

Leader's Guide

Kelly Bear Life Skills Education Video Series for Children in Pre-K through Grade 3

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Series Overview

The lively, 7-part, Kelly Bear video series fosters self-understanding, respectfulness, social competence, self-control, healthy living habits, refusal skills, and personal safety in young children. The life-size, green bear represents no single race or culture and serves as a teacher-hero to the children. As they watch Kelly Bear interact with others, children learn intrapersonal and interpersonal skills that enhance their emotional intelligence. In addition, they gain competence by listening to ten children respond to the author's questions and by observing the children participate in role plays in a classroom setting. The series is appropriate for small and large children's groups in a variety of settings.

To reinforce the concepts, this Leader's Guide includes discussion questions and activity suggestions for each video. The words to STFA, the Steps to Solving Problems, the Kelly Bear Sign, and songs are also included. Following the viewing of the videos, the children can sing the songs to increase learning.

As you and the children discuss the videos, remember to listen respectfully and accentuate positive responses. Since children also learn by watching adults, set a good example by relating to others in a helpful, caring and fair way.

 Kelly Bear Theme Song  (Sung at the beginning and end of each video)	
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!	My friends and I, Try to help others, yes, Learn about what's wrong and what's right.
I want to be like Kelly Bear. I want to be like Kelly Bear.	We do our best, To do what Kelly does, Do what Kelly says.
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.	Kelly, Kelly Bear, Kelly, Kelly Bear. I want to be like Kelly Bear. I want to be like Kelly Bear.
I want to be like Kelly Bear. I want to be like Kelly Bear.	

Video 1: Kelly Bear Teaches Emotional Development and Self-Understanding

Objectives:



1. To develop a vocabulary of feeling words
2. To understand negative emotions
3. To learn positive ways to deal with sadness, loneliness, and fear
4. To recognize that everyone feels good and bad now and then



Discussion Questions:

1. What are the ten emotions described in the song, "Feelings?"
2. What are some things that you can do to feel better if you are sad or lonely?
3. What can you do to feel better if you are scared?
4. Why do you think Sarah said that she was going to talk about her feelings more instead of keeping them all inside?
5. What is the first finger of the Kelly Bear Sign?

Activities:

1. Have a child act out an emotion without speaking. Then have the other children guess which feeling was demonstrated.
2. Ask the children to draw a picture or write a story about a time when they felt sad, lonely, or scared.
3. Have youngsters name feelings as they occur throughout the day. (Child cries = sad, child hits = angry, child loses lunch money = embarrassed, etc.)
4. Instruct the children to observe feelings in others at school, at home, and on television. Discuss their findings.
5. Ask the children to cut out magazine pictures which illustrate various emotions. After naming each, make a "Feelings" book or poster using the pictures.

 Feelings 	
<p>Kelly Bear Listens and knows:</p> <p>How I feel when I LAUGH How do you feel when you laugh? (Children in unison) "HAPPY"</p> <p>How I feel when I FROWN How do you feel when you frown? (Children in unison) "ANGRY"</p> <p>How I feel when I'M LEFT ALONE How do you feel when you're left alone? (Children in unison) "LONELY"</p> <p>How I feel when I GO SOMEWHERE How do you feel when you go somewhere? (Children in unison) "EXCITED"</p> <p>How I feel when I SPILL SOME JUICE How do you feel when you spill your juice? (Children in unison) "EMBARRASSED"</p>	<p>How I feel when I CRY How do you feel when you cry? (Children in unison) "SAD"</p> <p>How I feel when I'VE DONE MY BEST How do you feel when you've done your best? (Children in unison) "PROUD"</p> <p>How I feel when I'M SCARED How do you feel when you're scared? (Children in unison) "AFRAID"</p> <p>How I feel when I GET IGNORED How do you feel when you're ignored? (Children in unison) "JEALOUS"</p> <p>How I feel when I'M GIVEN A HUG How do you feel when you get a hug? (Children in unison) "LOVED"</p>

 Sometimes I'm Sad 	
<p>Sometimes I'm sad, Sometimes I'm lonely, too. When a feeling happens, I just think, "What can I do?"</p> <p>I can read a book, Or talk to one I know, I can think of happy thoughts Or watch a funny show. La, la, la, la...</p> <p>Sometimes I'm sad...</p> <p>I can exercise, Or swing or ride a bike, I can build a fort, Or play with toys I like. La, la, la, la...</p> <p>Sometimes I'm sad...</p> <p>I can hug a pet Or talk with my stuffed bear. I can draw or paint A pretty picture to share. La, la, la, la...</p>	<p>Sometimes I'm sad...</p> <p>I can pretend I'm acting in a show. I can dance and I can sing The songs I know. La, la, la, la...</p> <p>Sometimes I'm sad...</p> <p>I can wash my face Or I can comb my hair I can take a nap Or find a special thing to wear. La, la, la, la...</p> <p>Sometimes I'm sad...</p> <p>I can cry a tear Or dream of what I'll be. I can look at pictures Of my family and me. La, la, la, la...</p>

Video 2: Kelly Bear Teaches Respectfulness and Friendship Skills



- Objectives:**
1. To teach children the importance of respecting themselves and others
 2. To help children cope with teasing behaviors
 3. To show how to use STFA (Stop, Think, Feel, and Act in a Kind Way)
 4. To recognize the importance of being empathic and kind



Discussion Questions:

1. What does respect mean? What usually happens when we treat others with respect?
2. According to Kelly Bear, why do some children tease others?
3. How should we act if we want to have friends?
4. What does STFA mean?
5. What did Noah do when Tommy was angry? What did Eliza do when Sam was sad?

Activities:

1. Have the children list respectful and disrespectful words and/or behaviors. Name the usual consequences for each.
2. Use puppets to act out being respectful and disrespectful.
3. With the children list the times when they have had strong negative feelings. For example: being called names = anger, having a pet die = sad, falling down = embarrassed, being excluded = lonely. Use STFA and list the children's ideas of how they could act in a kind way for each example.
4. Have the children role play the situations in #3 using STFA.
5. Ask children to draw a picture or write about a time when they were friendly and acted in a kind way toward someone who was angry or sad.

 Show Respect to Everyone 	
Show respect to everyone, Show them that you care. Show respect to everyone, Be like Kelly Bear. With a clap, clap here and a clap, clap there Here a clap There a clap Everywhere a clap, clap. Show respect to everyone Show them that you care.	Repeat first verse and add: With a tap, tap here... Repeat second verse and add: With a snap, snap here... Repeat third verse and add: With a stamp, stamp here... Repeat fourth verse and add: With a hug, hug here...

 If You're Friendly and You Know It 
If you're friendly and you know it, wave Hello. Hello. If you're friendly and you know it, wave Hello. Hello. If you're friendly and you know it, then your face will surely show it. If you're friendly and you know it, wave Hello. Hello. If you try hard and you know it, give a cheer. Hooray! If you try hard and you know it, give a cheer. Hooray! If you try hard and you know it, then your work will surely show it. If you try hard and you know it, give a cheer. Hooray! If you've done well and you know it, pat your back. Pat, pat. If you've done well and you know it, pat your back. Pat, pat. If you've done well and you know it, it's okay to really show it. If you've done well and you know it, pat your back. Pat, pat. If you're happy and you know it, say, "I am!" "I am!" If you're happy and you know it, say, "I am!" "I am!" If you're happy and you know it, tell your friends and really show it. If you're happy and you know it, say, "I AM!!!" "I AM!!!"

Video 3: Kelly Bear Teaches Social Competence and Positive Behaviors


- Objectives:
1. To realize that everyone makes mistakes
 2. To recognize the importance of being truthful
 3. To learn positive behaviors
 4. To show the importance of being dependable

Discussion Questions:


1. What is behavior?
2. What does Kelly Bear say about being "perfect?"
3. What did the children learn about being truthful?
4. Tell about a time when you acted like Noah or Eliza. What happened?
5. What is the second finger of the Kelly Bear Sign?

Activities:

1. Ask children to draw or write a story about the time they made a mistake.
2. Have the children draw a picture or write a letter to Kelly Bear about the time when they had trouble telling the truth. Discuss the fact that everyone makes mistakes. Encourage the children to share their drawing or letter with an adult.
3. Have them list positive behaviors like being helpful, kind, thoughtful, and dependable. Then ask them to list negative behaviors like being careless, rude, mean, etc. Discuss the consequences of each.
4. Guide the children as they act out the positive and negative behaviors listed in #3. Let a child take the role of Kelly Bear who reacts to the various behaviors as the real Kelly Bear would.
5. Tell or read the story of Pinocchio, Horton Hatches an Egg, The Boy Who Cried Wolf, or another book which encourages honesty.



I Feel Good When I Remember




I feel good when I remember, to help out. "OH, YES!"
 I feel good when I remember, to help out. "OH, YES!"
 I feel good when I remember, Good when I remember
 I feel good when I remember, to help out. "OH, YES!"

I feel proud when I remember to say, "please." "THANK YOU."
 I feel proud when I remember to say, "please." "THANK YOU."
 I feel proud when I remember, Proud when I remember
 I feel proud when I remember to say, "please," "THANK YOU, OH, YES!"


I feel great when I remember to play fair. "YOUR TURN."
 I feel great when I remember to play fair. "YOUR TURN."
 I feel great when I remember, Great when I remember
 I feel great when I remember to play fair. "YOUR TURN, THANK YOU, OH, YES!"

I feel pleased when I remember not to lie. "I DID IT."
 I feel pleased when I remember not to lie. "I DID IT."
 I feel pleased when I remember, Pleased when I remember
 I feel pleased when I remember not to lie. "I DID IT, YOUR TURN, THANK YOU, OH, YES!"

I feel glad when I remember that I'm loved. "HUG, HUG."
 I feel glad when I remember that I'm loved. "HUG, HUG."
 I feel glad when I remember, Glad when I remember
 I feel glad when I remember that I'm loved. "HUG, HUG, I DID IT, YOUR TURN, THANK YOU, OH, YES!"



I Am Somebody



<p>I am somebody, Yes I am Yes I am, Yes I am. I am somebody, Yes I am, and You are somebody, too.</p>	<p>I am polite... I am kind... I am truthful... I am thoughtful... I am dependable... I can be successful... and you'll be successful, too.</p>
<p>I am important... I am special... I am helpful... I am generous...</p>	

Video 4 Kelly Bear Teaches Problem Solving Skills and Anger Management

- Objectives:**
1. To use the Steps to Solving Problems
 2. To understand anger
 3. To identify ways to cope with anger
 4. To realize the importance of perseverance

Discussion Questions:



1. What coping skills did the children use to deal with their anger?
2. What did Beth decide was more important than her clothes?
3. Why is it important to listen carefully to others?
4. What did Noah do when he was angry? What did Eliza do with her anger?
5. What will you try to do as a result of this video?

Activities:

1. Have the children make a list of the positive ways they can deal with anger. Hang the list on the wall to remind them of coping skills they can use. (Ideas are listed later in this guide.)
2. Discuss the negative ways to deal with anger and the consequences of each. Then make a list of ways to avoid fighting. Have the children practice using the positive words and actions discussed.
3. To help children understand that all children have problems, have them write down a concern without revealing their name. Remind the children that no problem is too small, and that sometimes a problem to one person is not a problem to another. After collecting the concerns the children have written down, you may want to combine the issues. The next day, read and discuss the stated problems using the Steps to Solving Problems written on a poster chart, or blackboard.
 1. Ask, "What is the Problem?"
 2. Ask, "What can I do?"
 3. Make a list of ideas.
 4. Decide which one to try.
 5. Try it.
 6. Ask, "Did it work?"
 7. If not, ask, "What will I do now?"

Model respect and acceptance as you lead the discussion.



4. Discuss famous people who persevered and made outstanding contributions in face of adversity. For example, Mother Teresa, Gandhi, Einstein. Have the children write or draw a picture about a time when they did not give up, but kept on trying and finally succeeded. For example, when they learned to ride a bike, count, skate, read, or play an instrument. Discuss how it felt to be unable to do something and the pride of accomplishment.
5. Have the children create a poster using magazine pictures, drawings, or other materials to represent their attributes, talents, or skills. Have them present their poster to the class or divide into pairs and have them share it with a partner.



What Can You Do Well?

What can you do well?
Do your best in all you do.
What can you do - "Sing!"
I can sing and sing and sing
and sing and sing and sing, sing.

"Dance!" "Draw!" "Read!" "Jump!" "Swim!" "Catch!" "Skate!" "Ski!"



Never Quit

Giving up is not for me, Not for me, not for me. Giving up is not for me, I'll try again, and you will see.	I'll keep trying, that's the key That's the key, that's the key I'll keep trying, that's the key Because I do believe in me.
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Repeat twice. (First time quietly, second time with enthusiasm.)

Positive Ways To Deal With Anger

1. Use the Steps to Solving Problems.
2. Tell what you are feeling, such as, "It makes me mad when you laugh at me."
3. Ask a question; for example, say, "What's wrong?"
4. Try to get to know the person. Ask, "How's school going?"
5. Avoid the source of the problem; walk away.
6. Think of all of the things that you do well.
7. Keep yourself busy doing the things you enjoy.
8. Say positive things to yourself, such as, "I'm a good person."
9. Sit and think; cool off.
10. Tense the body and count slowly as you relax.
11. Take deep breaths.
12. Draw a picture of how you feel.
13. Write down what you feel and why you feel that way.
14. Tell a friend how you feel and why.
15. Do something physical like run, play ball, or do jumping jacks.
16. Pound a pillow or play with clay.
17. Use STFA (Stop, think, feel and act in a kind way).
18. Make a deal. For example say, "If you play by the rules, I'll play with you."
19. Talk to a pet or stuffed animal.
20. Keep trying; never give up.

Video 5: Kelly Bear Teaches Healthy Living Habits and Refusal Skills

- Objectives:
1. To identify the difference between healthy food and "junk food"
 2. To learn safety rules about poisons and medicine
 3. To understand that alcohol and tobacco are harmful drugs
 4. To use refusal skills to make healthy choices

Discussion Questions:



1. Name healthy living habits. Include a variety of healthy food choices.
2. Name unhealthy habits. Include "junk food" choices.
3. What are the rules regarding medicine?
4. Name things that can be poisonous or harmful to the body.
5. What are two legal drugs that hurt children's growing bodies?



Activities:

1. Discuss why alcohol and tobacco are harmful to the body. Have them make a poster about the harmful effects of alcohol or tobacco.
2. Role play what to say and do if someone offers a drug. Stress that it is smart to say "no" to harmful substances.
3. Have the children make a list of positive and negative choices they make each day. Ask them to write or draw a picture about a positive choice they made.
4. Have the children interview one or more adults by asking. "What is the best choice you made to keep your body healthy? Why did you make it?" Discuss the responses.
5. Put the Kelly Bear Sign on a chart or poster.

Little finger:	Everyone feels good and bad now and then.
Ring finger:	Everyone makes mistakes.
Middle finger:	I will take care of my body.
Index finger:	I will make good choices.
Thumb:	I am somebody!

Have the children say and do the sign often as a reminder of the ideas taught in the videos.

 No to Drugs 	
<p>No to drugs, no to drugs. I will not forget. I will never hurt myself, I'll keep my body fit. Hey!</p>	<p>So, I will eat good food. I'll exercise and play. If someone offers me a drug, This, is what I'll say, "No!"</p>
<p>Repeat chorus (delete "Hey" at the end)</p>	<p>Repeat chorus twice.</p>
<p>I care about myself. There's only one of me. I'll treat my body right. And be all I can be.</p>	

 Everyone Feels Good and Bad 	
<p>Everyone feels good and bad Every now and then. I tell myself that it's okay And then I'm on my way.</p>	<p>I will choose to do kind things When someone's feeling sad. I will lend a helping hand Being nice makes me feel glad.</p>
<p>Everyone make mistakes Even Kelly Bear. I will try to learn and grow And show the world I care.</p>	<p>Smile and brighten someone's day Show them that you care. I will try in many ways To be like Kelly Bear.</p>
<p>I will take good care of me I'll exercise and rest. I will eat good food because I want to be my best.</p>	

Video 6: Kelly Bear Teaches About Personal Safety

- Objectives:
1. To learn home safety rules
 2. To learn fire safety rules
 3. To learn about unsafe games
 4. To learn how to be safe outside
 5. To learn to ask safety questions

Discussion Questions:

1. What home safety rules were discussed?
 - Keep the doors locked.
 - No friends visiting.
 - Don't tell a caller that your parent isn't home.
 - Don't show your house key to anyone.
 - If you think a burglar is in your home, don't go in, and get help.
 - Follow the rules about TV and computer use.
 - Post important phone numbers by the phone.
 - Only use 911 in emergencies.
 - Stay away from anything that could start a fire or burn you.

2. What fire safety rules were discussed?

Never play with matches or cigarette lighters.

Keep paper away from fireplaces.

Stay away from stoves and other hot things.

Use smoke detectors.

If you smell smoke, feel the door first before you open it. If it's hot, get out another way.

If it is smoky, crawl on the floor.

If your clothes catch on fire, stop, drop and roll.

Get out and get help.

Call 911 or the fire department.

3. What are "unsafe games"?

4. What are the outside safety rules concerning strangers, walking, and phone numbers?

5. In what situations would you ask the safety questions: Is it safe? Could I get hurt? Could someone else get hurt? Will doing it cause trouble?

Activities:



1. Have the children draw a picture about a time when they were home and felt afraid. Then have them tell about their picture.


2. Make a composite list of the children's home safety rules. Since individual families will have different rules, model respect for each one stated.

3. Have the children act out what they would do if they were inside a building and smelled smoke or heard a smoke alarm. Have them practice "stop, drop, and roll."


4. Have the children make a list of "unsafe games" children play in their neighborhood. Make a list of "safe games" they enjoy playing. Using magazine pictures or drawings, have the children make two posters featuring "safe" and "unsafe" activities. Discuss each one.

5. Ask the children to draw a picture or write a letter to Kelly Bear entitled "Ways I Keep Myself Safe."


 Safety Song 	
I want to be secure and safe. Secure and safe Secure and safe I want to be secure and safe, That's why I follow the rules.	I never play with matches or knives. Matches or knives Matches or knives I never play with matches or knives, They aren't safe for kids to use.
I never say I'm alone on the phone. Alone on the phone Alone on the phone I never say I'm alone on the phone, That's how I handle a call.	If a friend plays games that are not safe, That are not safe That are not safe If a friend plays games that are not safe, I'll quit and tell an adult.
I always keep the doors all locked. The doors all locked The doors all locked I always keep the doors all locked, That's how I stay safe at home.	I always play where I say I'll be. Where I say I'll be Where I say I'll be I always play where I say I'll be, Then my parent knows where I am.
I stay away from things that are hot. Things that are hot Things that are hot I stay away from things that are hot, That's why I never get burned.	I will follow my parent's rules. My parent's rules My parent's rules I will follow my parent's rules, That's how I keep myself safe.




Always Use Your Head



<p>Always use your head Always use your head Remember to think carefully Always use your head.</p> <p>Make sure that you are safe Make sure that you are safe Remember to think carefully Make sure that you are safe.</p> <p>Don't let yourself be fooled Don't let yourself be fooled Remember to think carefully Don't let yourself be fooled.</p>	<p>Think for yourself, instead Think for yourself, instead Remember to think carefully Think for yourself, instead.</p> <p>Say "no" if you're unsure Say "no" if you're unsure Remember to think carefully Say "no" if you're unsure.</p> <p>Choose something safe to do Choose something safe to do Remember to think carefully Choose something safe to do.</p>
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Stop, Think, Ask



<p>Stop, think, ask, is it safe? Stop, think, ask, is it safe? Stop, think, ask, is it safe? Always make a smart choice.</p> <p>Hum first three lines (Matches) Always make a smart choice.</p> <p>Repeat song faster Hum first three lines (Medicine) Always make a smart choice.</p> <p>Repeat song slower Hum first three lines (Cigarettes) All ways make a smart choice.</p>	<p>Repeat song higher Hum first three lines (Beer) Always make a smart choice.</p> <p>Repeat song lower Hum first three lines (Knife) Always make a smart choice.</p> <p>Repeat song softer Hum first three lines (Gun) Always make a smart choice.</p> <p>Repeat song louder</p>
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Video 7:
 Objectives:

Kelly Bear Teaches About Secret Touching



1. To learn the difference between good touch, bad touch and secret touch
 2. To learn methods adults may use to deceive children
 3. To learn how to be assertive
 4. To understand that a secret touch is not the child's fault
 5. To strengthen children's resolve to tell about a secret touch
- (See "Guidelines for dealing with a child who has been secretly touched.")

Discussion Questions:

1. What is a good touch? Bad touch? Secret touch?
2. When is it okay for an adult to touch a child's private body parts?
3. What are some ways bigger persons try to trick children?
4. What can children say and do if a bigger person tries to touch their private body parts in a secret way?
5. Are children to blame if a bigger person touches them in a secret way? Explain.

Activities:

1. Make a list of times when it is okay for a child to say "no" to a bigger person. For example: someone tries to grab a child's private body parts; someone tries to play a secret game; someone tickles a child in an aggressive way; someone punches a child.
2. Have the children take turns role playing assertive behavior. Pretend to be a stranger and ask a child to come with you. Examples: to find a lost cat or ball, to take the child's picture for television, to play video games, to get some ice cream, a toy or money. Clap for each child who is assertive.
3. Use a large and small puppet to act out assertive behavior. Example: The larger puppet (leader) might say, "I want to kiss you." The smaller puppet (child) might respond, "I don't want to be kissed! Leave me alone!" Or, the larger puppet might say, "Your mom sent me to pick you up," and the smaller puppet might respond, "What is the code word?" When there is no answer, the puppet runs away. You may want to use the "concession line," "mall," or "baby sitter" examples shown in the video. After each appropriate interaction, clap to reinforce the child's response.
4. Make a list of people the children could talk to if they were secretly touched. Discuss which adult they would tell first and why. Reinforce the idea that children need to keep telling until they get help.
5. Draw a picture or write a letter to Kelly Bear about "secret touching."

 Looking In The Mirror 	
Looking in the mirror And what do I see. A smiling face Looking back at me.	I can climb a tree Or sing a song. My legs are fast And my arms are strong.
I am very special There's only one of me. I am unique And glad as I can be.	I can read a book Or ride a bike. I can swim and dance I can do things I like.
I like my hair and eyes My teeth, my nose. I like my height My feet and toes.	Looking in the mirror And what do I see. A smiling face Looking back at me.
I use my ears to hear My eyes to see. My mouth to speak It's exciting to be me.	



Secret Touch



Kelly Bear - "Your swimming suit covers your 'private body parts.' If someone secretly touches you or tricks you into touching them, what should you do?"

Tell them "No," Tell them "No,"
Tell them "No, leave me alone."
Tell them "No," Tell them "No,"
Tell them "No, leave me alone."

Get away, get away
Get away, really fast.
Get away, get away
Get away, really fast.

Tell your parent or a grown-up
Because they need to know.
Tell your parent or a grown-up
Because they need to know.

Kelly Bear - "What if you have already been secretly touched?"

You are not to blame,
You are not to blame,
It was the bigger person's fault.
You are not to blame,
You are not to blame,
It was the bigger person's fault.

Tell your parent or a grown-up
Because they need to know.
Tell your parent or a grown-up
Because they need to know.

Kelly Bear - "What if your friend tells you about being secretly touched? What should you do?"

Tell your friend, tell your friend,
It was not your fault.
Tell your friend, tell your friend,
It was not your fault.

You did nothing wrong.
You did nothing wrong
The bigger person is to blame.
You did nothing wrong,
You did nothing wrong
The bigger person is to blame.

Kelly Bear - "So, what should you **always** do about secret touching?"

Tell your parent or a grown-up,
Because they need to know.
Tell your parent or a grown-up,
Because they need to know.



Don't Be Afraid



Children need to communicate
So we can grow to be first-rate.
We need to feel protected, too
Every day, the whole year through.

Boy	"If you feel afraid, not safe."
All children	"Tell someone!"
Girl	"If a person is hurting you."
All children	"Tell someone!"
Boy	"If someone is threatening you."
All children	"Tell someone!"
Girl	"If you've had a secret touch."
All children	"Tell someone!"
Girl	"If you feel all 'yucky' inside."
All children	"Tell someone!"

Don't be afraid to trust and tell
Adults can keep you safe and well.
If you're scared, just take a chance
And TELL SOMEONE!

Guidelines for dealing with a child who has been secretly touched:

1. Remain calm and try not to show emotions in front of the child.
2. Provide an opportunity for the child to speak privately with you or a counselor.
3. Show acceptance and caring. Remember that children rarely lie about sexual abuse.
4. Do not prompt the child, but listen carefully, making mental or written notes as the child talks.
5. Commend the child for telling what happened.
6. Reassure the child that what happened was not his or her fault. For example you could say, "This was hard to talk about, but I'm glad you told me. I'm sorry this happened, but remember, it was not your fault."
7. Prepare the child for what will happen next. For example you could say, "A person may come to talk to you. That person's job is to keep children safe. You must answer that person's questions truthfully. Can you do that?"
8. Follow your state's standard reporting procedures.
9. Treat the child normally.
10. Do not discuss the report with others who are not professionally involved.

Materials available which enhance the Kelly Bear Life Skills Education Video Series:

1. **Kelly Bear Feelings, Kelly Bear Behavior, and Kelly Bear Health** are interactive books which provide adults with the words that encourage children to talk about their feelings, behaviors, and bodies. Segments are shown in Videos 1, 3 and 5.
2. **Kelly Bear's Fun, Character Building Songs**, a thirty-eight minute audio cassette of seventeen songs by The Learning Station, includes all of the songs sung in the first five videos, plus six others.
3. The 12" **Kelly Bear Puppet** is shown in the classroom settings.
4. Included in the **Kelly Bear Poster Series** are STFA, Steps to Solving Problems, Kelly Bear Sign, songs, a drug awareness poster, and five pictures featuring Kelly Bear. Some of the posters are shown in Videos 2 and 4.
5. **Kelly Bear Activities** is a book of thirty reproducible activities to reinforce the concept of the **Kelly Bear Feelings, Behavior, and Health** books. It includes detailed leader directions for each activity.
6. **Kelly Bear Drug Awareness** is a book of fifteen reproducible activities with detailed leader directions for each activity. Drug awareness lessons, five role plays, and "WAYS TO SAY NO" are included.
7. **The Drug Awareness Prevention Program** is an eight-session curriculum for children ages five to nine. It includes a poster series, five books, a puppet, an audio cassette of songs, a Leader's Guide, pre/post tests and much more.

For further information about any of the materials in the Kelly Bear Character Education and Drug Prevention Program, call The Bureau for At-Risk Youth at 1-800-99-YOUTH or visit the Bureau For At-Risk Youth website at www.at-risk.com. If you have any questions about Kelly Bear resources, visit the "Contact Us" section of the Kelly Bear website at www.kellybear.com.

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