

LEADER'S GUIDE



Kelly Bear Violence Prevention Program

For Children in Grades K-3

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Series Overview

This lively, 3-part, skill-based, DVD series on Bullying, Resolving Disputes, and Self-Control fosters positive choices and constructive, nonviolent peer interactions. In the series, five children learn important concepts by listening to Kelly Bear share information and answer their questions. Each student's understanding is reinforced in the Story Corner as the author and other children explore each topic in depth, and two additional scenes and two songs per video will enhance learning. The series is appropriate for either small or large groups of children ages five to nine in various settings. **Each DVD may be viewed as a whole or divided into two or three segments as time permits.**

Kelly Bear Teaches About Bullying shows children that bullying is not only physical intimidation, but teasing, name-calling, gossiping, and excluding children from groups. The reasons why children bully and various ways to cope with bullying behaviors are explored. Children will learn that bullying doesn't only hurt the victim; if ignored, bullying can also have a negative impact on the bully and the bystander. Students are challenged to make their school a safe place for everyone.

Through watching **Kelly Bear Teaches About Resolving Disputes**, children are empowered to help themselves and their peers settle their disagreements peacefully. They will learn communication and mediation skills, including listening for facts and feelings, being empathic, repeating what they hear, practicing impartiality, and identifying common areas of agreement. Ground rules and steps peer helpers follow to assist children in working out their conflicts are explained and demonstrated in a clear, easy-to-use manner.

In **Kelly Bear Teaches About Self-Control**, children will learn how to control their emotions, impulses, and desires. They will discover acceptable, pro-social ways to handle emotions such as anger and the underlying feelings of rejection, hurt, anxiety, loneliness, fear, or sadness. The students are taught to stop, think, and consider the consequences of their actions before choosing what is appropriate for them. A variety of useful coping skills are demonstrated.

This Leader's Guide includes discussion questions and detailed activity suggestions to reinforce children's learning. After each DVD is viewed, it is recommended that the leader conduct a minimum of one 20 to 30 minute follow-up session. However, the materials may easily be expanded to nine sessions using this guide. As you and the children discuss the lessons, remember to listen respectfully and emphasize any constructive response. Singing the Kelly Bear songs throughout the year will strengthen children's understanding and further peaceful interactions among students.

Kelly Bear Theme Song

(Sung at the beginning and end of each DVD)

Kelly talks to me about feelings.
I can talk to Kelly, what a pal.
Kelly shows me how to get along well,
To be a friendly me, I'll do it now!
I want to be like Kelly Bear.
I want to be like Kelly Bear.

I'm a better me because of Kelly.
I exercise and know what's good to eat.
I help around the house and share my best toys.
A nicer me is what I want to be.
I want to be like Kelly Bear.
I want to be like Kelly Bear.

My friends and I,
Try to help others, yes,
Learn about what's wrong and what's right.

We do our best,
To do what Kelly does,
Do what Kelly says.
Kelly, Kelly Bear,
Kelly, Kelly Bear.
I want to be like Kelly Bear.
I want to be like Kelly Bear.

Program 1: Kelly Bear Teaches About Bullying

Objectives:

1. To identify the many forms of bullying
2. To understand that the victim, bully, and bystander are negatively affected if bullying behaviors are permitted
3. To learn ways to cope with a bully
4. To learn to take action if bullying is observed
5. To understand the reasons why some children bully others

Discussion Questions:

1. *What is bullying?*

Physical or psychological intimidation of a child or children by an individual or group. Examples of bullying: hitting, kicking, assaulting, threatening, teasing, name-calling, gossiping, and excluding others from a group.

2. *How are the victim, bully, and bystander hurt if bullying is not stopped?*

The victim feels sad, afraid, and/or angry. He or she may not be able to concentrate on learning in school or may want to stay home. Later, the child may become a bully, or in extreme cases, hurt him or herself or others.

Since a bully does not know how to get along with others, he or she often has relationship problems. As an adult, a bully is more likely to have difficulties in a work setting or problems in his/her marriage or other personal relationships.

The bystanders, or the silent majority, may feel fearful, anxious, and/or guilty about not helping the victim. If no negative consequences result from bullying, the observers may be drawn into bullying themselves.

3. *What are some actions you can take if someone tries to bully you?*

See words to the "Take Action" song.

4. *Why do some children bully others?*

See words to the "Bullies" song.

5. *How can we make our school a safer place?*

Brainstorm ideas together and list them on the board.

Activities:

1. Ask the children to think about a time when they were bullied or felt scared, sad, or angry. Have them draw a picture about their experience. Then, pair the children and have them explain their pictures to each other.

2. Have the children role play bullying situations and practice using "When you...I feel...because I..." in various situations. For example:

a. A bully teases you about your weight or wearing glasses. (*Possible response:* "When you tease me about being overweight, I feel sad because I thought we were friends.")

b. A bully threatens to hurt you if you don't give him/her money. (*Possible response:* "When you threaten me, I feel scared because I don't have any money to give you.")

c. A bully tells a lie about you. (*Possible response:* "When you tell lies about me, I feel disappointed because I don't do that to you.")

d. A bully calls you names because of your race, culture, or nationality. (*Possible response:* "When you call me names, I feel angry because you don't know anything about me.")

3. Use two puppets to demonstrate bullying situations. As you choose examples, be sensitive to the children who are teased or may be teased in the future. If you have a Kelly Bear puppet, make it be the victim and pretend the other puppet is the bully. Ask the children how Kelly Bear feels when he is a victim of threats, name-calling, or lying. Let them use the Kelly Bear puppet to demonstrate ways to stand up to a bully by using the “When you...” message, or by saying, “I like the way I look,” “What is your problem?” or “What’s wrong?” Have the children take turns using the puppets to demonstrate bullying situations and various responses children can give.

4. Divide the class into groups of five. Have each group make two posters: “Ways We Treat Others” and “Ways We Do Not Treat Others.” Hang the posters on the wall for future reference.

5. Ask the children to draw a picture or write a letter to Kelly Bear entitled “What I will do if someone tries to bully me” or “Why I will not bully others.”

Take Action

(Sing to the tune of Pop Goes the Weasel)

When someone is bullying you
You need to take an action.
One thing you can do is TELL
Tell an adult.

When you feel alone and afraid
How can you feel better?
Think of what you’re going to do
Make a plan and follow through.

When someone is bullying you
You need to take an action.
One thing you can do is TALK
Talk to a friend.

When you feel alone and afraid
How can you feel better?
Think of what you’re going to do
Make a plan and follow through.

When someone is bullying you
You need to take an action.
One thing you can do is ASK
Ask them to stop.

When you feel alone and afraid
How can you feel better?
Think of what you’re going to do
Make a plan and follow through.

When someone is bullying you
You need to take an action.

One thing you can do is SAY
Say how you feel.

When you feel alone and afraid
How can you feel better?
Think of what you're going to do
Make a plan and follow through.

When someone is bullying you
You need to take an action.
One thing you can do is WALK
Walk away calmly.

When you feel alone and afraid
How can you feel better?
Think of what you're going to do
Make a plan and follow through.

When someone is bullying you
You need to take an action.
One thing you can do is GET HELP
Get help from your teacher.

When you feel alone and afraid
How can you feel better?
Think of what you're going to do
Make a plan and follow through.

When someone is bullying you
You need to take an action
One thing you can do is IGNORE
Ignore and look away.

When you feel alone and afraid
How can you feel better?
Think of what you're going to do
Make a plan and follow through.

Bullies

(Sing to the tune of Kookaburra)

Bullies take our things and hurt our feelings.
Bullies take our things and hurt our feelings.
Why, why, why do they do that?
We're not sure.

Kelly Bear: Maybe someone bullies them at home.

Maybe someone bullies them at home.
Maybe someone bullies them at home.
We don't know for sure why they do it.
But, we wish they'd stop.

Kelly Bear: Maybe they feel bad on the inside.

Maybe they feel bad on the inside.
Maybe they feel bad on the inside.
We don't know for sure why they do it.
But, we wish they'd stop.

Kelly Bear: Maybe they see too much violence on TV.

Maybe they see too much violence on TV.
Maybe they see too much violence on TV.
We don't know for sure why they do it.
But, we wish they'd stop.

Kelly Bear: Maybe it's an easy way to get what they want.

Maybe it's an easy way to get things.
Maybe it's an easy way to get things.
We don't know for sure why they do it.
But, we wish they'd stop.

Kelly Bear: Maybe they don't know any better.

Maybe they don't know any better.
Maybe they don't know any better.
We don't know for sure why they do it.
But, we wish they'd stop.

Kelly Bear: Maybe they need someone to show them how to be a friend.

Maybe they need someone to show them.
Maybe they need someone to show them.
We don't know for sure why they do it.
But, we wish they'd stop.

Kelly Bear: Maybe they need a friend like you.

Maybe they need a friend like you.
Maybe they need a friend like you.
We don't know for sure why they do it.
But, we wish they'd stop.

Kelly Bear: Let's all work for peace together.

Let's all work for peace together.
Let's all work for peace together.
If everyone tries to get along,
Our school will be a safe place.

“No Bullying” School Rules

1. All children and adults treat each other with respect.
2. An adult is present when children are in the halls, restrooms, cafeteria, and outside.
3. All children and adults watch for bullying behavior.
4. The victim and the child who sees bullying must report it.
5. Children are taught peaceful ways to solve their problems.

Program 2: Kelly Bear Teaches About Resolving Disputes

Objectives:

1. To learn what “resolving disputes” means
2. To learn helping skills
3. To learn the “Rules for Resolving Disputes”
4. To learn the “Steps to Resolving Disputes”
5. To practice using these steps

Discussion Questions:

1. *What does “resolving disputes” mean?*

It means to solve a disagreement or problem peacefully.

2. *What helper skills are taught?*

- a. Listen carefully to each child
- b. Listen for feelings
- c. Repeat facts and feelings
- d. Be impartial
- e. Identify areas of agreement

3. *What are the hardest skills to learn?*

- a. Be quiet and listen
- b. Repeat feelings
- c. Do not take sides

4. *What are the “Rules for Resolving Disputes” that the helper uses before a helping session can take place?*

The disputing children need to agree to:

- a. Try their best to solve the problem.
- b. Be truthful.
- c. Be polite.
- d. Listen to each other.

- e. Try to agree to a solution
- f. Follow the agreement

5. *What are the “Steps to Resolving Disputes” that the helper follows?*

- a. Listens to each child tell his/her story.
- b. Repeats what happened.
- c. Repeats the feelings heard.
- d. Keeps them discussing the problem.
- e. Asks them ways they could solve their problem.
- f. Guides them to an agreement.
- g. Writes or draw it on paper.
- h. Asks them to shake hands.

Activities:

1. Divide the group of children into pairs. Stress that listening is an important skill that everyone needs to practice. Tell them that they each will have a chance to talk and to listen, and that there are no right or wrong answers to the questions. Have them decide who will be the first speaker, and who will be the first listener. Stress that the listener does not speak. He or she looks at the speaker, and tries to sense what the other child is feeling. The speaker needs to complete the following statement in four to eight sentences:

“Something I enjoy doing is...”

Then, the listener repeats what the speaker said. Following the exchange, the roles are switched; the listener becomes the new speaker and completes the preceding sentence. Have the children complete the next sentence in the same manner:

“Something that makes me angry is...”

When each child has had an opportunity to listen and speak twice, ask:

“How did it feel to be listened to so carefully?”

“What does this exercise have to do with getting along with others and resolving disputes?”

2. To demonstrate the need for assistance in solving disagreements, use two puppets to act out problem situations. The following are some examples:

- a. Judy borrowed Jill’s favorite necklace and then would not return it; she said that Jill gave it to her.
- b. Tom told a lie about Joe’s parents getting a divorce.
- c. Martin kept calling Dave “four eyes” because he wears glasses.

3. Have the children brainstorm the kinds of disagreements they may have with one another. Put the list on the board without commenting on their ideas.

4. Have two children role play one of the problem situations listed in #3. Be the helper and demonstrate resolving the dispute by going over the “Rules for Resolving Disputes” and by following the “Steps to Resolving Disputes.”

5. Choose children to be two disputants and a helper. Let them decide on a problem situation, and have them work through the disagreement using the “Rules for Resolving Disputes” and the “Steps to Resolving Disputes.” Discuss what happened. Then, divide the students into groups of five, composed of two disputants, one helper, and two observers. Have the disputants decide on a

problem situation. Ask the observers to watch carefully, noting the skills that the helper uses. Then, process what transpired.

Making Peace

(Sing to the tune of Sarasponda)

Help the children tell their story
Have them talk about the facts.
Help the children tell their story
Have them talk about the facts.

Have them talk, talk, talk
Have them listen, listen, too.
Have them talk, talk, talk
Have them listen, listen, too.

Help the children share ideas
Have them think of what to do.
Help the children share ideas
Have them think of what to do.

Have them talk, talk, talk
Have them listen, listen, too.
Have them talk, talk, talk
Have them listen, listen, too.

Help the children to agree
Have them say what they will do.
Help the children to agree
Have them say what they will do.

Have them talk, talk, talk
Have them listen, listen, too.
Have them talk, talk, talk
Have them listen, listen, too.

Help them draw what they will do, or
Have them write it down in words.
Help them draw what they will do, or
Have them write it down in words.

Have them talk, talk, talk
Have them listen, listen, too.
Have them talk, talk, talk
Have them listen, listen, too.

Help them say “Congratulations!”
Have them shake each other’s hands.
Help them say “Congratulations!”
Have them shake each other’s hands.

Solving Problems

(Sing to the tune of John Jacob Jingleheimer Schmidt)

(Verse1)

When we have a problem, we know what to do.
We think of ways to work it out.
We pick one to try
That seems just right. Hey!
We get along and never fight.
Tra la, la, la, la, la, la

Hum first line

We think of ways to work it out.
We pick one to try
That seems just right. Hey!
We get along and never fight.
Tra la, la, la, la, la, la

Hum first two lines

We pick one to try
That seems just right. Hey!
We get along and never fight.
Tra la, la, la, la, la, la

Hum first three lines

That seems just right. Hey!
We get along and never fight.
Tra la, la, la, la, la, la

Hum first four lines Hey!

We get along and never fight.
Tra la, la, la, la, la, la

(Verse2)

We can solve our problem; we can do our best.
We can listen well and learn.
If we work real hard
And never quit. Hey!
Our problem will be solved; we’ll settle it.
Tra la, la, la, la, la, la

Hum first line

We can listen well and learn.
If we work real hard
And never quit. Hey!
Our problem will be solved; we'll settle it.
Tra la, la, la, la, la, la

Hum first two lines

If we work real hard
And never quit. Hey!
Our problem will be solved; we'll settle it.
Tra la, la, la, la, la, la

Hum first three lines

And never quit. Hey!
Our problem will be solved; we'll settle it.
Tra la, la, la, la, la, la

Hum first four lines Hey!

Our problem will be solved; we'll settle it.
Tra la, la, la, la, la, la

Repeat verses 1 and 2 loudly

When we have a problem, we know what to do.
We think of ways to work it out.
We pick one to try
That seems just right. Hey!
We get along and never fight.
Tra la, la, la, la, la, la

We can solve our problem; we can do our best.
We can listen well and learn.
If we work real hard
And never quit. Hey!
Our problem will be solved; we'll settle it.

Program 3: Kelly Bear Teaches About Self-Control

Objectives:

1. To understand the meaning of self-control
2. To accept responsibility for your behavior
3. To consider the consequences of your actions
4. To learn to use positive "self-talk"
5. To learn other positive coping skills

Discussion Questions:

1. What is self-control?

Self-control is restraint practiced over one's own emotions, impulses, or desires. It is making positive choices rather than doing what a child may feel like doing or what his or her peers tell him/her to do.

2. What can children do to gain self-control?

Stop, take a breath, think, and evaluate the consequences.

3. What does it mean to evaluate the consequences?

To think about the possible results or what might happen if you acted in a certain way.

4. What is "self-talk"?

It's thinking to yourself. For example, if a child gets hit, he or she needs to stop, think, and evaluate before hitting back. The student might say to himself or herself:

- a. If I hit him/her, he/she will hit me back and we'll get into a fight.
- b. I might get hurt or I might hurt him/her.
- c. I might be sent to the office or get expelled.
- d. My parents may have to come to school.
- e. I'm not going to let him/her get me into trouble.
- f. I don't know what his/her problem is, but I'm going to stay away from him/her.
- g. I'll do the smart thing and walk away.

5. What are some other coping skills children can use?

Take deep breaths, count slowly, draw a picture, write down feelings, talk to a friend or family member, ask for help, write a note, exercise, look at pictures, listen to music, sing, or hug someone, a pet, or stuffed animal. See the "I Am Lovable" song.

Activities:

1. Have one child at a time come to the front of the room and demonstrate a feeling. Ask another child to identify it. Then, have the children brainstorm possible reasons why a child might experience the feeling. Put the list on the board. For example: anger, gets hit, gets yelled at often, can't understand classroom work, gets teased, is homeless, etc.

2. Have the students make a Feelings Book about times when they felt angry, sad, lonely, frustrated, embarrassed, scared, jealous, and/or worried. Ask them to write down how they handled each feeling. Have them draw a happy face next to instances where they used an appropriate coping skill to deal with the feeling. Also, ask them to draw a sad face next to the feelings that they dealt with inappropriately.

3. Explain that anger often results from feeling misunderstood, hurt, rejected, afraid, embarrassed, or frustrated. Have the children draw a picture about a time when they felt out of control and identify the feeling that contributed to their anger. After they are finished, divide the children into groups of five. Have them talk about their pictures. Stress the importance of children listening respectfully to each other.

4. Describe emotionally intense interactions between children. Ask them for examples of positive “self-talk” to deal with each one. For example, if someone said to a child, “Nobody likes you,” what could the child say to him or herself?

- a. “She’s wrong. I do have friends.”
- b. “I am a lovable person.”
- c. “I try to be kind to everyone.”
- d. “I am in charge of my thoughts, feelings, and behaviors.”
- e. “I won’t let him/her upset me.”

5. Teach calming exercises by practicing them together. Stop, take a deep breath, hold it to the count of five, exhale slowly, and repeat as needed. Also, ask the children to tense their bodies and count slowly to five, relaxing as they count.

I Am Lovable

(Sing to the tune of Twinkle, Twinkle Little Star)

I Am Lovable
And happy as can be.
I am unique
The only one like me.

If anyone tries
To make fun of me,
I say to myself
I do not agree.

I’ll pay no attention
To kids who aren’t kind.
I’ll walk away
And I will not mind.

When I get home
I’ll sit on my bed.
Where I can think
And clear my head.

I’ll tell myself,
No matter what they say
Or what they do,
I know I’m okay.

I’ll really work hard,
I will not sit.
Even if I fail,
I will not quit!

I'll learn by doing,
I'll practice, you'll see.
I'll try again
To be the best I can be.

There are things I can do
If I work and try.
I can ride a bike.
I can make a kite fly.

I can dance and jog.
I can jump and swing.
I can read my books.
I can do anything!

I Am Lovable
And happy as can be.
I am unique
The only one like me.

I Want To Be

(Sing to the tune of I've Got the Joy)

I want to be, be, be, be
Be all I can. What?
Be all I can. What?
Be all I can.
I want to be, be, be, be
Be all I can. What?
Be all I can, today.

I want to know, know, know, know
Know how to act. What?
Know how to act. What?
Know how to act
I want to know, know, know, know
Know how to act. What?
Know how to act, today.

I want to do, do, do, do
Do what is kind. What?
Do what is kind. What?
Do what is kind.
I want to do, do, do, do
Do what is kind, today.

I want to care, care, care, care
Care about friends. What?
Care about friends. What?
Care about friends.
I want to care, care, care, care
Care about friends, today.

I want to say, say, say, say
Say helpful words. What?
Say helpful words. What?
Say helpful words.
I want to say, say, say, say
Say helpful words, today.

I want to hear, hear, hear, hear
Hear what they say. What?
Hear what they say. What?
Hear what they say.
I want to hear, hear, hear, hear
Hear what they say, today.

I want to share, share, share, share
Share what I have. What?
Share what I have. What?
Share what I have.
I want to share, share, share, share
Share what I have, today.

I want to learn, learn, learn, learn
Learn all I can. What?
Learn all I can. What?
I want to learn, learn, learn, learn
Learn all I can, today.

I want to work, work, work, work
Work really hard. What?
Work really hard. What?
I want to work, work, work, work
Work really hard, today.

I want to try, try, try, try
Try to do well. What?
Try to do well. What?
Try to do well.
I want to try, try, try, try
Try to do well, today.

I want to think, think, think, think
Think for myself. What?
Think for myself. What?
I want to think, think, think, think
Think for myself, today.

I want to choose, choose, choose, choose
Choose to do right. What?
Choose to do right. What?
Choose to do right.
I want to choose, choose, choose, choose
Choose to do right, today.



For further information about Kelly Bear materials, call The Bureau For At-Risk Youth, at 1-800-99-YOUTH, or visit the At-Risk Resources website at www.at-risk.com. If you have any questions, visit "Contact Us" at the Kelly Bear website (www.kellybear.com).

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