

Teacher's Guide:
I'm a Great Little Kid! series
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Guide by BOOST and Kathryn Cole

Introduction to the Series

The *I'm a Great Little Kid!* series is designed for Grades 1 to 3.

Child abuse, bullying, and other forms of interpersonal violence are recognized as pervasive social problems and continue to be of serious concern despite prevention efforts. Most school-based prevention programs focus on teaching children prevention skills that presume children are confident and secure enough to say “no” to anyone who is victimizing them. These programs also assume that children can seek help from someone else when an adult that they know and trust has been abusive. Expectations such as these are unrealistic for most children, especially when they are very young.

The dynamics of child abuse suggest that children who are targeted are often chosen for the very qualities that prevent them from saying “no” or from telling someone about the abuse. Vulnerable children with low self-esteem, poor communication skills, and a lack of understanding about how and where to get help are at greater risk for abuse. The purpose of the *I'm a Great Little Kid!* series is to lessen children’s vulnerability to abusive situations. This can be accomplished in children by building their self-esteem, developing their communication and decision-making skills, and fostering a developmentally appropriate understanding of healthy relationships and respect for others.

The *I'm a Great Little Kid!* series consists of six modules on different themes: self-esteem, communication, touch, getting help, making choices, and friendship. These themes have been identified as especially important for the prevention of child abuse. More confident children who know how to express themselves and access help when they need it are far less likely to be targets.

Note: It is advantageous, though not absolutely necessary*, to cover the modules in sequence because each strength leads to the next one: A child with good self-esteem finds it easier to communicate thoughts, worries, and concerns. A child who communicates effectively is better able to tell a trusted adult about unwanted touch. A child who is aware of and identifies unwanted feelings is better equipped to seek help. A child who gets help can think things through and make good choices, which leads to healthy relationships when choosing, and being, a friend.

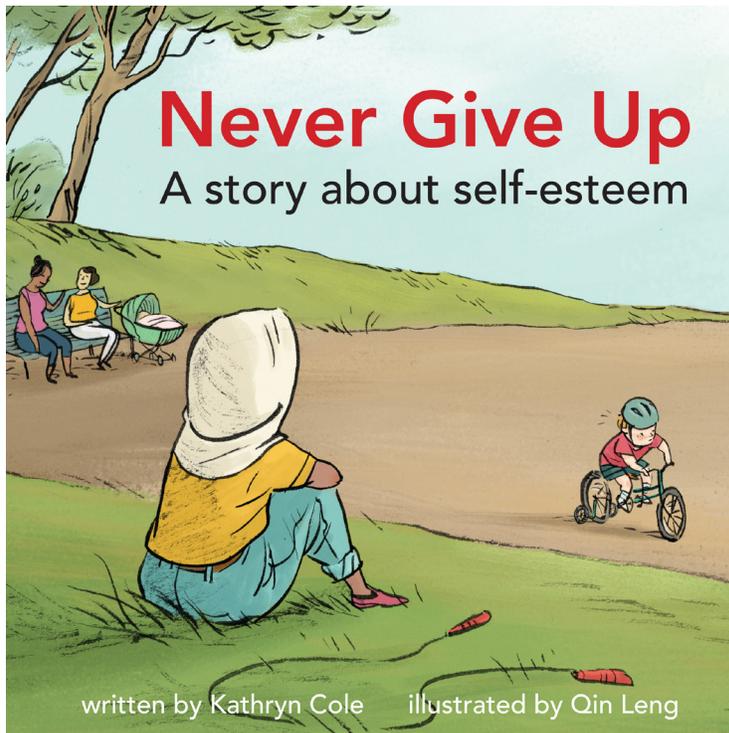
**There may be times in the classroom when a situation crops up and the facilitator skips to the story that best deals with the situation and subject.*

Note to Facilitator: Duty to Report

The facilitator has a legal obligation to report suspicions of child abuse (physical, sexual, emotional) and/or or neglect to a child protection agency. In the case of Ontario, the Children’s Aid Society (CAS) is the contact agency. Please review and be familiar with the information provided around disclosure and the reporting process.
<http://www.oacas.org/childrens-aid-child-protection/duty-to-report/>

ISBN Numbers

- *Fifteen Dollars and Thirty-five Cents: A story about choices* ISBN: 9781927583821
- *Never Give Up: A story about self-esteem* ISBN: 9781927583609
- *Reptile Flu: A story about communication* ISBN: 9781927583616
- *Sign Up Here: A story about friendship* ISBN: 9781927583906
- *A Tattle-tell Tale: A story about getting help* ISBN: 9781927583920
- *That Uh-oh Feeling: A story about touch* ISBN: 9781927583913



Module 1: Self-Esteem

Book Title: *Never Give Up: A story about self-esteem*

Self-esteem is a fundamental component of healthy development and can be generally defined as one's overall sense of self-worth or how good one feels about oneself. When children participate in activities that build on their strengths, it helps them develop confidence and appreciation for their abilities. When children overcome challenges by believing in themselves and when they feel they have the support of others, this can increase their positive sense of self and promote resilience in the face of adversities.

- ★ Read the story aloud to the class.

Big Messages:

- Positive self-esteem is a fundamental component of a healthy self-concept.
- Self-esteem refers to how good one feels about oneself and is an indicator of overall self-worth.

- Self-esteem is malleable and can be boosted when children are validated for their strengths and supported through their efforts to overcome challenges. (What to say to kids: “**Never give up!**”)

Discussion Questions

Note: Example answers and/or hints for teachers are provided in italics with each question. This is to ensure that key messages are covered for this theme.

1. * What do you think self-esteem is?
 - *It’s how we think and feel about ourselves.*
 - *Self-esteem can be high or low depending on how we feel about ourselves.*
2. How does Shaun use his self-esteem to persist in the challenge of riding his bike?
 - *He uses positive self-talk—telling himself not to give up—and keeps trying despite what others say.*
3. When the other kids tease Shaun, how do you think he feels?
 - *Shaun feels bad, hurt, etc.*
4. How does Shaun use self-esteem to help himself in this situation?
 - *Shaun ignores the kids laughing at him and keeps trying over and over without giving up.*
5. Do you think Nadia has high or low self-esteem?
 - *High, because she doesn’t give up and seeks help for her worries.*
6. What does Nadia do in the story to boost her self-esteem?
 - *Nadia talks to a supportive individual about her worries and takes initiative to get help for her friend.*
 - *She challenges herself to get better at skipping rope.*
7. How can helping others boost our self-esteem?
 - *Helping others makes us feel good about ourselves.*
8. How can we use our self-esteem when dealing with challenges?
 - *We can use it to remind ourselves to keep trying and not give up.*
9. How do we feel about ourselves when we overcome challenges?
 - *Give children an opportunity to share some personal examples.*

***Note:** Question 1 can be asked before the Read Aloud to provide a framework for the theme of self-esteem and to help direct children’s attention to this concept. If there is time, you may want to return to this question after the story and/or discussion to get a sense of whether or not children’s thinking about self-esteem has changed.

<p>Activity: Self-Esteem Poster Suggested Grade/Age Range: Grades 1-3 (ages 6-9)</p>		
<p>Activity Objective: the goal of the poster is to help children become aware of different factors that boost their self-esteem (e.g., positive self-talk, perseverance in overcoming challenges, strengths, etc.). Each child will present their poster after completion.</p>		
<p>Links to Ontario Curriculum: LSE = Overall Living Skills Expectations OE = Overall Expectations SE = Specific Expectations</p>		
<p>Physical Health and Education (Healthy Living Strand): Grades 1-3: <input type="checkbox"/> LSE: 1:1; OE: C1</p>	<p>Language: Grades 1–3: <input type="checkbox"/> Oral Communication <input checked="" type="checkbox"/> OE: 1–3; SE: 1.2, 2.1–2.6 <input type="checkbox"/> Writing <input checked="" type="checkbox"/> OE: 1–3; SE: 2.1–2.4, 2.7 and 2.8, 3.1–3.8 <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> OE: 3; SE: 3.1–3.4</p>	<p>Social Studies: Grade 1: <input type="checkbox"/> OE: A2; SE: A2.2, A2.6 Grade 2: <input type="checkbox"/> OE: A2 Grade 3: See Key Points</p>
<p>Materials Required:</p> <ul style="list-style-type: none"> ■ Paper (suggestion: bristol board, 11x17 legal-sized paper—the size of the paper will depend on the amount of time children have to work on their posters) ■ Markers, pencil crayons, crayons, paints ■ Pencils and erasers <p>Prep Time: 10–15 minutes</p> <ul style="list-style-type: none"> ■ Gather all materials to distribute. <p>Task Time: 50—60 minutes</p> <ul style="list-style-type: none"> ■ Time can be adjusted depending on whether or not children have more than one work period to complete the poster and to present. ■ The suggested presentation time is 25-30 minutes 		

Opening Discussion:

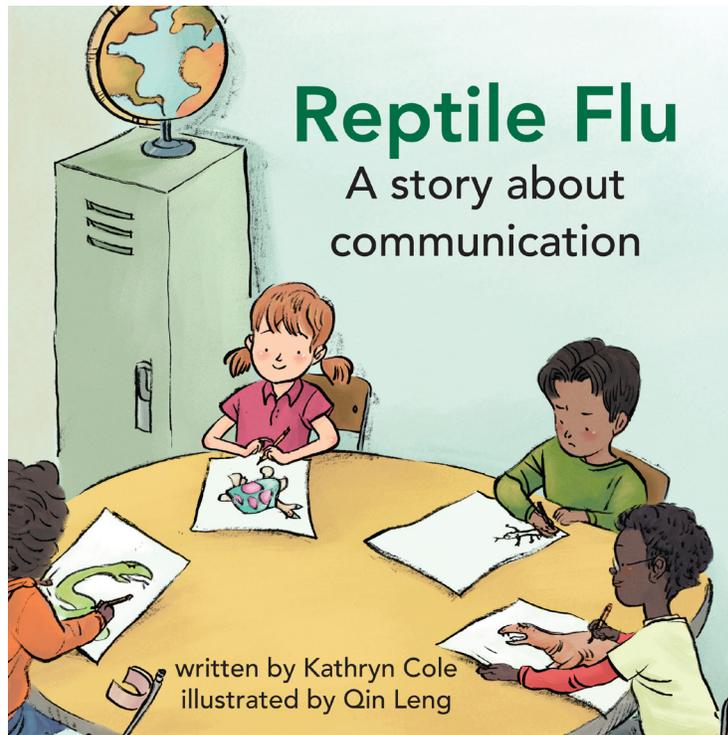
1. Explain to the class that they will be making a poster to help boost their self-esteem.
2. Review the concept of self-esteem and why it is important by going through the Big Messages.

Activity Description:

3. Have children give an example of each:
 - ✓ **Positive Self-Talk:** Instruct children to write down 2–3 positive messages they can say to encourage themselves.
 - ✓ **A Challenge I Overcame:** Instruct children to write down and/or draw pictures of at least one challenge they overcame and how they did so (this could also include a challenge they are still working on).
 - ✓ **What Makes Me Feel Good About Me:** Instruct children to write down and/or draw pictures of 2–3 things that they do or qualities they have that make them feel good about themselves.
 - ✓ **My Strengths and Accomplishments:** Instruct children to write down and/or draw pictures of 2–3 of their strengths or accomplishments (this can include something that is in progress).
4. Distribute materials and give children time to illustrate their favourite example.

Wrap-Up Discussion/Presentations:

5. Gather the children as a whole class or assign them to small groups of 4–5 individuals so that each individual has a turn to present their poster.



Module 2: Communicating Effectively

Book Title: *Reptile Flu: A story about communication*

Communication is the process of sending and receiving verbal and non-verbal messages. It involves paying attention to feelings and recognizing that everyone has the right to express themselves without infringing on the rights of others. Children increase their skill and confidence as communicators when they receive the support they need to talk about what is important to them. They also need to be taught effective communication strategies to support them in the process of getting help from trusted adults.

- ★ Read the story aloud to the class.

Big Messages:

- Communication can be both verbal and non-verbal.
- We all communicate using verbal and non-verbal cues, and it is important to pay attention to the different ways people communicate.

- Clear communication is necessary to ensure needs are met and help is received. (What to say to kids: “**Say what it is that you need or want.**” “**If you have something important to say, make sure the other person is listening.**”)

Discussion Questions

Note: Example answers and/or hints for teachers are provided in italics with each question. This is to ensure that key messages are covered for this theme.

1. What is Kamal worried about in the story?
 - *Kamal does not want to go to the reptile show because he is scared of reptiles.*
2. Does Kamal try to tell anyone about his problem? Is it a good choice to tell?
 - *Yes, he tried to tell someone, and it is a good choice to tell so he can get the help he needs with his worry.*
3. Kamal tries to tell his teacher, parents, and sister what he is worried about. Does he succeed? Why or why not?
 - *Kamal tries to tell his mom indirectly, but she did not know what he really meant. (You may want to explain what “indirect telling” means.)*
 - *Kamal tries to tell his dad and sister directly, but they were not paying attention. (You may want to explain what “direct telling” means.)*
4. Even though Kamal doesn’t seem to succeed in telling at first, does he give up?
 - *No, Kamal does not give up and keeps trying to tell.*
5. Why is it important to keep telling even if you did not receive help before?
 - *Sometimes adults may not understand what you are asking for or may think they helped when they didn’t.*
 - *Keep telling until you get the help you need.*
6. How does Kamal indirectly communicate this through his words and body language?
 - *Show children the pictures of Kamal trying to talk to his teacher, parents, and sister— what does his body language look like? Introduce the concepts of verbal and non-verbal communication and how we use both to express ourselves.*
 - *Explain to children what words like “indirectly” and “body language” mean, if these are new terms.*

7. In the end, does Kamal clearly communicate what he wants to say? How does he say it?
 - *Yes, Kamal says it directly, loudly, and clearly.*
 - *Kamal says, “Listen to me! I have something important to say. I am terrified of reptiles. I don’t want to touch them or hold them or be anywhere near them. And I really, REALLY, REALLY don’t want to go to the reptile show!”*

8. What does his body language look like when he finally says what he wants to say?
 - *Kamal firmly stands his ground and clearly says what he wants to say (you can show the picture on p. 11).*

9. When we communicate, how can we tell if someone is really listening to us? How can we check? (You can choose a student to demonstrate what this might look like.)
 - *They are paying attention to us, they are making eye contact, they are nodding along, etc.*
 - *We can check if they are listening by asking if they are listening and if they understand what we are trying to say.*

10. In the end, Kamal seems to have agreed with his mom that the reptile show was a “precious memory.” Does this mean Kamal was wrong about being afraid of reptiles?*

***Note:** Make sure to discuss Question 10 as it is important that children recognize that it is okay even if they do not overcome their fears or worries right away, as long as they talk to a trusted adult about them. Tie this back to the self-esteem message of “never giving up”: Even if they talk to an adult who can’t help them, they need to keep telling others until they get the help they need.

Activity 1: Telephone Game
Suggested Grade/Age Range: Grades 1–3 (ages 6–9)

Activity Objective: The goal of this activity is to help children recognize the importance of both verbal and non-verbal communication and how we use both when we try to express ourselves. Factors that facilitate good communication and asking for clarity will be discussed as part of the activity.

Links to Ontario Curriculum:

LSE = Overall Living Skills Expectations OE = Overall Expectations SE = Specific Expectations

**Physical Health and Education
(Healthy Living Strand):**

Grades 1–3:

- ▣ LSE: 1.3

Grade 2:

- ▣ SE: C3.1

Grade 3:

- ▣ SE: C1.3

Language:

Grades 1–3:

- ▣ Oral Communication
 - ✓ OE: 1–3; SE: 1.2, 2.1–2.6

Materials Required: None.

Activity Description:

1. Gather the whole class together in a circle formation. Explain the Telephone Game: The goal is to pass a message successfully all the way around the circle. Review the instructions and make sure everyone understands how to play the game.
2. For the first round, do not give any cues on how to effectively pass the message, except for ensuring that children understand the rules of the game.
3. The facilitator will always start each round. Say a message to the child next to you and have the child whisper this to the next child and so on until the message reaches the individual on the other side of the facilitator. Have that individual say the message out loud.
 - ✓ Ensure the messages chosen are only one sentence long; the content can vary depending on what is relevant for each particular class.
4. After the first round, have a discussion with the class about whether or not the message was passed on successfully. It is likely that the children may have experienced some barriers along the way (e.g., someone saying it too loudly or too softly so others claim they heard it or cannot hear it, etc.).
5. Give children an opportunity to discuss barriers encountered and ask them what they could do during the next round to ensure the message gets passed around successfully (e.g., saying each word slowly and clearly, making eye contact with the individual you are communicating with afterwards to check for understanding, saying the message more than once if needed, asking respectfully for the message to be repeated, etc.).

6. Play another round or two of the game and have a mini discussion about what worked and what did not work each round and what could be done to facilitate better communication.
 - ✓ Have children provide some examples of effective verbal and non-verbal cues for good communication (e.g., eye contact, volume of voice, speaking clearly, etc.).

Wrap-up Discussion:

7. At the end of three rounds or so, have an overall discussion with the children about what factors helped to improve communication. Write these down on the board or on chart paper.
8. Make sure to mention that when trying to communicate something, it is actually important not to have others pass on your message, because that may change the meaning of it. It is important to communicate directly with the person you want to speak with.
9. Make sure to emphasize that when communicating, we need to clearly say and show what we need. We also have to make sure the other person is listening.
10. Emphasize that as the listener, we need to respectfully pay attention to both what is being said and the non-verbal cues that are given. We can always ask for clarification if we did not understand the first time.

Additional Comments:

- Children may become frustrated when encountering a variety of barriers during the game. Have a discussion with them in the beginning about respectful behaviour and review classroom rules/agreements as needed.
- Sometimes the messages may be intentionally changed by individuals during the game. Use this as a teaching moment to discuss how this may happen when we try to communicate something important in real life. Emphasize the importance of respecting one another throughout the entire game-playing process and of respecting the right of the whole class to play this game by following the rules of the game.
- Allow the children to play and have fun, especially with (appropriately) humorous messages or when messages do become unintentionally mixed up. At the same time, emphasize how messages can be miscommunicated in real life and use this as an opportunity to discuss the importance of clearly saying what one needs when communicating.

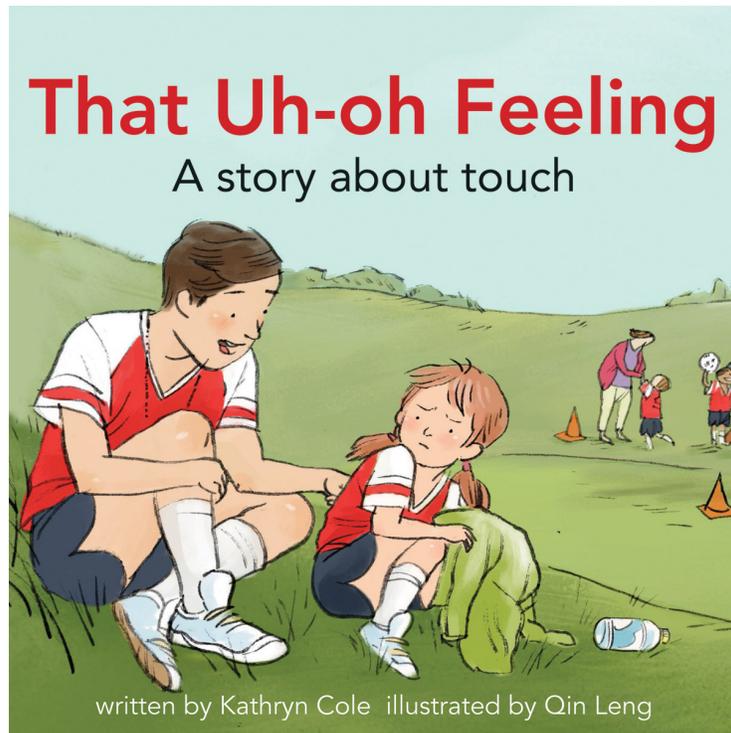
Activity 2: Feelings Charades
Suggested Grade/Age Range: Grades 1–3 (ages 6–9)
Activity Objective: The goal of this activity is to introduce children to the important role that non-verbal cues play in communication. Each individual displays unique non-verbal cues while communicating. It is important to be respectful of these differences and to ask for clarification when needed to ensure communication is clear and effective. This activity is also designed to help children access how different feelings may feel in their bodies and to raise their awareness of the connection between emotions and the body.
Links to Ontario Curriculum: LSE = Overall Living Skills Expectations OE = Overall Expectations SE = Specific Expectations
Physical Health and Education (Healthy Living Strand): Grades 1–3: <ul style="list-style-type: none"> ▣ LSE: 1.3
Materials Required: none.
Prep Time: 5 minutes <ul style="list-style-type: none"> ▣ Come up with words for 4–5 emotions that children can work with during the activity (happy, sad, sleepy, frustrated, excited, worried, afraid, etc.). Task Time: 20–30 minutes <ul style="list-style-type: none"> ▣ Ensure there is time at the end for a short discussion about non-verbal communication.
Activity Description: <ol style="list-style-type: none"> 1. Gather the whole class and tell them that they will be playing a game called Feelings Charades. 2. Choose three children to come up to the front and whisper the first emotion word into their ears. Check in to make sure they understand the meaning of the word and have them whisper it back to you. 3. Have the children express this emotion and have the class guess what it is. At the end, the word can be written on the board or chart paper. This can also be added to a word wall if applicable. 4. After taking up the answer, have the whole class (silently) act out the emotion word in their own ways. Afterwards, ask them where they feel the emotion in their bodies (e.g., my heart beats faster when I feel excited or surprised, etc.). 5. Continue the activity for 2–3 rounds and have a different group of students come up each time. Write down the word each time and have the whole class silently act it out afterwards.

Wrap-Up Discussion:

6. After the last round, engage the children in a discussion about different forms of non-verbal communication (e.g., facial expressions, body language). Make sure to point out how each student may have shown the same emotion in different ways, which speaks to the uniqueness of individual non-verbal cues.
7. Emphasize the importance of respecting and accepting these differences. Also emphasize that when we do not know what another person is trying to communicate both verbally and non-verbally, we can ask for clarification.

Additional Comments:

- The facilitator is encouraged to present a variety of emotion words (e.g., excited, surprised, frustrated, etc.) so that children can explore more mindfully how they express these using their facial expressions and body language. At the same time, it is important to keep developmental appropriateness in mind and to check in with children (especially the younger ones) to ensure they understand the emotion word.
- As needed, have a discussion around respectful classroom behaviour before the activity to ensure each individual feels safe and comfortable acting out the emotion in front of their peers.



Module 3: Touch

Book Title: *That Uh-oh Feeling: A story about touch*

Healthy touch is an integral part of human life. Through touch, we express our love, affection, and concern for others. Although touch is necessary in maintaining healthy relationships and often has great therapeutic value, it can also be confusing and send mixed messages. For example, parents may tell a child to kiss someone good night when they do not want to, or a child may be spanked as punishment for hitting a sibling. Children need support to help them be in tune with their feelings around touch. Messages need to be emphasized that only children themselves get to decide how a touch makes them feel and that all touch can be talked about. Children who know they have a right to question how they have been touched gain valuable child-abuse-prevention skills.

- ★ Read the story aloud to the class.

Big Messages:

- There are no secrets about touch, and we should never keep a secret about touch, regardless of who asks us to. (What to say to kids: “**There are no secrets about touch!**”)
- All touch can be talked about—along the whole continuum of physical touch. (What to say to kids: “**All touch can be talked about.**”)
- A child’s “uh-oh” feeling is their body telling them to talk to an adult. (What to say to kids: “**Pay attention to your ‘uh-oh’ feeling because it can protect you.**”)
- Every individual gets to decide how a touch makes them feel.
- Every individual needs to ask for and/or give consent when engaging in touch.

***Note:** The facilitator has a legal obligation to report suspicions of child abuse to a child protection agency (in the case of Ontario, the Children’s Aid Society/CAS). Be familiar with your school’s policies on how to respond to disclosures of abuse.

Discussion Questions

1. What kinds of touches do you like?
 - Hugs from loved ones, etc.
 - Holding hands with a friend.
2. What kinds of touches do you not like?
 - Being pushed, kicked, etc.
 - Being touched by someone I don’t know well.
3. Who gets to decide how a touch makes you feel?
 - Only you get to decide how a touch makes you feel.
 - Give some examples: Some people like to be hugged and some do not. We have to respect how each person feels about a touch. Just because we like to hug or receive hugs does not mean that everyone does.
4. What does Claire’s coach do that gives her a “weird feeling” or makes her feel uncomfortable?
 - The coach calls her pretty.
 - The coach tickles her.

5. How does Claire feel about the coach touching her?
 - It makes Claire feel uncomfortable and she gets an “uh-oh” feeling. (Describe the “uh-oh” feeling or gut feeling we get when we don’t feel good about something that is happening to us.)
6. What might an uncomfortable or “uh-oh” feeling be like in your body?
 - Have children describe where and how they feel the uh-oh feeling in their bodies.
 - Be open to diverse responses from individuals.
7. Why does Claire’s coach ask her to keep the touch a secret?
 - He might be worried about getting into trouble because he knows he is doing something wrong.
8. What if Claire is scared or worried about telling someone? Is it Claire’s fault if the touch problem does not go away?
 - No, even if Claire did not know how to speak up about what happened, it is not her fault. The coach—not Claire—is the one who is doing something wrong.
 - It is never too late to get help from a trusted adult, and Claire can always ask for help, even if she did not do so right away.
9. What does Claire do about her uncomfortable feelings around the touch?
 - She tells her friends, her sister, and her mom.
10. Does Claire keep telling or does she give up?
 - Claire keeps telling and does not give up until she gets the help she needs.
 - Emphasize the importance of trusting your own feelings and continuing to communicate clearly until you receive the help you need.
11. What could Claire’s friends have done to help her?
 - They could tell a trusted adult to help Claire.
12. If someone asks you to keep a secret about a touch, what should you do?
 - Get help from a trusted adult right away.
13. How does Claire’s mom respond to Claire’s request for help?
 - She is supportive and tells Claire she is glad that she told her.
14. If the person you tell does not help you, what should you do?
 - Choose another adult to tell and keep doing so until you get the help you need.
15. If you keep a secret about a touch, will the touching problem get bigger or smaller?
 - It will probably get bigger because you won’t be getting help if it is kept secret.

Activity: Feelings in My Body		
Suggested Age/Grade Range: Grades 1-3 (ages 6-9)		
Activity Objective: The goal of this activity is to help children recognize that their bodies belong only to themselves, that they have a right to personal boundaries, and that they are the only ones who can decide how they want to be touched and how a touch makes them feel. This activity presents an opportunity for children to connect feelings to physical sensations in the body to help them better establish the mind-body connection.		
Links to Ontario Curriculum: LSE = Overall Living Skills Expectations OE = Overall Expectations SE = Specific Expectations		
Physical Health and Education (Healthy Living Strand): Grades 1-3 LSE: 1.3 Grades 1-2: SE: C2.3	Language: Grades 1-3 Oral Communication OE: 1,2; SE: 1.2, 2.1-2.6	Arts: Grade 1 SE: D1.1 Grades 1-3: D2.1
Materials Required: Mural paper (Enough sheets for each child to trace his/her whole body) Markers, pencil crayons, crayons Pencils, erasers		
Prep Time: 10-15 minutes Gather all the materials needed for the activity—one sheet of mural paper for each child, long enough for a body tracing.		
Task Time: Two 45-minute sessions Session 1: Introduce the activity. Give the children time to work on their body tracings. Session 2: Have children briefly present their body tracings. Facilitate a class discussion about touch and feelings in the body.		

Activity Description:

Session 1:

1. Explain to the class that they will be making life-size portraits of themselves.
2. Have the children briefly pair up to trace each other's bodies onto the mural paper. Once they find a partner, hand out the mural paper to each pair.
3. Once the children have had their bodies traced, they will work individually on drawing and decorating their portraits.

Session 2:

1. Have children bring their completed body tracings and sit in a circle for the presentations and discussion. Alternatively, the completed artwork can be displayed around the classroom and be used for an art walk whereby the class can go around and look at each other's work.
2. Have each individual present their body tracing and talk about what makes it unique. They can also point out a part of their body that they really like. Once all the children have presented, point out how each portrait is so special because our bodies are uniquely ours and only belong to us and not to anyone else.
3. Have a discussion with the children about different types of touch and how each type would make them feel. Use the following as guidelines:
 - ✓ Who gets to decide how a touch makes you feel?
 - Answer: Only YOU are allowed to decide how a touch makes you feel.
 - ✓ Who can decide how to touch us?
 - Answer: Only we can decide how we want to be touched because our bodies don't belong to anyone else.
 - ✓ What if someone put their arm around you, how would that make you feel?
 - Answer: Allow a variety of answers from children to demonstrate how each individual has unique feelings about different kinds of touch, and no one else should be able to tell them how they feel.
 - ✓ What if someone touches you in a way that makes you feel uncomfortable? What can you do about it?
 - Answer: Tell an adult that you trust about it.
 - ✓ What if someone touched you and told you to keep it a secret?
 - Answer: There are no secrets around touch. Tell an adult that you trust about what happened.
4. Have the children go and get a pencil and lay out their body tracings where they can draw or write on them.
5. Tell the children that you will now discuss as a class how feelings are experienced in the body. Ask the children what it feels like in the body when they feel a certain emotion. (Have a few examples ready of both positive and negative emotions that are familiar to children.)

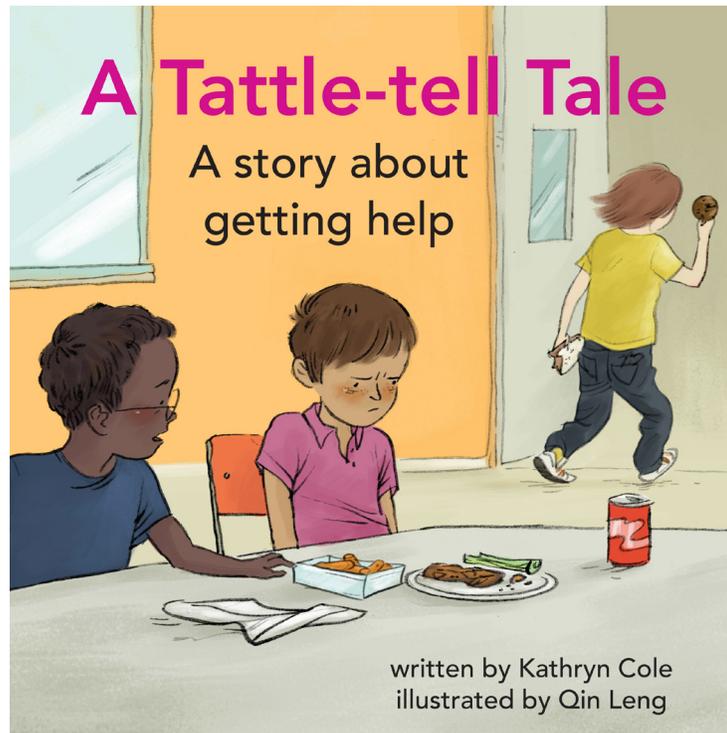
6. Have the children verbally describe this and then point out on their body tracings where they feel the sensations. They may want to mark that area or write a description on it.
 - ✓ Example: When you feel excited, what do you feel in your body? Where do you feel it?
 - Possible answers: I feel butterflies in my stomach. I feel tightness in my chest. My heart is pounding hard, etc.
7. Tell the children that when we experience different emotions, we experience different bodily sensations. It's important to trust the "uh-oh" feeling we get when any kind of touch feels uncomfortable, yucky, or scary. We need to get help from an adult we trust and tell this person what happened.

Activity Extensions:

- Show children the YouTube video clip on consent for kids and have a discussion around its content, especially about how only the individual themselves can decide how to be touched and how they feel about the touch. The clip can be found here: <https://www.youtube.com/watch?v=h3nhM9UIJc>. This wonderful video that focuses on personal boundaries was made by illustrator Rachel Brian.

Additional Comments:

- Depending on time availability, this activity can extend over more than two sessions to give children more time to decorate their body tracings and really make them unique to represent themselves.



Module 4: How to Get Help

Book Title: *A Tattle-Tell Tale: A story about getting help*

Knowing how and where to get help involves recognizing and reaching out to people who can provide support and encouragement. A support system may include many different individuals in the community such as teachers, doctors, nurses, counsellors, and police. It could also include family, friends, relatives, and neighbours. Knowing when and where to go for help is an important skill for all children to have. In the event of maltreatment, knowing how to get help is the most essential thing for children. It is important for adults who receive children's disclosures to recognize the barriers that prevent them from getting help. Children's disclosures need to be received with openness and support.

- ★ Read the story aloud to the class.

Big Messages:

- When a child has a problem or worry, it is important to get help from a trusted adult.
- Children should be encouraged to keep telling until they get the help they need. (What to say to kids: “**Keep telling until you get the help you need!**”)
- If a friend needs help, a child should be encouraged to get help from an adult. (What to say to kids: “**If a friend needs help, tell an adult.**”)

***Note:** Example answers and/or hints for teachers are provided in italics with each question. This is to ensure that key messages are covered for this theme.

Discussion Questions

1. What is Joseph having trouble with at school?
 - *His lunch is being stolen by Martin. He’s afraid to eat his lunch in the lunchroom.*
2. How does Joseph eventually get help?
 - *By telling the principal.*
3. Does Joseph tell Mr. Tate directly at first?
 - *No, he tells him indirectly by asking for the supply-room key.*
4. What could Joseph do if Mr. Tate didn’t realize something was wrong?
 - *Joseph could try to tell Mr. Tate more directly what was happening if he felt comfortable doing so.*
 - *He could try to tell another trusted adult.*
5. Why is it important to communicate clearly exactly what you want to say?
 - *It’s important so that the other person understands what you need.*
 - *It’s important to get the help you need.*
6. Does Joseph get the help he needs? How? Is this a good choice?
 - *Yes he does, by telling Mr. Tate exactly what happened.*
 - *Yes, this is a good choice because it solved his problem.*
7. Could Joseph’s friends do something to help in this situation?
 - *Yes, they could get help for Joseph from a trusted adult.*
 - *They could also encourage Joseph to get help from a trusted adult.*

8. When Joseph tells, who does he help?
- *He helps himself and other kids who may be having similar problems. He also helps Martin because he needs support from adults to figure out why he is making poor choices.*
9. Whose job is it to protect kids?
- *It is an adult's job to protect kids.*
10. Name two adults you would go to if you had a problem or worry. (Remind students that they get to decide who they would want to go to for help.)*
- *You could go to your parents or your teacher.*
 - *You might go to a trusted aunt or uncle.*
 - *You could go to a friend.*
11. Why do you think we have asked you to choose two adults to go to for help? (Mention, too, that students can choose more than two if they would like.)
- *In case one is not available or cannot/does not offer the help you need, you have a back-up plan.*
12. If the first adult you go to cannot help you, what should you do?
- *Turn to another trusted adult and ask for help again.*
 - *Keep trying and **never give up** until you get the help you need.*
13. What if the next adult chosen still cannot help you?
- *Choose someone else; keep telling until you get the help you need.*

***Note:** For Question 10, spend some time helping children identify a general list of potential trusted adults they can go to for help before asking them specifically about the two adults they would choose. This may be especially important for the younger students as it gives them a framework.

For children who cannot identify two adults, make sure to follow up with them after the session and explore who they can potentially choose as their two adults.

Activity: Tattling vs. Telling	
Suggested Grade/Age Range: Grades 2-3 (ages 7-9)	
Activity Objective: The goal of this activity is to help children distinguish the difference between tattling to get someone in trouble and telling to get help for someone.	
Links to Ontario Curriculum: LSE = Overall Living Skills Expectations OE = Overall Expectations SE = Specific Expectations	
<p>Physical Health and Education (Healthy Living Strand): Grades 2–3:</p> <ul style="list-style-type: none"> ■ LSE: 1.3, 1.4; OE: C3 <p>Grade 2:</p> <ul style="list-style-type: none"> ■ SE: C3.1 <p>Grade 3:</p> <ul style="list-style-type: none"> ■ SE: C1.3 	<p>Language: Grades 2–3:</p> <ul style="list-style-type: none"> ■ Oral Communication <ul style="list-style-type: none"> ✓ OE: 1, 2; SE: 1.2, 2.1–2.6
Materials Required: none	
<p>Prep Time: 5 minutes</p> <ul style="list-style-type: none"> ■ Review the lesson plan to become familiar with the scenarios or create some more scenarios to discuss with the class. <p>Task Time: 30 minutes</p> <ul style="list-style-type: none"> ■ Introduce the difference between telling and tattling. ■ Explore and discuss scenarios 	
<p>Opening Discussion:</p> <ol style="list-style-type: none"> 1. Tell the class that they will be discussing the difference between tattling and telling. Ask the children what they think the difference is, and have a few individuals offer answers. 2. Describe the difference between tattling and telling: A person tattles to get someone in trouble whereas a person tells to get help for someone. Make sure to point out that sometimes telling in order to get help does get another person into trouble, but the most important thing is that you get help for someone. <ul style="list-style-type: none"> ✓ Offer an example of what tattling and telling look like. 3. Explain that children will explore a few scenarios that show either tattling or telling. They can stay seated to represent “tattling” and stand up to represent “telling.” 4. Read a scenario and allow children to stand or sit to represent “tattling” or “telling,” and ask a few participants for the reasoning behind their choices. (Depending on time limits, you may choose a few of the scenarios to explore rather than going through the whole list.) <ul style="list-style-type: none"> ✓ <i>“It’s math time and the teacher asks everyone to work in their math workbooks. You see someone reading a comic book instead. If you go to your teacher about this, would that be tattling or telling?”</i> 	

- ✓ *“You see someone emptying out all the blocks even when they do not seem to need them. If you tell the teacher about this, would it be tattling or telling?”*
- ✓ *“You see some kids picking on a younger child at the playground during recess. If you go to the teacher or an adult about this, would that be tattling or telling?”*
- ✓ *Follow-up question: “What if the teacher tells you it’s not your business?” (Answer: “It’s everyone’s business to get help for someone who is being hurt!”)*
- ✓ *“Your friend reaches for a glass and accidentally knocks over a vase, spilling water on the floor. If you tell the teacher or an adult about this, would that be tattling or telling?”*
- ✓ *“You do not like the way your aunt hugs you. If you tell your parents or an adult you trust about this, would that be tattling or telling?”*
- ✓ *“You see an older kid steal something from the local corner store. If you tell an adult about this, would that be tattling or telling?”*
- ✓ *“You see your younger brother throwing his teddy bear around his room. If you tell your parents about this, would that be tattling or telling?”*

1. As a whole class, decide on whether it is tattling or telling. If the final decision is that a scenario represents tattling, ask the children to suggest another way to resolve the issue instead of tattling.

Wrap-Up Discussion:

2. Wrap up the discussion by brainstorming together steps that can be taken in certain situations that are better choices than tattling (e.g., take a little time to think through if telling on a peer is tattling or telling to get help; speak to the peer and address the issue first if it is really bothering you; if the issue is really bothering you, instead of tattling, ask for the teacher to come and act as a go-between).
3. For telling to get help, emphasize the importance of doing so in any situation where you recognize a friend may need help. Tell children that they should tell a trusted adult, and keep telling until they get the help they need.

Activity Extensions:

- Have children choose one tattling and one telling scenario and write in their journals or writer’s notebooks about what they would do in each case, as a reflection activity.
- In small groups, children can create their own tattling or telling scenarios, act them out, and then discuss them with the whole class.

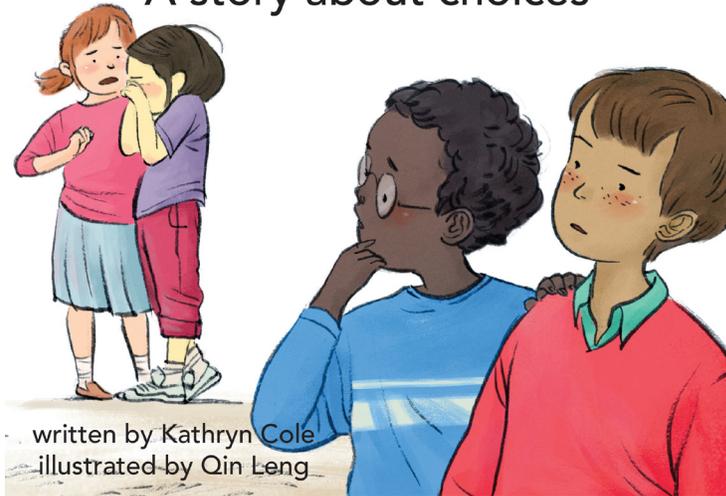
Additional Comments:

- Because tattling and getting help are common experiences in the classroom, it is important that the activity does not become one where children are shamed for engaging in tattling. Instead, the focus should be on creating more positive routines around the act of tattling to promote healthy communication between peers.
- This activity may fit well with building classroom community and routines.

Fifteen Dollars and Thirty-five Cents

A story about choices

ISBN: 9781927583821



Module 5: Making Healthy Choices

Book Title:

Fifteen Dollars and Thirty-five Cents: A story about choices

Teaching children how to make healthy choices is a crucial task to ensure that they can navigate difficult situations. Children need opportunities to practice engaging in age-appropriate decision-making. They develop confidence in their ability to make decisions when they know they can ask for help and when they are supported in the process of making difficult choices. When children are at risk for abuse and violence, they need to know that they can make the choice to get help from supportive adults.

- ★ Read the story aloud to the class.

Big Messages:

- When making a choice, it is important to take the time to think things through. (What to say to kids: “**Stop and think things through before making a choice.**”)
- Even if a poor choice is made, it can be corrected with a better choice. (What to say to kids: “**Even if you make a poor choice, you can always follow it up with a better choice.**”)
- Both positive and negative consequences can stem from the choices we make, so it is important to take the time to evaluate each choice we make.
- The choices we make can have an impact on others, and vice versa.

***Note:** The facilitator has a legal obligation to report suspicions of child abuse to a child protection agency (in the case of Ontario, the Children’s Aid Society/CAS). Please review the school policy provided around disclosure and the reporting process.

Discussion Questions

Note: Example answers and/or hints for teachers are provided in italics with each question. This is to ensure that key messages are covered for this theme.

1. What choice does Joseph make after he finds the fifteen dollars and thirty-five cents?
 - *He decides to keep the money and offers some to his friend Devon.*
2. Does this seem like a good choice or a poor choice? Why?
 - *This is a poor choice because the money does not belong to him.*
3. Before making the choice to keep the money, what might be some things Joseph should think through?
 - *This money belongs to someone else.*
 - *Whoever lost the money may be very upset.*
4. What choice does Devon struggle with throughout the story?
 - *He struggles with whether or not to tell Lin or the teacher that Joseph has the money.*
5. What are some of the things that Devon is thinking through as he struggles to make this choice?
 - *Joseph will get into trouble if people find out he kept the money.*
 - *Joseph might no longer want to be Devon’s friend.*

6. If Devon does make the choice to tell on Joseph, what are some possible positive and negative outcomes of this choice?
 - *Devon would feel good about making a good choice; Lin would be happy.*
 - *Joseph would be angry with him. Joseph could be in trouble.*

7. Does Ms. Crosby clearly communicate what she hopes for Devon to do?
 - *No, she leaves Devon a white envelope as a hint, but communicates very indirectly about what she hopes he will do with it.*

8. How can she communicate more effectively to Devon?
 - *She could have explained to Devon that since the classroom would be empty, if his friend wanted to leave the money in an envelope, no one would know who had left it.*

9. If Joseph did not know how to solve the problem, how could Devon help?
 - *Devon could encourage him to get help from Ms. Crosby.*
 - *Devon could accompany Joseph to see Ms. Crosby and to return the money.*

10. What are some difficult choices you've had to make? What were the positive and negative outcomes you had to think through, and what did you choose to do?

Note: If children have difficulty coming up with scenarios where they made difficult choices, provide them with a scenario that you can discuss as a class or in small groups.

Activity: What Should We Do?

Suggested Grade/Age Range: Grades 2-3 (ages 7-9)

Activity Objective: The goal of this activity is to have children practice the decision-making process around potentially familiar social situations and to make healthy choices.

Links to Ontario Curriculum:

LSE = Overall Living Skills Expectations OE = Overall Expectations SE = Specific Expectations

**Physical Health and Education
(Healthy Living Strand):**

Grades 2–3:

- LSE: 1.4, 1.5; OE: C2, C3

Language:

Grades 2–3:

- Oral Communication
 - ✓ OE: 1, 2; SE: 1.2, 2.1–2.6

Materials Required:

- Printed copy of scenarios to use during the discussion (see grades 2 or 3 scenario suggestions below activity description)
- Chart paper and markers for writing down responses to each scenario

Prep Time: 10 minutes

- Print out scenario descriptions.
- Gather all writing materials listed above.

Task Time: 40–45 minutes

- Describe the activity.
- Read out each scenario and have children make choices about it.

Activity Description:

Opening Discussion:

1. Remind the class that we make choices every day and that some may be easy while others may be more difficult to make.
 - ✓ Ask children to think of some examples of simple choices they have made today (e.g., what they ate for breakfast, what snack they would like to eat, what they wore to school, etc.).
 - ✓ Ask children to think of a harder choice they had to make. Explain that sometimes choices involving our friends or various other social situations may be difficult to make (e.g., resolving a conflict, choosing who to play with, getting help for oneself or one's friends, etc.).
 - ✓ Introduce the fact that every choice comes with a consequence, and give an example of this. Have children also volunteer some examples of consequences of choices.

Activity (wrap-up discussion included):

2. Tell the children that you will be reading a few scenarios (3–5) to them and that their task is to help you make a decision about what to do in each case.
3. Choose one of the scenarios from the list and read it to the children.
 - ✓ Give children 1–2 minutes to turn to a peer beside them and discuss what possible choices can be made for the scenario.
 - ✓ Allow each pair to share what some of their choices are. Write these down on chart paper.
 - ✓ For each choice, ask children to think of the consequences of that choice. Have them discuss in their pairs what these are and then share with the class. Write down their responses beside their choices.
 - ✓ Point out that different choices lead to different kinds of consequences, and that some of these may be positive while others are negative.
 - ✓ Emphasize the importance of thinking a choice through before making it. Also point out that a poor choice can always be followed by a good one. Finally, emphasize to children that when they are not sure what to do in a situation, they can always turn to an adult for help.
4. Repeat Step 3 for a few more scenarios as time permits.

Activity Extensions:

- As developmentally appropriate, children can draw or write about a difficult choice they have had to make and the consequences related to that choice in their journal or writer’s notebook

Additional Comments:

- Allow children to offer a diversity of choices in response to the scenarios and be mindful of not labelling some as “good” and others as “bad” too quickly. Instead, encourage children to think through the consequences for each choice carefully and guide them toward making healthier choices.

Grade 2 Scenarios:

Your best friend wants you to join a club, but you do not want to because some of the kids in the club are always getting into trouble.

Think of all the consequences for each choice. Try to think of one other choice and its consequences.

Choices	Consequences
1. Join the club.	
2. Don't join the club.	
3.	

You know that someone you like is being bullied but your friend asks you not to tell anyone.

Think of all the consequences for each choice. Try to think of one other choice and its consequences.

Choices	Consequences
1. Don't tell anyone.	
2. Tell your friends	
3.	

Your best friend has been playing with another student at recess and you feel left out.

Think of all the consequences for each choice. Try to think of one other choice and its consequences.

Choices	Consequences
1. You stay on your own.	
2. You find someone else to play with.	
3.	

Your friend tells you to be mean to another student.

Think of all the consequences for each choice. Try to think of one other choice and its consequences.

Choices	Consequences
1. You do what your friend asks you to do.	
2. You don't do what your friend asks you to do.	
3.	

Your friend dares you to take something out of another student's backpack.

Think of all the consequences for each choice. Try to think of one other choice and its consequences.

Choices	Consequences
1. You accept the dare and take something from the backpack.	
2. You don't take something from someone's backpack.	
3.	

A new student has arrived in the class and wants to join in games with you. Your friends don't want to play with the new student.

Think of all the consequences for each choice. Try to think of one other choice and its consequences.

Choices	Consequences
1. You play with the new student.	
2. You don't play with the new student and play with your friends.	
3.	

Grade 3 Scenarios:

Your best friend wants you to join a club, but you do not want to because some of the kids in the club are always getting into trouble.

Think of three choices you can make and all the consequences for each choice.

Choices	Consequences
1.	
2.	
3.	

You know a your friend is being bullied by a group of kids but your friend asks you not to tell anyone.

Think of three choices you can make and all the consequences for each choice.

Choices	Consequences
1.	
2.	
3.	

Your best friend has been playing with another student at recess and you feel left out.

Think of three choices you can make and all the consequences for each choice.

Choices	Consequences
1.	
2.	
3.	

Your friend tells you to be mean to another student.

Think of three choices you can make and all the consequences for each choice.

Choices	Consequences
1.	
2.	
3.	

Your friend dares you to take something out of another student's backpack.

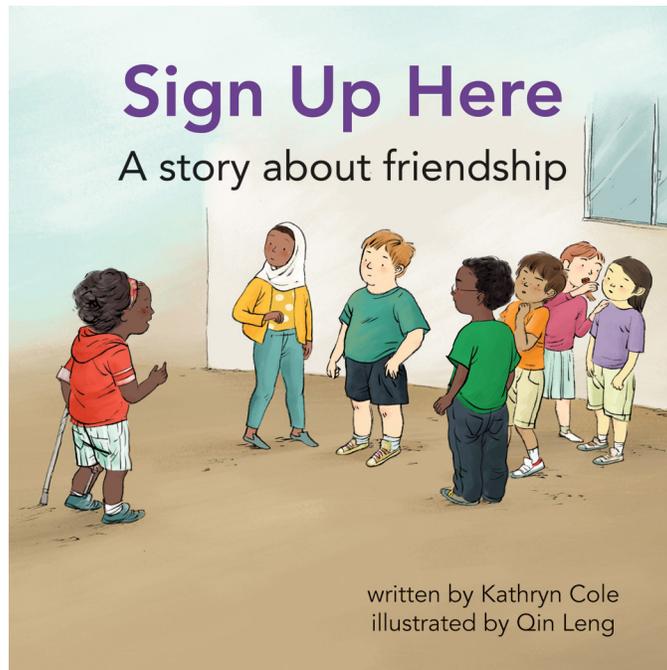
Think of three choices you can make and all the consequences for each choice.

Choices	Consequences
1.	
2.	
3.	

A new student has arrived in the class and wants to join in games with you. Your friends don't want to play with the new student.

Think of three choices you can make and all the consequences for each choice.

Choices	Consequences
1.	
2.	
3.	



Module 6: Friends

Book Title: *Sign Up Here: A story about friendship*

From infancy on, our sense of well-being and degree of healthy adjustment is interdependent with the relationships we build. How connected we feel to important people in our lives has significant implications for healthy development and personal satisfaction. Secure attachments to their caregivers give very young children a cognitive and emotional framework for relating to themselves and the world around them. By consistently nurturing their children, caregivers help them to develop competency, self-worth, and self-esteem. This framework helps children to relate well to others when their world expands from home, to playground, to school, and to adult relationships. Children with low self-esteem are easier targets for bullying and abuse. Furthermore, they can be more prone to becoming bullies and abusers themselves. This underscores the importance of bolstering social competence, healthy friendships, and the ability to seek help when needed.

- ★ Read the story aloud to the class.

Note: When discussing friends with children it is important to emphasize that what matters most is the quality, not the quantity, of their friends.

Big Messages:

- Healthy friendships are ones in which we feel we can be ourselves and be accepted and supported by our friends, and vice versa. (What to say to kids: “**Friends should make you feel good about yourself.**”)
- We should treat our friends with respect and acceptance and have them treat us the same way. (What to say to kids: “**Respect yourself, respect others.**” “**Treat others the way you want to be treated.**”)

Discussion Questions

Note: Example answers and/or hints for teachers are provided in italics with each question. This is to ensure that key messages are covered for this theme.

1. How do you think Dee-Dee feels when her classmates do not include her in any of their clubs?
 - *She might feel sad, mad, hurt, disappointed, etc.*
2. What are some better choices her friends could have made when Dee-Dee asked to join them?
 - *Lin could have talked to Claire about how Dee-Dee felt and encouraged her to accept Dee-Dee into the club.*
 - *Joseph could have talked to Kamal about playing fair and encouraged his friends to include Dee-Dee.*
3. Do you think Dee-Dee has high or low self-esteem? How can you tell?
 - *It seems high because she does not give up trying; she engages in positive self-talk (refer to first scenario where Claire makes the comment about her not being great at walking and Dee-Dee responds that she is great at trying).*
 - *It seems high because she gets help from a trusted adult.*
4. When her classmates reject her, what are some possible choices Dee-Dee could have made in responding?
 - *She could have been mean back to them.*
 - *She could have started a club that excluded others.*
 - *She could have given up, or felt angry, sad, lonely, etc.*

5. How does she choose to respond?
 - *Dee-Dee chooses to “treat others the way you would like to be treated” by reminding her peers that friends are supposed to be accepting and make you feel good about yourself.*

6. By looking at the signs Dee-Dee has made for friendship, what are some qualities she believes positive friendships should have?
 - *They should show respect, kindness, including others, etc.*

7. What do you think are important qualities in a good friend? Why?
 - *Allow for a variety of answers and reasons.*

Activity: Friendship Puzzle Posters	
Suggested Grade/Age Range: Grades 1-3 (ages 6-9)	
Activity Objective: The goal of this activity is to have children think of the different factors that make a good friend and/or lead to a healthy friendship. The process whereby each child illustrates a piece of the puzzle and then the group puts these together to form a friendship poster is symbolic of the individual effort and teamwork needed to maintain good friendships. The children will present their posters in their respective groups afterwards.	
Links to Ontario Curriculum: OE = Overall Expectations SE = Specific Expectations	
Physical Health and Education (Healthy Living Strand): Grades 1–3: ■ OE: C1–C3 Grade 1: ■ SE: C2.3 Grade 2: ■ SE: C3.1	Language: Grades 1–3: ■ Oral Communication ✓ OE: 1, 2; SE: 1.2, 2.1–2.6
Materials Required:	
■ Bristol board (one piece for each small group of 4–5 children) ■ Markers, pencil crayons, crayons ■ Pencils, erasers ■ Scissors	

Prep Time: 15 minutes.

- Gather all needed materials.
- Pre-cut bristol board into 4–5 puzzle pieces for each group.

Task Time: 40–50 minutes

- Introduce the activity.
- Allow time for children to work on their puzzle pieces.
- Allow presentation time for each small group.

Activity Description:**Opening Discussion:**

1. Start with a class discussion about friendship. Ask the children to brainstorm different characteristics that make a good friend. You may choose to write some of their comments down on the board or on chart paper so that they can reference them when making the posters.

Activity:

2. Explain that the class will be working on friendship posters in small groups of 4–5 children. Each person in the group is responsible for completing one “puzzle piece” of the poster by drawing and/or writing a description for the question, “What makes a good friend.” Once all the puzzle pieces are done, they will be put together to form one complete poster.
3. Divide children into small groups and distribute materials for them to complete the posters.
4. Tell the children that before they start, they should plan as a group how they want to complete the posters. Encourage each child to come up with a unique idea for what makes a good friend so that each poster will have four or five different items.
5. Circulate as the children work in their small groups on their individual puzzle pieces, and provide suggestions and/or feedback as needed.

Wrap-Up Discussion/Presentations:

6. Once children are finished, give them five minutes or so to rehearse presenting their posters before gathering them together as a whole class. Have each small group take turns presenting each puzzle piece in their poster.

Activity Extensions:

- Children can choose to take on a larger-scale project of completing puzzle pieces as a whole class on the theme of what qualities a good friend possesses, and this can be displayed as a mosaic in the hallway.
- As developmentally appropriate, children can write an entry in their journals or writers’ notebooks titled What Makes a Good Friend and give a personal example from their own experiences

Additional Comments:

- Be sure that the discussion covers the “Big Messages”: Friends should make you feel good about yourself, respect you, and should treat you the way they want to be treated.