

TURN OFF THE VIOLENCE

*Elementary Activities for Grades K-6
For Turn Off the Violence Week
November 3-9, 2003*

Presenting Sponsor:



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Body of Anger

Adapted from: 104 Activities That Build by Alanna Jones, Rec room publishing, 1998

Objective

- To discuss and learn how our bodies react when we become angry
- To detect the signs of anger
- To take measures to begin to control their anger before it becomes out of control.

Materials

- Mural paper large enough to trace a person
- Coloured markers
- Pencils

Description

1. Divide the class into groups of four to five. Supply each group with a large piece of paper, a pencil and markers.
2. Ask for a volunteer in each group to lie down on the paper and ask another volunteer to trace him/her with the pencil.
3. Ask the groups to think of the distinct and different ways their bodies react when they feel angry. As students name different ways, have someone write them down on the part of the body with the markers where they apply. For example, "rapid breathing" could be written on the chest to represent the lungs, "red face" could be written on a cheek to represent the face turning red, continue with all the other unique traits of anger that the group comes up with.

Discussion Prompts

1. Which body reaction do you most identify with?
2. How do you control your anger?
3. How do you release feelings of tension?
4. Why do you think our bodies react like they do to anger?
5. How do you use your body signals to help you control your anger?

Creative Colouring

Adapted from: 104 Activities That Build by Alanna Jones, Rec Room Publishing , 1998.

Objective

- To teach students how to contribute to a group project
- To have the group work together as a team

Materials

- A sheet of poster board paper
- 12 different coloured markers, crayons or coloured pencils

Description

1. Give each member of the group a different coloured marker, crayon or pencil and inform them that this will be the only colour they can use for this project.
2. The group must now create a picture, using all of the colours. Each person may only use his/her colour (no trading or sharing is allowed!).

Discussion Prompts

1. Was this a difficult task for the group? Why or Why not?
2. How did you work as group to complete the picture?
3. Is everyone in the group happy with the picture that was created? Why or why not?
4. Is it easier to do things by yourself or with others?
5. Why is it important to be able to work with others as a member of a team?

Variations

- For younger grades or students with lower functioning may need a specific picture to draw.
- Have the students colour a page from a colouring book rather than create their own picture.

Conflicts Happen

Adapted from: Peacebuilder Magazine

<http://www.crnetwork.ca/peace/educator/lessonPlans/Kto#.asp>

and 104 Activities That Build by Alanna Jones, Rec Room Publishing , 1998.

Objective

- To help students understand that conflict is normal
- To help students identify emotions that accompany conflict
- To promote positive conflict resolution responses

Materials

- A story book with a conflict (try The Rat and The Tiger by Keiko Kaza, Putnam & Grosset Group; Pig Trouble, by Barbara Mossman and Werner Farber, Puffin Books, 1997 or Stellaluna, by Janell Cannon, Harcourt Brace & Company, 1993).

Description

1. Read a book with a conflict in it.
2. Ask the students about the feelings of the characters in the story. Record the feelings on the chalkboard; make sure that anger is on the list.
3. Discuss other possible solution to the conflict and label them as "good," "bad," or "ugly" to help the students distinguish between positive and negative solution to the problem.
4. Discuss the following two points:
 1. Conflicts are a part of life; they happen to everybody
 2. It is normal to have feelings like anger and sadness or hurt when in a conflict.

Discussion Prompts

1. How did the people in the story deal with conflict?
2. What made the conflict worse?
3. What made the conflict better?
4. What are some conflicts that you deal with at home? At school?
5. What do you do to make the conflicts worse? Better?
6. What could you do to make the conflicts better?

Extensions

- Have the students create a comic strip of a conflict and its resolution.
- Divide the students into groups to create a puppet show of a conflict and resolution.

Words can be like Flowers or Thorns

Adapted from: Living Values Activities for Children Ages 3-7, by Diane Tillman and Diana Hsu Health Communications, Inc.

Objective

- To increase knowledge about happiness
- To enjoy the experience of happiness
- To learn assertiveness skills

Description

1. Discuss the following statement with the students: Happiness is knowing I am loved. Use the following discussion prompts:
 - What does this mean?
 - Why do you think that's true?
 - Who loves you?
 - Does everyone need to be loved?
2. Ask the students to draw a picture of themselves with someone who loves them.
3. In a circle, ask the students to share what makes them happy.
4. Discuss with the students what they shared about what makes them happy, and mention that when people say things that make you happy it is like getting flowers. Then discuss that sometimes people say things that hurt us; this feels like thorns. Use the following discussion prompts:
 - What kinds of words make you feel bad or sad?
 - What kinds of words make you angry?
 - What kinds of words can you say to others that give happiness?Instruct the students to use the following phrase when people say things that are not nice to them, "Give me flowers, not thorns." Ask the students to practice this a few times. Ask the students to count how many times they can give flowers today.
5. For homework, ask the students to give someone at home one extra hug.

Closing Discussion

1. What happened when you gave your special person an extra hug?
2. Is giving someone a hug like giving flowers?
3. Does it feel good to give hugs?
4. Does it make you happy to give hugs? The other person happy?

Good, Bad and Ugly

Adapted from: 104 Activities That Build by Alanna Jones, Rec room publishing, 1998

Objective

- To determine positive ways of handling anger.
- To promote discussion of different ways to handle anger and discuss the effect these actions have on people's lives.

Materials

- 3x5 Cards or small pieces of paper
- Pens or pencils
- 3 small boxes

Description

1. Give each student a pile of cards. Create a few scenarios that would make the students angry and read these scenarios one at a time. Try to create a variety of situations such as a bullying situation, an unfair situation, sibling rivalries or even conflicts that the students have with their parents. Alternately, the students can help to create the situations by volunteering to mention times when they have been angry.
2. Each time you read a situation, or one is mentioned, ask the students to create three responses to handling that situation, one on a "good" card, one on a "bad" card and one on an "ugly" card.
3. After a few situations, ask the students to put their "good" cards in a box labelled "good," "bad" cards in a box labelled "bad," etc.
4. After all the cards have been handed in, take the ugly box and read the cards, one at a time. After each card, ask the students to if they have ever expressed their anger in this manner and what happened. Discuss the consequences or benefits of handling anger in this manner. Do this next for the bad box and conclude with the good box.

Discussion Prompts

1. What did you learn as a result of this activity?
2. Do you tend to express your anger in a good, bad, or ugly manner most often? Why?
3. Which way works best for you? Is this a good way?
- 4.** What would be the best way for you to handle your anger?

Sneak a Peak

Adapted from: 104 Activities That Build by Alanna Jones, Rec Room Publishing , 1998.

Objective

- To work as a team to complete a difficult task.

Materials

- Building blocks or something similar.

Description

1. Build a small sculpture with some of the building material and hide it from the group.
2. Divide the group into two small teams (preferably no more than five per group).
3. Give each team enough building materials so that they can duplicate what you have already created.
4. Place the original sculpture in a place that is hidden equal distance to all the groups.
5. Ask one member from each team to come at the same time to look at the sculpture for five seconds in order to try to memorize it as much as possible before returning to his/her respective teams.
6. After they run back to their teams, they have twenty-five seconds to instruct their teams on how to build the structure so that it looks like the one that has been hidden. After twenty-five seconds, ask each team to send up another member of the group who gets a chance to "sneak a peak" before returning to their individual teams.
7. Continue in this pattern until one of the teams successfully duplicates the original sculpture.

Discussion Prompts

1. What parts of this activity involved teamwork?
2. What did each person do in your group to help?
3. Why is teamwork important when working with a group?
4. What are some important elements of teamwork?
5. How can being good at teamwork help you in your daily life?

Big Wind Blows

Adapted from: 104 Activities That Build by Alanna Jones, Rec room publishing, 1998

Objective

- To explore what we have in common with others and what our differences are.
- To become comfortable with opening up in a group
- To recognize what is special and unique about ourselves

Materials

- Hula hoops

Description

1. Gather the group into a large circle and give each person a hula-hoop and instruct everyone to put their hula-hoop on the ground and stand in the centre.
2. The leader begins in the middle of the circle. The leader doesn't want to be in the middle (or "it") but rather on one of the spots so his/her job is to make people move off of their spots so s/he can get out of being in the middle.
3. The person in the middle must say something that is true about his/her own life. For example, a person who likes to play soccer might say "The big wind blows for everyone who likes soccer" and everyone who likes soccer must move from their spot and find another empty spot to stand on.
4. There will always be one less spot than there are people so a new person will end up in the middle after each round. Tell everyone that once they leave their spot they must find another spot and may not return to their own spot in that turn. To prevent accidents, you may want to instruct the students to move clockwise around the circle.
5. After a few rounds, add the following changes to make it more challenging for the group.
 - The Big Wind Blows for (something you like about yourself)
 - The Big Wind Blows for (something that you are good at)
 - The Big Wind Blows for (something nobody knows about you)
 - The Big Wind Blows for (something you want to do with your future)

Discussion Prompts

1. What did you notice about yourself (as a result of the game)?
2. Did you find it difficult to be in the middle? Why or why not?
3. How did you feel when you discovered similarities between others and yourself?
4. How did you feel when you discovered differences?

Bullying True or False

Adapted from The Bully Free Classroom by Allan L. Beane, Ph.D.,

Objective

- To teach about what bullying is and how to handle it
- To prompt discussions about bullying

Materials

- A copy of the *Bullying True or False* sheet photocopied onto an overhead (See page 11)

Description

1. Put an overhead copy of the True or False sheet on an overhead with a paper covering the answers.
2. Go through the questions on the sheet asking the students for direction in answering them. After each question ask the students why they think the answer is true or false.
3. Move down the paper and read the answer for the question encouraging the students to comment on the answers. Go through each of the questions with the students.
4. Separate the students into groups and instruct them to come up with a bullying scenario and how they would handle the situation. This can be used in conjunction with *Good, Bad and Ugly Activity* on page 14.

Discussion Prompts

1. How would you handle a situation where someone is bullying you?
2. What would you do if you saw someone else being bullied?
3. Have you ever been bullied? How did it feel?
4. What is your school policy on bullying?

True or False

1. Bullying is just teasing.

False. Bullying is much more than teasing. While many bullies tease, others use violence, intimidation, and other tactics. Sometimes teasing can be fun; bullying *always* hurts.

2. Some people deserve to be bullied.

False. No one deserves to be bullied. No one "asks for it." Most bullies tease people who are "different" in some way. Being different is not a reason to be bullied.

3. Only boys are bullies.

False. It seems that *most* bullies are boys, but girls can be bullies too.

4. People who complain about bullies are babies.

False. People who complain about bullies are standing up for their right not to be bullied. They're more grown-up than the bullies are.

5. Bullying is a normal part of growing up.

False. Getting teased, picked on, pushed around, threatened, harassed, insulted, hurt, and abused is *not* normal. Plus if you *think* it's normal, you're less likely to say or do anything about it, which gives bullies the green light to keep bullying.

6. Bullies will go away if you ignore them.

True and False. Some bullies might go away. But others will get angry and keep bullying until they get a reaction. That's what they want.

7. All bullies have low self-esteem. That's why they pick on other people.

False. Some bullies have *high* self-esteem. They feel good about themselves, and picking on other people makes them feel even better. Most of the time, bullying isn't about high or low self-esteem. It's about having power over other people.

8. It's tattling to tell an adult when you're being bullied.

False. It's smart to tell an adult who can help you do something about the bullying. It's also smart to tell an adult if you see someone else being bullied.

9. The best way to deal with a bully is by fighting or trying to get even.

False. If you fight with a bully, you might get hurt (and hurt someone else). Plus you might get into trouble for fighting. If you try to get even, you're acting the same as the bully. And the bully might come after you again to get even with *you*. Either way only makes things worse.

10. People who are bullied might get hurt for a while, but they'll get over it.

False. Bullying hurts for a long time. Some kids have dropped out of school because of bullying. Some became so sad, desperate, afraid, and hopeless that they committed suicide. Many adults can remember times when they were bullied as children. People don't "get over" being bullied.

From *The Bully Free Classroom* by Allan L. Beane, Ph.D., copyright (D 1999 Free Spirit Publishing Inc., Minneapolis, MN; 800/735-7323 (www.freespirit.com)).

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Resources for Teachers and Administrators

12 Things Students Can Do

to Help Stop School Violence

1. Take a stand against bullying.
2. Report any crime immediately to school authorities or police.
3. Report suspicious or worrisome behaviour by other students or talk to a teacher or counsellor at your school. You may save someone's life.
4. Learn how to manage your own anger effectively. Find out ways to settle arguments by talking it out, working it out, or walking away rather than fighting.
5. Help others settle disputes peaceably. Start or join a peer mediation program, in which trained students help classmates find ways to settle arguments without fists or weapons.
6. Set up a teen court, in which youths serve as judge, prosecutor, jury, and defence counsel. Courts can hear cases, make findings, and impose sentences, or they may establish sentences in cases where teens plead guilty. Teens feel more involved and respected in this process than in an adult-run juvenile justice system.
7. Become a peer counsellor, working with classmates who need support and help with problems.
8. Mentor a younger student. As a role model and friend, you can make it easier for a younger person to adjust to school and ask for help.
9. Start a school crime watch. Consider including a student patrol that helps keep an eye on corridors, parking lots, and groups, and a way for students to report concerns anonymously.
10. Ask each student activity or club to adopt an anti-violence theme. The newspaper could run how-to stories on violence prevention; the art club could illustrate costs of violence. Career clubs could investigate how violence affects their occupational goals. Sports teams could address ways to reduce violence that's not part of the game plan.
11. Welcome new students and help them feel at home in your school. Introduce them to other students. Get to know at least one student unfamiliar to you each week.
12. Start (or sign up for) a "peace pledge" campaign, in which students promise to settle disagreements without violence, to reject weapons, and to work toward a safe campus for all. Try for 100% participation

Source: <http://128.121.17.146/ncpc/ncpc/?pg=2088-6162> National Crime Prevention Council

Bullying Resource List

For Children and Youth:

Webster-Doyle, Terrence. (1991) Why is everybody always picking on me?

Cohen-Posey. (1995) How to handle bullies, teasers, and other meanies.

Romain, Trevor. (1997) Bullies are a pain in the brain.

McCain, Becky Ray. (2001) Nobody knew what to do.

Palomares, Susanna. (2001) How to handle a bully.

Stones, Rosemary. (1993) Don't pick on me

❖ www.bullying.org

❖ www.stopbullyingme.ab.ca

❖ www.bullies2buddies.com

For parents:

Voors, William (2000). The parents's book about bullying.

McCoy, Elin (1997). What to do when kids are mean to your child.

Sullivan, Keith (2000). The anti-bullying handbook

Thompson, Michael (2002) Mom, they're teasing me.

Sheras, Peter L. (2002) Your child.

For Teachers:

Beane, Allan L. (199) The bully free classroom. Free Spirit Publishing

Besag, Valerie E. (1995) Bullies and victims in schools.

Coloroso, Barbara. (2002) The bully, the bullied and the bystander.

McNamara, Barry E. (1997) Keys to dealing with bullies.

Pearce, John. (1989) Fighting, teasing and bullying

Tillman, Diane. (2000) Living Values Activities for Children.

Zaraour, Kim. (1994) Battling the school-yard bully.

Take action against bullying (2003) Bully B'ware Productions <www.bullybeware.com>

TO BE INSERTED IN NOVEMBER PARENT NEWSLETTER

Family Game: To You, But From Who?

Adapted from: 104 Activities That Build by Alanna Jones, Rec Room Publishing, 1998.

Objective

- For people to give and receive many positive comments as a way of improving their self-esteem.

Materials

- One envelope per person
- Paper
- Markers
- Craft supplies (glue, tape, construction paper, stickers etc.)

Description

1. Give each person an envelope, writing supplies and several small slips of paper. Ask everyone to put their names on their envelopes and decorate it with the craft supplies. Instruct everyone to pass their envelopes to the person sitting next to them.
2. Once you receive your neighbour's envelope, write down an attribute you admire about that person on a slip of paper. Add your name and then place the paper in the envelope. Continue passing the envelopes around until everyone has written down a comment for everyone else in the group.
3. Once all the envelopes are full, they should be passed to the leader. The leader then selects one of the envelopes and selects a comment to read aloud to that person, without reading the name of the person who wrote it. The person whom the comment was written about will then try to guess who wrote the comment, and if s/he guesses correctly, s/he receives a point. Go around the circle reading one comment from each envelope before starting over with the first person. Continue in this manner until all the comments are read from each person's envelope. After the game is finished, each person may collect their own envelope and keep it as a reminder of all their good qualities.

Variations

- Decorate the envelopes with the craft supplies and keep them on each family member's bedroom door for continuous comments. Parents can initiate this by putting one comment in each child's envelope each day. This is especially useful

when a child is having a bad day or is having trouble in an area (Math, Social skills) to be reminded of their good qualities.

Ideas:

- excellent at math
- determined
- wonderful leader
- creative
- has lots of friends
- understanding
- independent
- self-directed
- enthusiastic
- happy
- sweet
- honest
- caring
- great problem solver

Family Game: The Cost of Sarcasm

Adapted from: 104 Activities That Build by Alanna Jones, Rec Room Publishing, 1998.

Objective

- To understand how sarcastic and negative comments affect others and to realise how often we make negative comments without even realising that others may be hurt or offended by what was said.

Materials

- Board games involving money such as Monopoly[®], Payday[®], or Life[®].

Description

Play the board game as per usual rules. However, whenever anyone makes a negative or sarcastic comment during the course of the game they lose \$100 (or any significant denomination decided upon before hand). Even the slightest roll of the eyes can be a penalty! Whenever such a comment is made, the first person to call out that person's name may take the money away from them and keep it. If the owner of the comment wishes to appeal his penalty, a family vote must be taken.

Variations

- Use play money alongside a game that does not ordinarily use money. For example, If you were playing Scrabble[®] each person could start the game with \$500 play money and lose/win money as the game is played. The winner of Scrabble[®] would win \$500, but may not be the overall winner if another member collected more money during the game, by catching sarcastic comments.
- If you do not have play money or do not wish to use it, you could change the rules so that negative comments result in a loss of points or missing a turn.
- This format can be used for negative habits such as nail biting or swearing as well to help the person become aware of his/her habits.