

Year 3 - 8 Year Olds

Resource sheet: Key area 1: Self-awareness Focus 1: My self-esteem

Story of young Wilbur Chapman and his pig Pete

This story is about how the very first piggy bank came into being.

In 1913 a young boy called Wilbur Chapman lived in Kansas. Around that time, Kansas was mostly made up of ranches and farms. The people did not have a lot of money. They grew grain and raised pigs, chickens and cows. They didn't have guests very often—especially not guests who could talk about their travels to exciting countries like Mr Danner could. Mr Danner was a missionary. A missionary is someone who goes to other places to do charity work to help people in need.

Mr Danner spoke of the work he had done with his friends in China, Africa and India who helped men, women, boys and girls who had leprosy. He had come to Wilbur's house because he was raising money for the people who suffered from leprosy.

Leprosy is a disease that causes sores all over the body and these sores usually left horrible scars. Leprosy was quite common many years ago but not much was known about the disease in those days and people were very frightened of anyone who had leprosy. As time went on doctors and missionaries learnt more about leprosy and how to help people who had it. These days we see very few cases of the disease.

All afternoon, Mr Danner told Wilbur and his family stories of boys and girls who were forced to leave home because they had leprosy. He told them about mothers and fathers who had leprosy so badly that they couldn't work or take care of their children. He asked if they would be able to help. Wilbur's mother and father wanted to help. They said they would talk to some of their friends and see if they could raise enough money to help ten people who had leprosy.

Just before Mr Danner left Wilbur's house, he pulled three shiny silver dollars out of his pocket. "Here you go, Wilbur," he said as he flipped the coins to Wilbur. "Thanks for being such a wonderful host." When Wilbur went to bed that night he prayed that the children and people with

leprosy would be safe. Before he fell asleep, he tried to think of what he could do with the silver dollars.

What do you think he could do?

The next morning he ran downstairs and explained to his Mum and Dad that he was going to buy a pig with his silver dollars. Now you might think that's kind of an odd thing for a boy to buy, but Wilbur knew that if he took good care of the pig, fed it lots of good food and clean water it would grow big and fat and he could sell it for a lot more money—like an investment. His parents thought that was a pretty good idea, so his dad went with him to buy a small pig.

Wilbur named his pig Pete. Every morning before school and every afternoon before supper, Wilbur gave Pete a special mixture of corn and grain. Sometimes, on special days, Wilbur fed Pete an apple or scraps from the house. Pete grew fat.

In the meantime, Wilbur's mum was asking all of her friends and neighbours if they would help her raise enough money to help ten people who had leprosy. By autumn, she had raised enough money to help nine. She counted her money over and over again, as if she thought that by magic the extra money would appear.

Wilbur knew if he sold Pete, he would have enough money to add to the collection to help ten people. Wilbur couldn't believe it—the money Mr Danner had given him had multiplied into enough so that he could help one person with leprosy. Wilbur was pretty excited about his contribution. After all, he was just a kid—he still went to school.

Mr Danner and other workers in The Leprosy Mission were excited about Wilbur and how his pig was able to help someone with leprosy. They decided they would challenge kids all over America to raise money. They made banks in the shape of a pig and gave them to boys and girls from coast to coast.

These were the very first of the piggy banks that we use today.

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Resource sheet: Key area 1: Self-awareness
Focus 2: Physical and emotional health

Ouch! That hurts!

You are enjoying a game with friends and they say you can't play anymore.	You fall out of the tree you are climbing with your brother and injure your arm.
You are placed in a class at the beginning of the year and all your friends are in the class next door.	You are sick from eating too much food at a party.
You have been promised a picnic in the park and when the weekend arrives your parents say there is not enough time.	You are hit in the leg by a cricket bat.
You have nearly finished a painting when someone runs past and spills water all over it.	You have a really bad headache from watching too much TV.
You are not chosen for the part you would like in the class assembly.	You catch your thumb in the car door.
Three students in your class take your lunch every day and laugh at you.	In front of your friends, you slip over while running around the pool.

Resource sheet: Key area 1: Self-awareness
Focus 2: Physical and emotional health

Ouch! That hurts!

✓ Emotional Physical	Emotional ✓ Physical
✓ Emotional Physical	Emotional ✓ Physical
✓ Emotional Physical	Emotional ✓ Physical
✓ Emotional Physical	Emotional ✓ Physical
✓ Emotional Physical	Emotional ✓ Physical
✓ Emotional Physical	Emotional ✓ Physical

Resource sheet: Key area 1: Self-awareness

Focus 2: Physical and emotional health

I could try... cards

I could try... playing with some of my other friends.

I could try... wearing better climbing shoes.

I could try... to see it as a great chance to make some new friends as well as keeping my old friends.

I could try... to eat less next time.

I could try... suggesting that we have a picnic in our backyard instead.

I could try... to make sure I wear shin pads next time I play cricket.

I could try... putting it somewhere to dry and then seeing if there is a way to fit it.

I could try... watching less TV.

I could try... congratulating the person who got the part and telling myself that I will get a turn at the next assembly.

I could try... to take more care when getting out of the car.

I could try... talking to an adult and asking them for help.

I could try... to stop running about the pool.

Resource sheet: Key area 4: Relationship skills

Focus 1: Bullying behaviours

Is this bullying?

As he is playing chasey at recess a Year 4 boy runs past a Year 1 girl and knocks her drink bottle out of her hand. The Year 1 girl is upset but the Year 4 boy doesn't notice and keeps running.	A child in your class teases another classmate each day about his hair. This makes him feel sad and not want to come to school.
A Year 3 girl punches another Year 3 girl on the arm every time she walks past her in the classroom. The punches are hurting her and she is frightened of the other girl.	Two boys have an argument over whose turn it is to bat and they begin to fight. Both boys are equally to blame and shouldn't be fighting.
A group, who were your friends last week, stopped letting you be part of their group this week. They say nasty things about you every time you try to join in and you don't know why.	All the students in class have given the nickname 'greeny-head' to Paul, because he swims a lot and his hair is a little green. Paul hates this nickname.
A student you are working on a project with on the computer, logs on as you and sends really scary messages to other students in your class.	A friend is visiting your house and suggests you use your parent's mobile to ring people and call them rude names and then hang up.

Resource sheet: Key area 4: Relationship skills

Focus 1: Bullying behaviours

Types of bullying

Bullying is: when any of the behaviours listed below happen again and again to someone and it is hard for the person being bullied to stop this from happening. Some types of bullying include:

Exclusion

- being deliberately ignored, left out on purpose, or not allowed to join in

Physical

- being deliberately hit, kicked or pushed around

Lies or rumours

- lies or nasty stories are deliberately being told about someone to make other kids not like them

Threats

- being made afraid of getting hurt
- staring or giving someone mean looks or gestures
- forcing someone to do things they don't want to

Verbal abuse and teasing

- deliberately being made fun of and teased in a mean and hurtful way

Cyber

- deliberately being hurt online or by phone (e.g. when using a social networking site like Club Penguin)

Bullying is used by a more powerful person to cause fear, distress and/or other harm to a less powerful person who is unable to stop the bullying from happening.

Activity sheet: Key area 4: Relationship skills

Focus 2: Bullying - Keeping safe

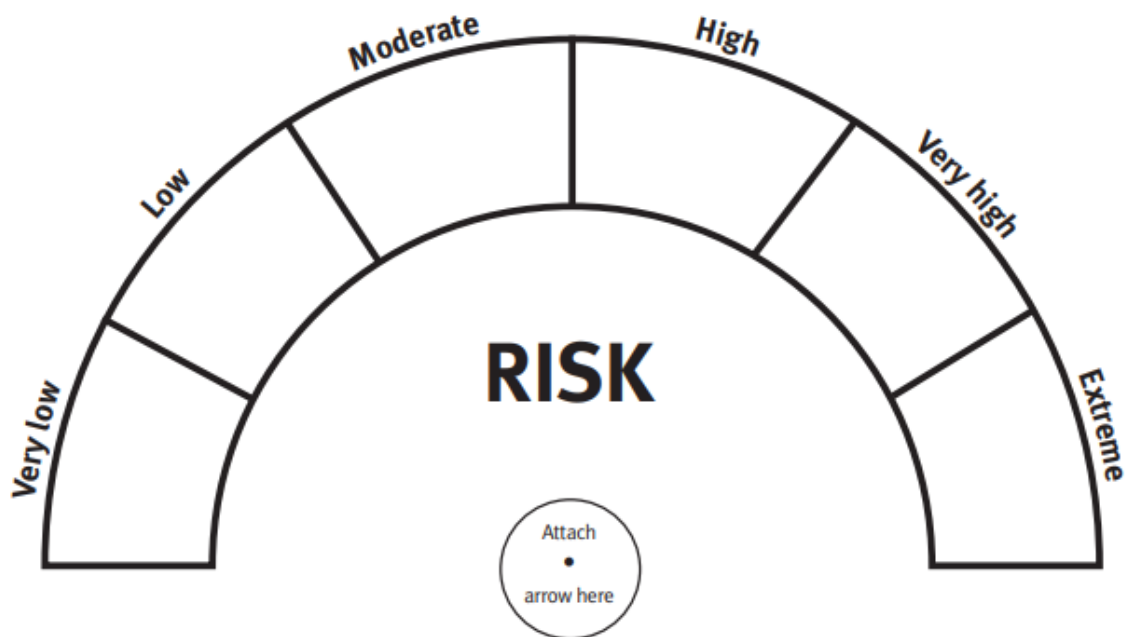
Name: _____

Risk-o-meter

Students can colour this risk-o-meter:

Very low – light green
Low – light blue
Moderate – yellow

High – light orange
Very high – dark orange
Extreme – red



Resource sheet: Key area 4: Relationship skills

Focus 2: Bullying - Keeping safe

Is this situation harmful?

<p>1. You are walking to the playground and you pass a younger student sitting on the edge of an area where some other students the same age are playing. You notice the student sitting alone is looking very sad and you see one of the other students who is playing, point at the student sitting alone, say something to the other students and laugh.</p>	<p>2. You are playing soccer on the oval and you see a group of older boys teasing another boy from their class. The group you are playing with all stop to see what is happening and you see the group of older boys push the other boy over. Then you see one of the boys kick the boy on the ground.</p>
<p>3. Every day when you walk out to recess some of your friends walk behind a boy in your class and copy the way the boy is walking or moving. They copy whatever he does. They try to talk others into doing it too. The boy knows they are doing it and tries to ignore them, but you can tell it upsets him.</p>	<p>4. There is a girl in your class who is picking on another girl in the class. The teacher doesn't see what is happening because this always happens when the teacher is not looking. She makes faces and throws little pieces of paper at the other girl and then pretends to cry whenever the girl looks upset. Everyone in the class knows what is going on, but this unkind girl is bigger than anyone else and can be very rough.</p>
<p>5. You are a member of Club Penguin and start getting messages from someone you don't know. They ask you to tell them personal information about yourself.</p>	<p>6. A student in your class gets up from their computer and forgets to log off. Another student sits down and starts working on it. You notice they are looking at sites they should not be on.</p>

Resource sheet: Key area 4: Relationship skills

Focus 3: How does it feel to be bullied?

New boy

Jeremy is a big boy and he loves to play footy. His family have moved around a lot because of his dad's job. This means Jeremy has to change schools a lot too.

Jeremy finds it hard making new friends only to leave them again and again.

When Jeremy came to our school I could see that he was a bit sad about changing schools again and he seemed to be a bit grumpy with everyone on his first day. At recess we all went out to the playground. Jeremy hung back and watched as my friends and I grabbed a football from the sports basket and started to kick. Jeremy just sat on the edge of the oval and watched that first day and we carried on playing.

The next day at lunchtime Jeremy came out to the oval again. This time as one of my friends, Shaun, ran to mark the ball, Jeremy leapt up and ran to where the ball was coming down. As Shaun marked the ball, Jeremy tackled him and slammed him into the ground face first. Jeremy jumped up with the ball and kicked it as far as he could, then turned his back to us with a big smile on his face. Shaun staggered to his feet and I could see he was trying not to cry, but I didn't want to say anything because it might embarrass him.

The boys at the other end got the ball back and kicked it down our end again. The game continued for a while but I could see that every time Shaun went for the ball Jeremy would push him and punch his arms.

As the ball came back another time Jeremy ran up behind Shaun and jumped up so his knees pounded into Shaun's back. Jeremy took the mark and fell down with Shaun underneath him.

This time Shaun did cry and I helped him up and walked him to the duty teacher.

Jeremy was called over to the duty teacher and we were all asked to explain what had happened. Shaun wasn't the sort of person to try to get others into trouble but he was clearly upset. He explained to the teacher that Jeremy was being way too rough and was picking on him. I also said that Jeremy seemed to be picking on Shaun.

We all looked at Jeremy and I was surprised to see that he had tears in his eyes. He just stood there and said nothing. The duty teacher sent Jeremy to the time-out area and we didn't see him for the rest of lunchtime.

After lunch Jeremy came back to the class from the office with our teacher Mr Brown. Mr Brown asked all of my footy friends and me to come outside the classroom door. Jeremy went inside and sat down to silent reading with the rest of the class.

Mr Brown explained to us that Jeremy had been to many different schools and didn't get the chance to make good friends before he had to move again. But this time his father had a new job that would allow the family to stay for a few years in the one place. Mr Brown said that Jeremy was a pretty shy boy who didn't really know how to make new friends. He explained that Jeremy loved footy and had noticed our group did too. He wanted to join in and he was hoping that if we thought he was really good at footy we would want to be his friend.

Jeremy had watched us play on the first day and noticed that Shaun was a really good player, so Jeremy thought that if he could beat Shaun to the ball and kick it a long way we would all think he was really cool.

It all began to make sense. We had actually become a bit afraid of Jeremy and thought he was bullying because he was big and rough, when all he really wanted was to make friends and play footy.

Mr Brown told us he had explained to Jeremy what he had done wrong and suggested some better (more positive) ways of joining in with us. He said that he had told Jeremy that he would speak to us and ask us if we would give Jeremy a second chance.

We all looked at each other and then at Shaun, because he had been the one getting hurt. Shaun smiled and said, 'I'm willing to give him a go if you are', and we all agreed.

As we walked back into the classroom we all walked passed Jeremy's desk and he looked up at us nervously. As Shaun walked by he patted Jeremy on the shoulder and said, 'See you out at footy tomorrow?'

Jeremy looked so relieved and he smiled and said quietly, 'Yes please, and I promise I will play by your rules.'

So it just goes to show, sometimes you have to get to know someone to see what they are really thinking.

Jeremy has been at our school for two years now and we are all mates. We started playing footy on the weekends together. Jeremy and Shaun are our best players and have a great friendship.



Activity sheet: Key area 4: Relationship skills

Focus 3: How does it feel to be bullied?

Name: _____

Being bullied

<p>You are being bullied by the same group of students every week.</p> <p><i>How does it feel and what can you do about it?</i></p>	<p>You are being bullied by an older student.</p> <p><i>How does it feel and what can you do about it?</i></p>
<p>You are being bullied by one of your good friends.</p> <p><i>How does it feel and what can you do about it?</i></p>	<p>You are being bullied by your older brother or sister.</p> <p><i>How does it feel and what can you do about it?</i></p>
<p>You are being bullied by a student from another school when walking home.</p> <p><i>How does it feel and what can you do about it?</i></p>	<p>You are being bullied by other students on the school bus.</p> <p><i>How does it feel and what can you do about it?</i></p>
<p><i>How does it feel and what can you do about it?</i></p>	<p><i>How does it feel and what can you do about it?</i></p>

Resource sheet: Key area 5: Social decision-making

Focus 1: Choices and consequences

Choices and consequences (a)

What is the situation?

Jane is on her front lawn at home and her friend says to her “Look there’s that kid on the roller blades again, let’s go and chase her and push her off”.



Choice 1



I could go along with my friend.

Choice 2



I could suggest we do something else.

Choice 3



I could say ‘I don’t want to bully that kid or cause her to be hurt’.

Consequences 1



Good

I do what my friend wants so she will still like me.

Consequences 2



Good

My friend will still like me.
The kid on roller blades won’t get bullied.

Consequences 3



Good

I won’t be bullying.
I won’t hurt anyone.
I won’t get into trouble.
I will say how I really feel.



Not so good

The kid on the roller blades might get hurt.
I might get into trouble for bullying the kid on the roller blades.



Not so good

My friend might still want me to go and bully the kid on roller blades.



Not so good

My friend might not like me any more.



Decision

I will try number 2 and suggest we do something else first and if she or he still wants to bully the kid on roller blades I will try number 3 and say I don’t want to be involved in bullying.



Activity sheet: Key area 5: Social decision-making

Focus 1: Choices and consequences

Name: _____

Choices and consequences (b)

What is the situation?

Each recess you notice an older student playing soccer with a group of junior school students. The older student is much bigger than the other students and always has the ball. The older student constantly yells at the younger students, telling them off and calling them things like 'stupid' and 'useless'. You can see the younger students are not happy or enjoying the game.

Plan – What could I do?

What might happen?

Choice 1

+

-

Choice 1

+

-

Choice 1

+

-

Decision

Resource sheet: Key area 5: Social decision-making

Focus 2: Responding safely to bullying situations

Situation cards (a)

SITUATION

Someone is calling you horrible names almost every day.

SITUATION

Someone hits or kicks you whenever he or she sees you.

SITUATION

Each morning a group of students threatens to hurt you if you don't give them your lunch money.

SITUATION

Some students turn their backs on you and ignore you every time you try to talk to them.

SITUATION

A student has been telling awful, untrue stories about you to turn your friends against you.

SITUATION

A student keeps taking your pencils and breaking them in half, then giving them back while the teacher is not looking.

SITUATION

An older student teases you all the time and says he or she will hurt you if you tell the teacher.

SITUATION

A group of students has taken over an area at school that they say is only for them and you can't go there.

Resource sheet: Key area 5: Social decision-making

Focus 2: Responding safely to bullying situations

Situation cards (b)

SITUATION

You see someone throw another student's bag in the mud at the bus stop. You are annoyed because they always do horrible things to this student.

SITUATION

You see a student your age punching a younger student every time he or she sees that student in the playground.

SITUATION

During the last week a couple of the students in your group have not let another student join in your games at recess and lunchtimes.

SITUATION

Another student has tripped your friend over on purpose a couple of times in the playground while you are trying to play. It is upsetting your friend.

SITUATION

A person in your class keeps interfering in the game of some younger students by running through the middle and kicking the ball away. They don't know what to do.

SITUATION

A small group of students keep emailing another student in your class calling them names and making comments about his or her size.



Activity sheet: Key area 5: Social decision-making

Focus 2: Responding safely to bullying situations

Name: _____

A family story

Talk to someone in your family about a bullying situation they experienced or saw as a child, or a bullying situation you might have seen. Together, use your Action Plan to think about the situation and decide what actions could have been taken to safely help to stop the bullying.

Situation
Action
Why this action?
What do you think would have happened next?
What would you do if your first action failed?