the problem? Tie in SR rating.

When debriefing, draw a happy face, sad face, or a neutral face on the board to describe how each of the role played characters might feel for each of the outcomes presented. Point out that the teacher may feel neutral or perhaps even sad as he/she has to solve the problem for the two and choose one side over the other.

**Scenario 2:** This time, when the teacher is called over, he/she tells the student who has had the book for a week to let the second student have the book as that it is only fair to give them a turn.

**Debrief 2:** Ask students to identify the **problem** and **feelings** from all three points of view. Did this solution solve the problem?
Scenario 3: Do the role-play a third time, this time the teacher calmly asking for the book, and asking each student “What do you want? The teacher then says, “It looks like you both want to have the same book. You can have this back when you come up with a solution you both can agree upon.” The two kids now have to actually problem solve.

Debrief 3: Ask students to identify the problem and feelings from all three points of view.

3. Discussion
   • What was the actual problem?
     (They both wanted the same book at the same time.)
     *Grabbing or keeping the book are actually poor solutions, and thus present as problematic responses

   • “What are some possible solutions that the two kids could come up with? (Pair share)
     Present these ideas using the Caring Sharing poster.

   • Explain that all problems that require sharing can be taken care of in one of these ways if the participants want to solve the problem in a way that satisfies both parties.

4. Caring Sharing Windmill
   Cement the three choices of common solutions by having students follow arm movements as they repeat the solutions.

   Take Turns – arms stretched out in front
   Do It Together – arms raised above head
   Choose Something… – arms straight out to each side …Else – arms to the side

5. Follow-up
   (a) At different times during the week, present one of the following scenarios for the class to discuss and make suggestions as to how they may be solved in a way that takes the other person’s point of view into consideration.

   Have students role play the following scenarios. Discuss as a class.

   (i) A group of kids are playing a game with two even sets of teams. Sarah would like to play as well but some kids say that will make the teams uneven.
       What can Sarah do? What can the other kids do?

   (ii) Billy wants to take part at one of the centres but it is full already.
       What can Billy do? What can the other kids do?

   (iii) Chris wants to play with Pat at recess. Lee also wants to play with Pat.
       What can the kids do?

   (b) Have students complete the Caring Sharing worksheet.
CARING SHARING
Common Solutions To Problems That Require Sharing
(Take Turns, Do it Together, Choose Something Else)

Draw a picture showing some students solving a problem.

Name: ___________________
CARING SHARING
Common Solutions To Problems That Require Sharing

Common Problems that Cause Conflict:
- materials (books, toys, equipment, games, etc.)
- space (in line, fields, gym, desks, chairs, floor, water fountain, etc.)
- friends (the triangle)
- attention (adults or peers)

• Although students will frequently ask adults to mediate these problems, they are sometimes capable of resolving the conflict themselves. For example, students who are friends with each other are often able to resolve these types of problems without conflict.

• When you are mediating a situation, it is important to help students identify the common problem that they share (i.e., they both want the same ball) rather than be focused on the results of that common problem (i.e., Student 1: “He pushed me.” Student 2: “But, he grabbed the ball from me.”).

• Helping students to see the problem from the other student’s point of view is important in the development of empathy.

Common Solutions
→ Take turns
→ Do It Together
→ Choose Something Else

Note: This will only work if both people want to solve the problem.

• It is important for students to learn that they need to generate more than one possible solution in order for this skill to be effective.
CARING SHARING
Common Solutions To Problems That Require Sharing

Take turns
How do you decide who goes first?
- Rock, paper, scissors etc
- Agree on a schedule
- Let the other person go first

Do it together
Agree on the rules
Find a way to include others

Choose something else
Find another activity to do

NOTE: This will only work if both people want to solve the problem.
Lesson 8  (Walk Away and Use Your Words)

**Purpose:**
- To teach ways of responding to Level 1 behaviours (someone is bothering you)

**Process:**
1. **Review** the concepts of Anger Management.

2. **Teach, demonstrate, and practice** ways to respond to Level 1 behaviours.
   
   (a) **Walk**
   Sometimes when someone is bothering you it is better to ignore that person, **Walk Away** and not say anything or do anything that will make the problem worse. We might even avoid that person today and when we see him decide to **Play Somewhere Else**.

   (b) **Talk** (Use Your Words)
   Sometimes someone does something that you don’t feel you can ignore and you need to use your words to tell the person to stop. Present the following scenario:
   (read, role play, puppets, etc.)

   Ray is playing with Lego. He has built a space ship. Ray feels uneasy when he sees that Shawna is coming over. Yesterday Shawna scribbled on Ray’s art project. Shawna stands by the Lego. She tells Ray that the space ship is dumb and starts to take it apart.

   What would happen if Ray yelled at Shawna and pushed her?
   What level behaviour would that be? (Level 1, red - Stop)

   What might happen if Ray started to cry?
   What level behaviour would this be? (Level 2, yellow - Be Careful)

   *Ray can take care of this problem by using green behaviour. We call this being assertive.*
3. Refer to the steps for being assertive (use Being Assertive poster):

You can be assertive by telling them to stop.

<table>
<thead>
<tr>
<th>Use helpful thoughts to:</th>
<th>Then:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “stand tall”</td>
<td>• say the person’s name (pause)</td>
</tr>
<tr>
<td>• look at the person</td>
<td>• show your stop signal (elbow bent)</td>
</tr>
<tr>
<td>• use a clear strong voice</td>
<td>• tell the person, “Stop”</td>
</tr>
</tbody>
</table>

Ex: For Raymond to be assertive, he will “stand tall”, look at Shawna, use a clear, strong voice, show the stop signal and say, “Shawna, stop.”

After being assertive, it is often helpful to walk away.

(*When being assertive, be careful to keep your behaviour green*)

4. Remember, being assertive is only to be used when you’re feelings or body have been hurt. This is not to be used in a way that simply makes you appear bossy.

5. Role play being assertive using a puppet as the provoker.

Using different students, walk them through an assertive response to the following situations. Then have the entire class say the assertive message together.

- Joe is always poking you in the back to get attention. (“Joe. Stop.”)
- Joe is colouring on your paper. (“Joe. Stop.”)
- Joe bumps into you several times when you are lining up. (“Joe. Stop.”)
- Joe says you’re dumb. (“Joe. Stop.”)

6. If Someone tells you to “stop”...

Nearly everyone will have some time when they are asked to “stop”. When someone says “stop” you have two options:
- say, “Okay, sorry” and change behaviour
- walk away

Stopping when someone asks you to is changing red behaviour to green behaviour.

7. Follow-up

(Before doing this activity, you may want to enlarge the worksheet to 11 x 17”.)

Distribute the “Talking” to the Person Worksheet and as a class, go over each situation and discuss the level of Social Responsibility that is being demonstrated. Have the students colour each box with the appropriate crayon indicating the SR level.

(red - Stop; yellow - Be Careful; green - Go Behaviour)

Assertiveness Worksheet KEY: Red, Green, Yellow, Red, Green, Yellow
“Talking” to the Person Worksheet

Colour red, Level 1 behaviours with a red crayon. Colour yellow, Level 2 behaviours with a yellow crayon. Colour green, Level 3 behaviours with a green crayon.

Ray yells, “You are mean!”

Ray says, “Shawna. Stop.”

Ray starts to cry.

Ray throws Lego at Shawna.

Ray uses the stop signal and says, “Shawna. Stop.”

Ray says to himself, “I’m going to get even with her.”
BEING ASSERTIVE

When someone is being unkind to you:

✓ Stand Tall
✓ Look at the other person
✓ Use a Stop Signal
✓ In a clear, strong voice say:

- the person’s name
- “Stop.”

Remember when someone tells you to “Stop”, you need to change what you are doing or at least walk away.
Lesson 9 (Getting Help and Saying Sorry)

Purpose:
• To teach the steps in Getting Help, and Saying Sorry
• Present Walk, Talk and Squawk as a process for dealing with bothering

Process:

1. Review Walk and Talk using the Walk, Talk and Squawk poster.

2. Introduce Squawk
   What is the difference between tattling and getting help?

Tattling is when you’re trying to get someone into trouble.
Getting Help is when you are trying to get someone out of trouble (usually yourself).

Give several scenarios and ask students to indicate if they think it is tattling (thumbs down) or getting help (thumbs up).

   Examples:  - Amir used all the green Lego blocks in his castle
              - Johnny is chewing gum.
              - Joe pushed Jane out of her chair and she’s hurt
              - Suzie didn’t return her library book today.
              - Fred is playing across the street during recess.
              - Jenny is playing with a pencil in her desk while the teacher talks.
              - Sandy keeps making fun of my hair though I’ve told her to stop.
              - Larry’s bugging me about my shoes.

3. Role play an example of how to report.

   When you need to report, be sure to do so appropriately:
   • wait until the teacher/adult is not busy or ask if it is a good time to talk
     (unless it is an emergency)
   • use a clear voice, don’t whine or pout
   • explain how you have tried to solve the problem yourself already
     (“I walked away and he followed me. When I asked him to stop he didn’t. I need some help.”)

4. Teach and practice the “Reporting Song”.

5. **Review** what to do when you have asked someone to stop and they don’t.  
   *(Walk, Talk and Squawk poster)*

   | Walk:       | ignoring, walking away or playing somewhere else |
   | Talk:       | telling a person what is happening that you don’t like |
   | Squawk:     | getting help from an adult |

6. **Demonstrate** situations from *Walk, Talk and Squawk* handout. Ask for suggestions from students as to what to do in each of the situations.

7. **Parts of an Effective Apology**
   Green behaviour after we’ve had an argument or problem with someone is saying sorry. Saying ‘Sorry’ only works if you are calm and have thought about what you are going to say. When you are ready to apologize, follow these steps:

   • **Say It and Mean It**
     (Eye contact, use a sincere tone of voice)
     - Say their name *(Joe)*
     - Say the behaviour you’re apologizing for *(I was teasing you about your clothes.)*
     - Say what you will do *(I won’t do that anymore.)*

   • **Make it Better**
     (If possible, do something to correct what you’ve done wrong)

   • **Change your Behaviour**
     (Don’t do it again)

   **Note:** You can’t always expect the other person to forgive you right away.

8. **Follow-up**
   (a) Before doing this activity, you may want to enlarge the worksheet to 11 x 17”.
       Use the *Walk, Talk & Squawk* worksheet as the basis for class discussion.

   (b) Use the *Early Primary Social Responsibility* sheet as a reminder of the skills covered.

   (c) Have the students take home their Social Responsibility books (of follow-up activities and concept posters) to share with parents.
I’ve been having quite a problem.  
It’s bothering me today.  
I’ve been having quite a problem.  
It just won’t go away.

I’ve tried to walk away, ignore it.  
But that hasn’t changed anything.  
I’ve tried to use my words, say, “Stop it.”  
But the person isn’t listening.

So...When you’ve walked away  
Looked for somewhere else to play  
And used your wo-ords toooooollllllllllll  
You should go and get some help  
You won’t tattle – you’ll get help  
Getting help’s the thing to do!
For each of the following situations, decide whether you would choose to **walk**, to **talk**, or to **squawk**.

1. Another student often bumps your desk when he walks by. This messes up your work.
   - walk
   - talk
   - squawk

2. Today you want to play with the Lego at lunch time, but someone else also wants to use it. How can you solve this problem?
   - walk
   - talk
   - squawk

3. Kids have been calling you names because they say you are too big.
   - walk
   - talk
   - squawk

4. Someone often takes your snack from you at recess. You’ve told them to leave your stuff alone, and they keep doing it.
   - walk
   - talk
   - squawk

5. The person sitting next to you seems to be humming his favourite song all day long. This makes it hard for you to get your work done.
   - walk
   - talk
   - squawk

6. You and you friend have chosen to play near the soccer field. The ball is always being kicked into the middle of your game.
   - walk
   - talk
   - squawk
If You’re Being Bothered...

WALK
Ignore
Walk Away
Play somewhere else

TALK
(be assertive, use your words)
Say the person’s name, “Stop”
and use the stop signal

SQUAWK
(when other ideas haven’t worked)
Get Help from an Adult
FOUR AREAS OF SOCIAL RESPONSIBILITY

Accepting Others
Solving Problems
Being Helpful, Kind and Friendly
Rights and Responsibilities

FOUR LEVELS OF BEHAVIOUR

RED, Stop Behaviour  Level 1  Not Yet Meeting Expectations
YELLOW, Be Careful  Level 2  Approaching Expectations
GREEN, Go Behaviour  Level 3  Meeting Expectations
BLUE RIBBON, Wow!  Level 4  Exceeding Expectations

CARING SHARING
(common solutions to problems that require sharing)
(both people want to solve the problem and without help from an adult)
Take Turns, Do It Together, Choose Something Else

ANGER MOUNTAIN
(how to calm down)
Helpful (Green) Thoughts, Square Breathing, Count To Ten

DEALING WITH PROBLEMS
(teasing, arguing, bothering)

WALK
Ignore, Walk Away, Choose to play somewhere else

TALK
Tell the person to stop Use Your Words (stand up for yourself respectfully)

SQUAWK
Get Help - Report (when other strategies haven’t worked)