

CAUGHT CARING



Table of Contents

Overview _____	3
Using the Guide _____	4
Integrity _____	5
Gossip Free Day with story “The Gossiper” _____	6
Superpowers _____	8
The Empty Pot _____	9
Tower of Trust _____	12
Honesty Lesson _____	13
Acceptance _____	14
Two-Way Street _____	15
Partner Interview Sheet _____	16
Icebreaker-Stand Up _____	17
Helping Hands _____	18
Stone Soup _____	19
Respect _____	21
Respect Wheel _____	22
Bucket Fillers _____	24
Wall of Respect _____	25
Responsibility _____	27
Defining and Exemplifying Responsibility _____	28
Let’s Make a Deal _____	29
Greg’s Dilemma story _____	31
Empathy _____	34
Understanding Commonalities _____	35
Compassion Yoga _____	36
Rusty and Raymond Story _____	37
Giraffe Lesson _____	40
Care a Van _____	41
Activity References _____	42
Overview References _____	43
“Caught Caring” Reflection Sheet _____	45

Overview

Caught Caring is a health promotion program developed to help promote positive mental health and wellness through character development. This resource was developed for elementary school teachers and is designed to be used over a period of time to help build and contribute to student wellness.

Why focus on positive mental health and wellness?

Mental health is an important topic to address with Canadian youth as it is estimated in Canada that around 14-25% of children and youth experience mental health challenges (15). Mental health challenges contribute to impaired functioning at home, school and in the community as well as problems with achievement and relationships at school (1) (15).

The Public Health Agency of Canada describes positive mental health as, “the capacity of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual wellness that respects the importance of culture, equity, social justice, interconnections and personal dignity” (2006, p. 2) (16).

When students are mentally healthy, they are able to learn better and they feel happy, safe and cared for (17). Mental health is something everyone has and is something we can all strive to achieve (17). Positive mental health and emotional wellness are related to resilience-which is an individual’s ability to “bounce back” from challenges (18).

Why use character development?

Mental health promotion involves actions to create living conditions and environments that support positive mental health and allow people to adopt and maintain healthy lifestyles (12). This shifts the focus from a preoccupation with repairing weakness to the enhancement of positive qualities and recognizing factors that contribute to healthy growth and development (2) (16) (18). Caught Caring aims to support and build student strengths and assets.

Why integrate in elementary schools?

Positive school experiences can contribute positively to social and academic development of children and youth, and to the development of healthy peer relationships (4).

There has been positive research for the effectiveness of social-emotional in-school and after-school programs. The research demonstrates that these programs help children have an increased positive attitude about themselves and others. There is also an increase in academic performance and a reduction in externalizing and internalizing behaviours shown. These programs have also been shown to help children develop stronger connections to the school and, to have stronger, supportive caring relationships with all adults: educators, parents and those of the wider community (6) (7).

The 2015 revised Health and Physical Education curriculum states that, “Research has shown that students learn and achieve better in environments that are safe, caring and free from

violence and harassment (HPE curriculum). A safe and supportive social environment in a school is founded on healthy relationships– the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted,” (pg. 65-66). The Living Skills curriculum expectations include, “helping students develop a positive sense of self, develop and maintain healthy relationships, and use critical and creative thinking processes as they set goals, make decisions, and solve problems. Living skills are an important aspect of students’ overall healthy development,”(pg. 23).

The Caught Caring resource aims to support educators in achieving these curriculum requirements for their students.

Using the Guide

Caught Caring is a resource tool for educators to use in their classrooms. The resource tool is broken down into five different character traits. Each character trait could be chosen as a focus for the day, week or month depending on the time frame that educators choose to implement the program.

Monday – Integrity

Tuesday – Acceptance

Wednesday – Respect

Thursday – Responsibility

Friday – Empathy

This resource tool includes activities that correspond to each characteristic.

Educators can choose to do one or more of the activities. The activities can be adapted to suit the class.

Caught Caring may also be useful alongside other school-based mental health promotion initiatives as part of the teaching and learning aspect of a whole school approach.

Included at the end of the kit is a self-reflection page for students. Students are encouraged to colour the shape of the cloud when they have demonstrated an Act of Random Kindness (ARK). There is also a line on the sheet for the students to write down their act of kindness or to write down which character trait they learned or applied that day.

Curriculum and Catholic Virtue links can be provided on request.

Integrity

Gossip Free Day with story The Gossiper: Grades 1-6

Superpowers: Grades 3-6

The Empty Pot story: Grades 4-6

Tower of Trust: Grades 1-2

Honesty Lesson & Pledge: Grades 1-6

Gossip Free Day

Grade 1-6

Objective:

To teach the students about gossip and its consequences.

Materials:

Story "the Gossiper" attached.

Activity:

1. Read the story the Gossiper.
2. Do discussion questions in groups
3. Discuss the answers as a class, adding with these examples if needed.

Discussion Questions:

Ask: What is gossip?

Gossip is spreading someone's private information behind their back. It can be true, false or a rumour. Rumours are often unverified stories or information – no one is sure if it is true or false. Usually, rumours spread quickly and the stories get more and more exaggerated.

Ask: Why do people gossip?

Some people gossip because they want to feel superior so they spread rumours to put other people down. Others gossip because they want to feel like a part of the group – when you are in on the gossip you are in on the group. Similarly, some people gossip because they feel insecure or jealous of another person.

Ask: What are some of the consequences of gossiping?

Gossip can hurt people the same way physical violence can. It can make people feel isolated or lower their self-esteem. Rumours and gossip can also destroy friendships. Relationships are based on trust and if a friend tells one of your secrets to someone else, you may feel uncomfortable telling him or her something private again. Believing gossip or rumours can also lead to bad choices. If you interpret a rumour as the truth, there may be negative consequences.

Ask: How can you "break the chain" of gossip?

- If you hear a rumour, don't pass it on.
- If someone starts to gossip, tell them that you are not interested and walk away
- Change the topic
- If you hear something about someone or something that could harm other people, or you know someone who is harming themselves, it is important that you tell a trusted adult.

Ask: What are ways to deal with gossip?

- You can try and figure who is spreading the rumour and ask him or her to stop.
- You can identify an ally who will tell others that the rumour is not true and it is hurtful.
- You can ignore the rumours or talk about the situation with a trusted friend or adult.
- Resist the urge to retaliate – if you spread rumours you continue the vicious cycle of gossip.

Extension Activity:

Ask students develop a contract or pledge that encourages positive statements and discourages gossip. A sample contract may ask students to not gossip in class, to deal with gossip peacefully or to discourage others from spreading rumours.

The Gossiper

Once upon a time a man said something about his neighbour that was untrue. The word spread around the village as one person told another. But soon the truth came out. What could the man do?

He went to see a village elder, and she gave him some strange instructions.

“Take a bag full of feathers and place one feather on the doorstep of each person who heard the untrue story you told. Then go back a day later, pick up the feathers, and bring the bag back to me.”

So the man did as he was told. But when he went back to pick up the feathers, nearly all of them were gone. When he went back to the village elder, he said, “I did as you said but when I went back, the wind had blown the feathers away and I could not get them back.”

The village elder replied, “So it is with careless words, my son. Once they are spoken, they cannot be taken back. You may ask forgiveness for what you said, but you cannot take your words back. The damage has already been done.”

Author Unknown

Adapted from:

*Peaceful Schools International (October 2008) Peaceful Schools: Ideas to Inspire. Gossip Free Day
Nova Scotia: www.peacefulschoolsinternational.org*

Superpowers—They Are Ours!

Grades 3-6

Objective:

To recognize qualities of good character and to inspire students to be positive role models.

Materials:

Writing supplies

Art supplies

Discussion:

Brainstorm with your class about the people they respect the most. These people can be real or fictional. What are their qualities that make them admirable? What do they respect? What are their responsibilities? Where do these characters come from? What are their abilities? How did they achieve their abilities? What is the good work they do? Whom do they help?

Tell your students they are going to create stories, telling about their own qualities and abilities, real or attainable.

Discuss qualities that anyone can have, that promote heroism. Brainstorm with your class about different ways people show thoughtfulness, politeness, honesty, respect, responsibility and trustworthiness. Translate these qualities into powers; i.e. see things from many points of view, predict the future, wield words and actions to make others feel good, see through lies.

Activity:

Instruct your students to list one to three powers they have or would like to have. Then either (based on age):

1. Draw a picture of themselves as a role model.
2. Write a story or comic strip about what they gained or how they can improve their power.
3. Team up with others to create a cooperative characters skit where all forces join to show their powers.

Story starter questions: (if they need ideas for their story)

- Did you learn about your power by watching others?
- Did you learn about your powers by reading about others?
- What is your motto?
- How do you use your power to help others?
- What hardships or opponents do you have to fight?
- Can you pass your power on to other people?

Adapted from:

National Association of Elementary School Principals, American School Counsellor Association, and Character Counts Coalition (1994) Thought Word Deed. USA: State Farm Insurance.

The Empty Pot

Grades 4-6

Objective:

To teach the students about integrity.

Materials:

The story, "The Empty Pot" (attached)

Discussion questions

Activity:

1. Read the story to the class.
2. Following the story, break the class into groups to do discussion questions.
3. Discuss everyone's answers as a class.

Discussion Questions:

1. What is integrity?

Integrity means being honest and having the courage to make the right decision even when it's difficult. Some people think of integrity as, "doing the right thing even when no one is watching".

2. Name all the ways Jun demonstrated integrity.
3. What part of the story did he demonstrate courage?
4. Name a time you used a lot of courage.
5. Why was it important to the Emperor that the pot be empty?
6. Name a time in life when it was hard to be honest and have integrity?

Adapted from:

SISD character education (2004-2005) Integrity Primary Elementary retrieved from:
<http://www.authorstream.com/Presentation/Paola-55220-October-Integrity-Primary-Elementary-SISDCHARACTER-EDUCATION-2004-2005-FOREWORD-Character-integr-ppt-powerpoint/>
<http://materials.randomactsofkindness.org/cde/en/5-Honesty-and-Integrity.pdf>

The Empty Pot

By royal proclamation, the Emperor of China announced a contest to decide the next heir to the throne. The Emperor was old and had no son, and because he had been a plant-lover for years, he declared that any boy who wanted to be king should come to the palace to receive one royal seed.

Whichever boy could show the best results within six months would win the contest and become the next to wear the crown.

You can imagine the excitement! Every boy in China fancied himself likely to win. Parents of boys who were talented at growing plants imagined living in splendor at the palace. On the day the seeds were to be handed out, thick crowds of hopeful boys thronged the palace. Each boy returned home with one precious possibility in his palm.

And so it was with the boy Jun. He was already considered the best gardener in the village. His neighbours fought over the melons, bok choy, and snow peas that flourished from his garden. Anyone looking for Jun would probably find him bobbing between his rows, pulling out new weeds, moving one sapling over to catch more morning sun, transplanting another to the shade. Jun carefully carried the Emperor's seed home, sealing it securely in his hands so it wouldn't fall, but not so tightly that it might crush.

At home, he spread the bottom of a flowerpot with large stones, covered the stones with pebbles, then filled the pot with rich black moist soil. He pressed the seed about an inch below the surface and covered it with light soil. Over the next few days Jun, along with every boy he knew and hundreds he did not know, watered his pot every day and watched for the telltale unfurling of the first leaf as it burst through the surface.

Cheun was the first boy in Jun's village to announce that his seed was sprouting through the soil, and his announcement was met with whoops of excitement and congratulations. He bragged that he would surely be the next emperor and practiced his royal skills by bossing around the younger, adoring children. Manchu was the next boy whose tiny plant had emerged from his pot, and then it was Wong. Jun was puzzled - none of these boys could grow plants as well as he! But Jun's seed did not grow.

Soon sprouts emerged from pots all over the village. Boys moved their plants outside so the baby leaves could bask in the warmth of the sun. They built stone fences around their pots and zealously guarded them from mischievous children who might accidentally - or not so accidentally - topple them over. Soon, dozens of sprouts in pots throughout Jun's village were stretching out their first leaves. But Jun's seed did not grow.

He was confused - what was wrong? Jun carefully repotted his seed into a new pot with the very best and richest black loam from his garden. He crumbled every ball of soil into tiny particles. He gently pressed in the seed, and kept the top moist and watched the pot every day. Still Jun's seed did not grow.

Strong, powerful stalks soon emerged from the pots cared for by other boys in Jun's village. Jun was thrown into despair. The other boys laughed at him and started to mockingly say "as empty as Jun's pot" if there were no treats in their pockets, or if they had just finished their bowls of rice. Jun repotted his plant yet again, this time sprinkling dried fish throughout the soil as fertilizer. Even so, his seed did not grow.

Six months passed. The day approached when the boys were supposed to bring their plants to the palace for judging. Cheun, Manchu, Wong and hundreds of other boys cleaned their pots till they shone, gently wiped the great leaves till the green veins glistened, and prepared themselves by dressing in their finest clothes. Some mothers or fathers walked alongside their son to hold the plant upright as he carried the pot to the palace, to keep the plant from tipping over.

"What will I do?" wailed Jun to his parents as he gazed out the window at the other boys joyfully preparing their triumphant return to the palace. "My seed wouldn't grow! My pot is empty!"

"You did the best you could," said his father, shaking his head. Added his mother, "Jun, just bring the emperor your pot," said his mother, "it was the best you could do."

Shame-faced, Jun carried his empty pot on the road to the palace, while gleeful boys carrying pots tottering with huge plants strode to his right and left. At the palace, all the boys lined up in rows with their blossoming plants and awaited judgment. The Emperor, wrapped in his richly embroidered silk robe, strode down the line of hopeful entrants, viewing each plant with a frown.

When he came to Jun, he scowled even more and said, "What is this? You brought me an empty pot?"

It was all Jun could do to keep from crying. "If you please, Your Majesty," said Jun, "I tried my best. I planted your seed with the best soil I could find, I kept it moist and watched it every day. When the seed didn't grow I repotted it in new soil, and I even repotted it again. But it just didn't grow. I'm sorry." Jun hung his head.

"Hmm," said the Emperor. Turning so everyone could hear he thundered, "I don't know where all these other boys got their seeds. There is no way anything could grow from the seeds we passed out for the contest, because those seeds had all been cooked!"

And he smiled at Jun.

Source:

The above story is retold by Elaine L. Lindy, ©2006. All rights reserved.

Original Version The picture book The Empty Pot by Demo, published by Henry Holt and Company, New York, 1990

Additional questions for students related to The Empty Pot: <http://www.gravitybread.com/wp-content/uploads/2015/01/Empty-Pot-Reading-Works.pdf> (2013)

Several videos based on the Empty Pot concept available for viewing on YouTube.

<https://www.youtube.com/watch?v=fvRbPr6MqjI>

Tower of Trust

Grades 1-2

Objective:

To teach the children about trust, and how easy it is to lose.

Materials:

tape, crayons, index cards (or paper), boxes to use as “building blocks”

Discussion:

Ask: If a grown up asks you to pick up your toys, can they count on you to do it? Can they count on you to pick up those toys, even if they aren't looking?

People with good character do good things, even when no one is looking. People who do good things over and over again earn trust. Trust means that people can count on you to do the right thing and to say things that are true. It takes time for people to trust you. When people trust you, they let you do more things. They know you will do the right thing, even when they aren't with you. Think about you and your parent/guardian. When someone knows you do good things when that person isn't even with you, they will let you do more things by yourself.

Ask: What are some things you can do to show your parent/guardian that they can trust you? That is, what good things can you do to show your parent/guardian that they can count on you?

Activity:

1. Give students each an index card, or a piece of paper to draw a picture of them doing one something to build trust with their parents.
2. Have each child tape their picture to a box and then have them build a tower as a class.

Ask:

- What if you tell your parent/guardian you picked up all your toys, and they find them under the rug? Will that help them trust you? Then let's pull a block from the base of our tower of trust.
- What happens if you tell your parent/guardian you ate the green beans? Then they see that you fed them to your dog instead? Will they trust you more, or less? Then let's pull another block from our tower of trust.
- What happens if your parent/guardian asks if you have seen her cell phone and you say, “No.” Then they find you playing with it? Will you build up or tear down the trust they have for you?
- Then let's take another block from the base of the tower of trust.
- How does our tower of trust look now? Do you think your parent/guardian is going to trust you anymore? What will it take to get them to count on you to do what they have asked?

It's even harder to rebuild the wall than it was to build it the first time!

Adapted from:

Josephson Institute (1995-1998) Exercising Character: A workout guide for teenagers (and other teachers) who make character count with 4- to 6-year-olds

Honesty Lesson

Grades 1-6

Objective

To teach the students about honesty.

Materials:

Paper, and art supplies

Discussion:

Ask the following questions and call on different students for answers. Below each question are examples of the type of responses you are looking for. You may need to rephrase the student's answers or guide them along.

What does honesty mean?

- To be truthful
- To not lie, cheat, or steal

Why is honesty important?

- Honest people are trustworthy, dependable, and respected by others.
- It is the right thing to do. It feels good.
- Telling the truth lets everyone know what happened and keeps the wrong person from being blamed for something they didn't do.

What are the consequences of dishonesty?

- Losing the trust and respect of others.
- The need to tell more lies in order to cover up.
- You may face consequences.

What are the qualities of an honest person?

- Tells the truth, regardless of the consequence.
- Admits when he or she is wrong.
- Does not cheat or steal.
- Does not exaggerate to make things seem different than they are.
- Keeps promises and encourages others to be truthful.

How can you demonstrate the trait honesty in the following situations?

- The cashier only charges you for 2 apples when you really bought three.
- You find a \$10 bill in the hallway at school or in the sofa seat cushion at home.
- A friend asks if he can copy your answers during a test.
- You promised your parent/guardian you would clean your room, but you watched TV instead.
- You borrowed your friend's skateboard and lost it.
- At the store, you see one of your friends put something in their pocket without paying for it.
- You think no one will notice if you take two cookies from the tray when the sign says "One cookie per person."
- The rule states that you must be 8 years old to play. Who will know that you're only 7 years old?

Acceptance

Two Way Street: Grades 1-6

Stone Soup: Grades 1-6

Icebreaker: Stand Up Grades 1-6

Peace Pledge: Grades 1-6

Helping Hands: Grades 1-6

Two-Way Street

Grades 1-6

Objective:

To teach the children to respect the differences between people.

Materials:

Writing utensils

Art supplies

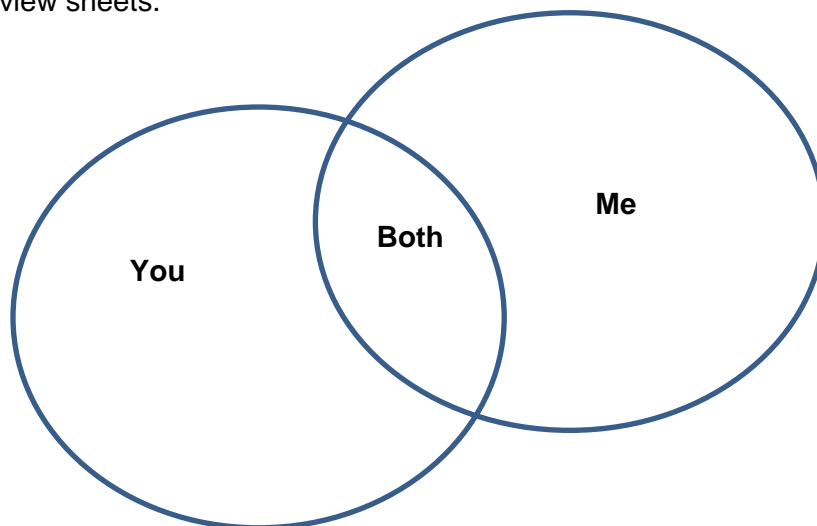
Activity:

1. Divide the class into pairs (pairs of students who don't normally interact with one another.)
2. Assign partners to interview one another. Each interviewer should write down their partner's words and then check the appropriate box depending on their own feelings.

Information can be used in the following ways:

VENN ARE VEE GOING TO AGREE

Partners can make a Venn diagram; showing how they are alike, based on the information from the interview sheets.



JOINING INTERESTS

Partners can create a story together in written, comic book or skit that intertwines the interests of both.

SELECTED ESPECIALLY FOR YOU

Have partners choose one of the "favourites" on which they disagree. Have partner create something that represents the other person's preference. Example: If their favourite colour blue, make something blue for them.

Adapted from: National Association of Elementary School Principals, American School Counsellor Association, and Character Counts Coalition (1994) Thought Word Deed. USA: State Farm Insurance.

Partner Interview Sheet

	Partner A	Partner B
Question #1. What is your favourite colour?		
Question #2. What is your favourite animal?		
Question #3. What is your favourite food?		
Question #4. What is your favourite physical activity?		
Question #5. Make up your own question:		
Question #6. Make up your own question:		

Partners name: _____

My name: _____

These are things I learned about my Partner: _____

Icebreaker- Stand Up

Have students stand in a line. Read out various statements (teacher can choose their own statements to read out loud as well). Have students stand up if it applies to them. This activity could also be completed by having students stand in a line and taking a step forward, back, to the side etc. if the statement applies to them.

Explain to students that the objective of the activity is to get to learn more about one another and the things that make us similar and different.

For example:

- Stand up if your favorite colour is blue.
- Stand up if you have an older brother or sister.
- Stand up if you were born somewhere outside Thunder Bay.
- Stand up if you speak more than one language.
- Stand up if you play a sport.

Debrief:

Following the activity, ask students:

What happened during the activity?

Did you have something in common with someone that you didn't expect? How did that feel?

What did this activity show you about your classmates?

What does this have to do with accepting others?

Adapted from:

<https://www.peacefirstchallenge.org/>

https://www.peacefirstchallenge.org/wp-content/uploads/2016/11/stand_up_sit_down_0.pdf

Helping Hands

Grades 1-6

Objective: To help students identify how they are “helpers” and how they can help one another/those around them.

Supplies:

- Markers
- Canvas or roll of paper

Activity:

1. Explain to students that you are going to make a large mural about the ways that we can work together and help others.
2. Sit in a circle or around a table and ask your students:
 - o Who has seen someone help another person in our school or community? What did the helper do? How did this make the community more peaceful?
 - o As students volunteer ideas, write what they say on the mural (canvas or roll of paper). Keep each sentence short so that people will be able to read them from a distance.
 - o Ask each student about ways that they have been a helper.
 - o Once the students state what they can do to help or have helped others get them to trace their hand on the mural and write in their hand print how they can help (make sure all students trace their hands on the mural)
3. Make sure that the mural space is large enough to add more hands over the course of a week or month—or even the school year. Anyone can add a new traced hand whenever they see an example of a helping hand. Share the mural with others in the school or community by hanging it in a place that is prominent and visible.

Alternative Activity Idea:

1. Instead of using a canvas or roll of paper, students can trace their own hands and cut them out. Students can write how they've been a “helper” to others on the hands. These “helping hands” can then be posted in the classroom.

Adapted from:

<https://www.seedsOfpeace.org/wp-content/uploads/2011/12/PeaceGames.pdf>

The Olive Branch Teacher's Guide Fall 2008

Stone Soup

Grades 1-6

Objective:

To teach the students about sharing and working together.

Materials:

Story– Stone Soup (attached).

Chart paper (optional) -for discussion questions.

Activity:

1. Read the story as a class.
2. Briefly talk about the story, ask a few of the discussion questions to generate discussion.
3. Break the class into groups.
4. Give the students chart paper with 3-4 of the questions per group.
5. Give time to answer then have them discuss answers with class.

Discussion Questions:

1. What kind of things did the villagers contribute to the soup?
2. Who taught the villagers how to share?
3. Did the stone soup make the villagers happy?
4. Why did the man decide to make stone soup?
5. How many of you have ever shared something with someone? What did you share? Why did you share this with them?
6. Why do you think the villagers started to share?
7. What makes sharing important? How do you know that sharing is important?
8. Do you think that the villagers should have shared their own ingredients? Why or why not?
9. Did the monks do the right thing by encouraging the villagers to share?
10. Why was sharing good for the village? Were the villagers happy after they learned to share?
11. As more and more villagers contributed, did the soup become better or worse?
12. At the end of the day, how did the villagers celebrate their sharing?
13. Were they kind to the monks at the beginning of the story? What about at the end? Why did they change their minds?
14. Does sharing make a person “rich”? Why or why not?
15. Did the villagers learn how to share? Do you think the villagers would continue sharing after the monks have left?
16. When is it okay not to share?

Adapted from:

Stone Soup story used and adapted from the following site:

<https://www.scholastic.com/teachers/blog-posts/shari-carter/stone-soup-lesson-sharing/>

Additional resources related to stone soup available on website cited above.

Stone Soup

There was once a man who had been traveling for a long time. Having run out of food, he was weary and hungry from his journey. When he came upon a small village, he thought, "Maybe someone will share some food with me."

When the man knocked at the first house, he asked the woman, "Could you spare a bit of food? I've traveled a long way and am very hungry."

"I'm sorry, but I have nothing to give you," the woman replied.

So the traveler went to the next door and asked again. The answer was the same. He went from door to door and each time he was turned away. Not one of the villagers was willing to give the traveler any food, as no one had much to spare.

But then one villager said, "All I have is some water."

"Thank you," the traveler said smiling gratefully, "I can make some soup from that water. I can make stone soup."

He asked the man for a cooking pot and started building a small fire. As the water started to boil, a passing villager stopped and asked him what he was doing. "I'm making stone soup," the traveler replied. "Would you like to join me?" The curious villager agreed.

"First, we must add a special stone," said the traveler. He reached into his knapsack and carefully unwrapped a special stone he'd been carrying with him for many years. Then he put it in the simmering pot.

Soon people from the village heard about this strange man who was making soup from a stone. They started gathering around the fire, asking questions. "What does your stone soup taste like?" asked one of the villagers.

"Well, it would be better with a few onions," the traveler admitted.

"Oh, I have some onions," he replied.

Another villager said, "I could bring a few carrots."

Someone else offered, "We still have some potatoes in our garden. I'll go get them."

One by one, each villager brought something to add to the pot. What had started as just water and a magic stone had now become a delicious soup, enough to feed the whole village. The traveler and the villagers sat down together to enjoy the feast they'd help to create.

Respect

Respect: Grades 1-6

Bucket fillers: Grade 1-6

Wall of Respect: Grades 1-6

Respect Wheel

Grades 1-6

Objective:

To help students understand, define and show examples of the word respect.

Materials:

Paper, writing utensils, circle maker, ruler, art supplies

Discussion:

Ask: For a list of synonyms for respect.

Respect is a way of treating or thinking about someone or something. When we respect someone, we appreciate and act positively towards them.

Define the different areas where you can show respect.

Self-respect includes caring about:

- Your own wellness (physical & mental health)
- Your own opinions
- Your own abilities and qualities

Interpersonal respect includes caring about:

- Other people's physical and mental wellness, opinions and abilities
- Agreements made with other people
- Other people's property

Respect for society includes caring about:

- Group purposes and goals
- Authority
- Rules
- Procedures
- Public property
- Environment

Activity: Respect Wheel

1. Have students think about the things they do that make them feel good about themselves.
2. Brainstorm about which behaviours highlight positive behaviour.
3. Have students make a circle and write in things they respect about themselves.
4. After they can discuss, emphasize the things, large or small, that they do every day to show respect for their own wellness.

Extension:

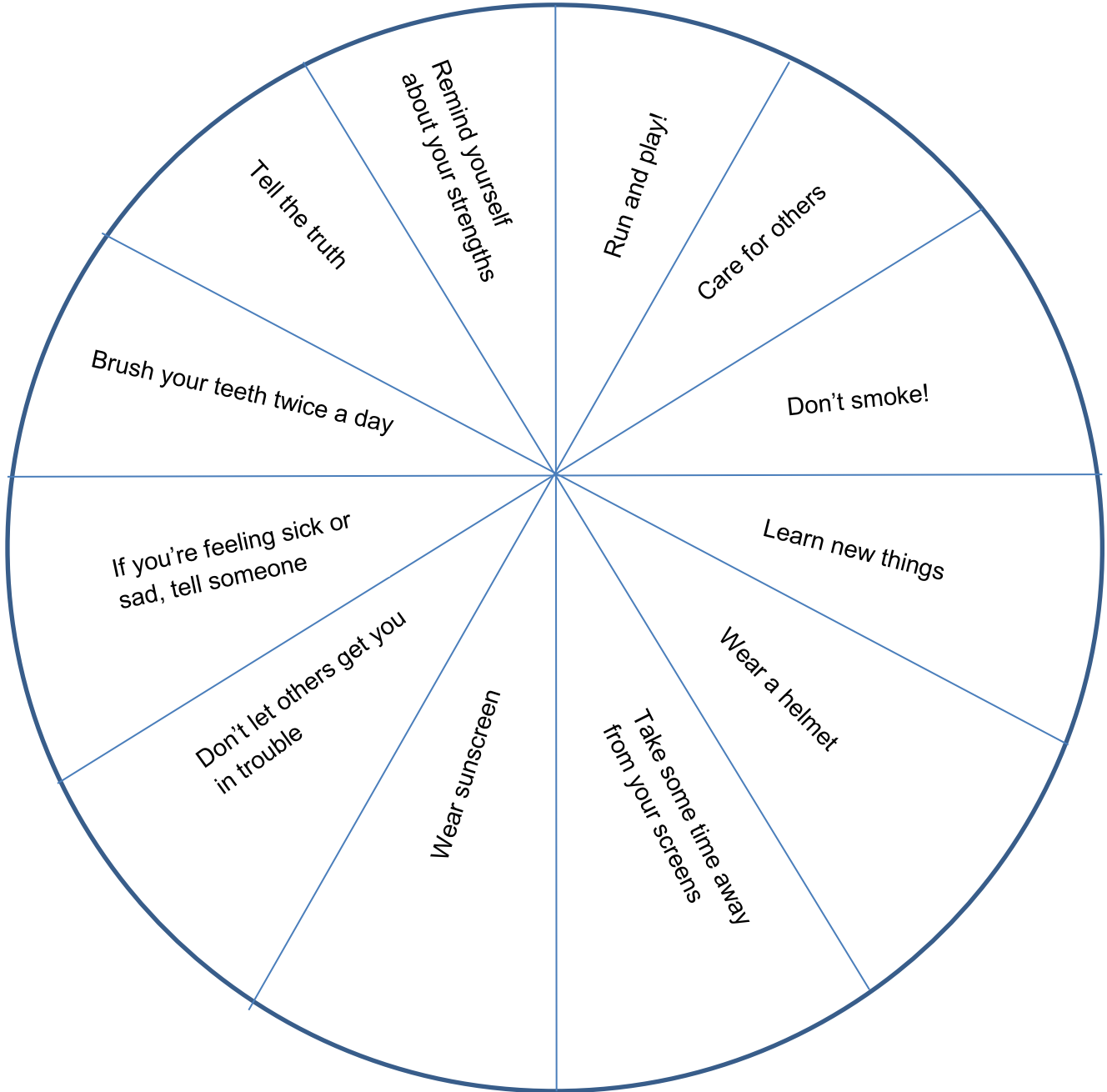
Extend this concept to other things they have respect to (others, family, property, earth, class).

Adapted from:

National Association of Elementary School Principals, American School Counsellor Association, and Character Counts Coalition (1994) Thought Word Deed. USA: State Farm Insurance.

Respect Wheel (example)

WAYS TO RESPECT



YOUR HEALTH AND WELL-BEING

Bucket Fillers: be a Bucket Filler!

Grades 1-6

This activity is designed to be used with the book by Carol McCloud and David Messing, "Have you Filled a Bucket today?"

Materials:

Paper, writing utensils, bucket to use as visual (optional)

Activity:

Write the words, Respect, Responsibility and Caring on the board. Have a discussion about what these traits mean. Inform students that the following activity will be about learning how students can respect each other, make responsible choices and be caring. If teacher has a large bucket, the teacher can bring it in to use as a visual.

Read the story, *Have You Filled a Bucket Today?* with the class.

Following the story, encourage classroom discussion. Possible questions may be:

- Does everyone in our class carry an invisible bucket?
- How can you tell if someone's bucket is empty or full?
- How do you feel when your bucket is empty? Full?
- What happens to your bucket when you dip into someone else's?
- When people choose to bully others, are they bucket dipping or bucket filling?
- What can we do here, in our class and school, to make sure that everyone's bucket is full?

Activity:

Following the discussion, teachers can distribute one large bucket poster to each student.

Students can write their names in the centre of the bucket.

Inform students that they are going to take some time to fill each other's buckets.

Students will leave their own posters on their desks and then will rotate around the room to other students' buckets. Encourage students to write a compliment or something they like about that person. At the end of the activity, each student will then have a poster (bucket) that is filled with kind words and special thoughts.

Encourage students to reflect on their own buckets and take home to share with their families.

Adapted from:

<http://character.org/lessons/lesson-plans/elementary/elldridge-park-elementary-school/>

Additional character activities can be found at: <http://character.org>

Wall of Respect

Grades 1-6

Objectives

For the children to understand how they can respect themselves and their friends/peers.

Materials

Respecting my friend sheet (attached)

Drawing and colouring supplies

Discussion

Ask: Who usually tells you to show respect, and what do they mean?

- Discuss why these people deserve respect.
- It's important to show respect for adults, but it's also important to respect our friends. This means treating them as we would like to be treated and being polite. What are some ways you can be respectful to your friends?
- Discuss their comments before moving on to the drawing activity.

Activity

- Distribute copies of the "Respecting My Friend" worksheet.
- Have each child draw a picture of respecting or being polite with their friend
- Have them share their pictures, describing what they drew and why it's important.
- Post their pictures on a "respect wall" as a reminder. If a conflict arises between students or one is spotted acting disrespectfully toward another, refer to relevant drawings (optional).

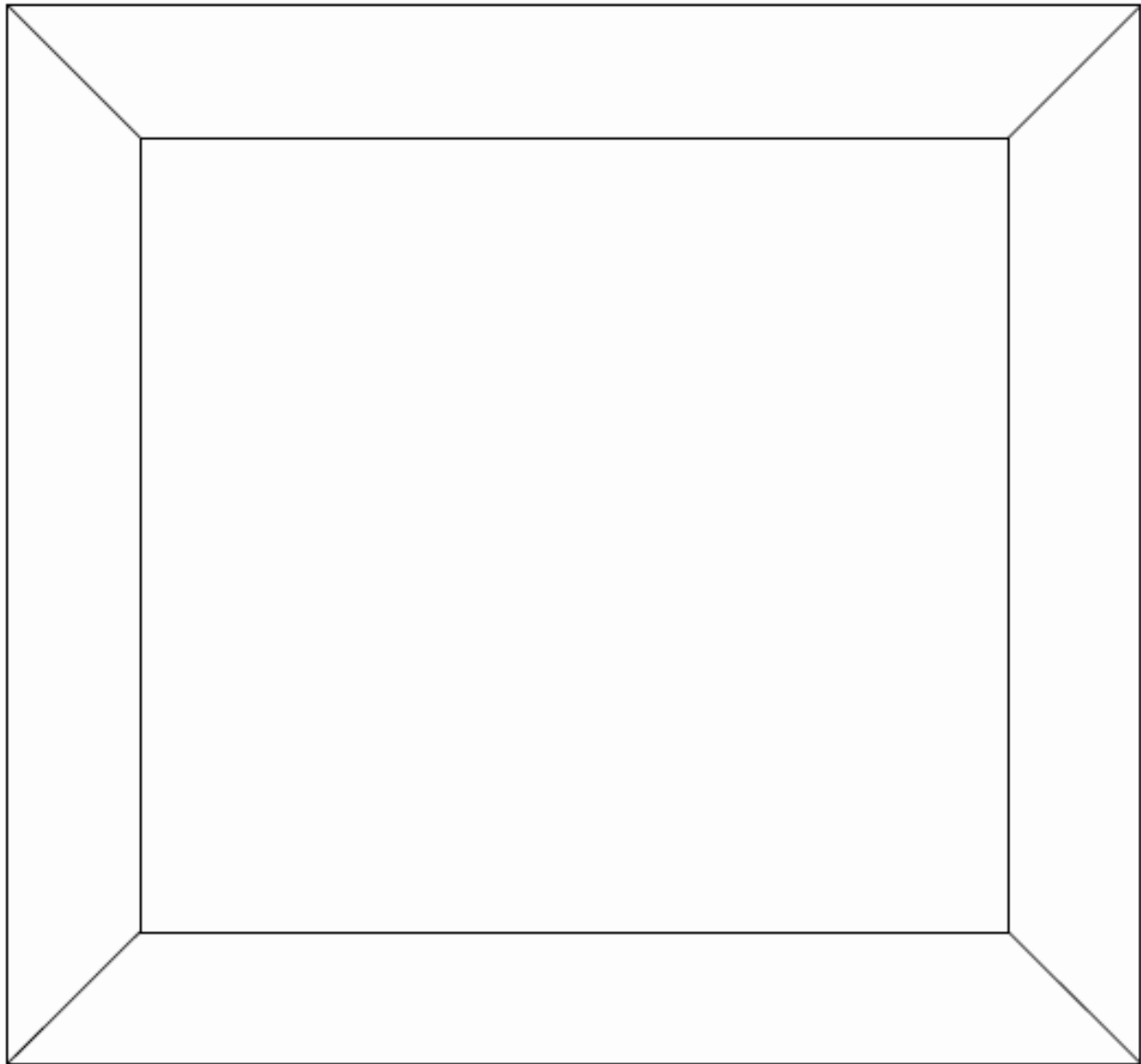
Adapted from:

Josephson Institute (2008) CHARACTER COUNTS! Wall of Respect. <http://charactercounts.org/lesson-plans/character-education-lesson.php?id=32>

Wall of Respect: “Respecting My Friend”

I can show respect to a friend by:

Draw a picture below of how you can show respect to your friend.



Responsibility

Defining and Exemplifying Responsibility: Grades 1-6

Let's Make a Deal: Grades 3-6

Greg's Dilemma story: Grades 1-6

Defining and Exemplifying Responsibility

Grades 1-6

Objective:

For students to be able to define responsibility and list examples.

Materials:

None required

Discussion:

Responsibility can mean many things, from “blame” to “duty”

1. Ask students for synonyms of responsibility. Define “responsibility” in terms of what it means to be responsible.
2. Ask the students for examples i.e. getting homework done, getting to school on time, doing family chores, getting dressed in the morning.

Activity:

Break the students into groups and have them list how they can show responsibility for:

- Themselves
- Interpersonal relationships
- Role in society

Have the students discuss their answers as a class.

If they miss any of these answers, add them to the list.

Responsibility for themselves:

- Their own actions
- Telling the truth
- Their own property

Responsibility for interpersonal relationships:

- Following through on agreements and promises
- Communicating clearly, politely, and truthfully with others
- Actions they perform that are with or related to a group

Responsibility for their role in society:

- Thinking fairly– for the good of the whole
- Contributing to a group discussion
- Participating as a team member
- Maintaining order
- Maintaining the condition of public property

Adapted from:

National Association of Elementary School Principals, American School Counsellor Association, and Character Counts Coalition (1994) Thought Word Deed. USA: State Farm Insurance.

Let's Make a Deal

Grades 3-6

Objective:

For the students to make and follow through on a realistic contract

Materials:

Writing supplies

Let's make a deal sheet (attached)

Discussion:

Explain that part of being responsible is following through on an agreement.

Ask:

1. How do you feel when someone promises something and doesn't do it?
2. How do you feel when you make a promise and do not follow through on it?
3. What kind of promises do people make legally?

(Here are some possible answers, may need to prompt them)

- Paying rent according to lease
- Manufacturer or store guarantees
- Community's responsibility to educate its children
- A driver's obligation to follow traffic laws
- Wedding vows
- Girl/Boy Scout oath
- Courtroom oath

Activity

1. Divide class into pairs
2. Distribute "let's make a deal" handout to each student
3. Have each pair decide on an agreement they can make to each other. It should be about helping.

Example:

- Helping with homework or a school project
- Giving reminders
- Keeping them from fighting
- Walking together to/from school
- Encouraging them
- Eating together
- Teaching them how to make something
- Teaching them how to play a game
- Playing together
- Helping them clean their desk
- Listening

4. Fill out contract, date and sign and give to your partner.

Follow-up (optional):

One week later, discuss if students fulfilled their agreements and if not how they can fulfill it.

Extension: Home and Community

Have students fill out contracts at home with parents or siblings.

Adapted from:

National Association of Elementary School Principals, American School Counsellor Association, and Character Counts Coalition (1994) Thought Word Deed. USA: State Farm Insurance.

Let's Make a Deal!

Partner A:

"I will help my partner through the week."

How will you help?

Print your answer below.

Partner B:

"And I will help my partner through the week."

How will you help?

Print your answer below.

Today's Date: _____

Partner A sign: _____

Partner B sign: _____

Greg's Dilemma

Grades 1-6

Objective:

To learn about responsible behaviour.

Materials

Greg's Dilemma story (attached)

Discussion

Ask the students about their responsibilities at home (i.e. cleaning room, doing homework).

Discuss what makes a responsible person.

Activity:

1. Read the story as a class.
2. Break the class up into groups, giving each group a couple of the discussion questions to answer.
3. Discuss the answers as a class.

Discussion Questions for Greg's Dilemma:

1. Was Greg acting responsibly when he let Jessa off her leash? Why or why not?
2. Why do you think Greg let Jessa go off her leash?
3. Have you ever been in a situation where you wanted to impress your friends? What did you do?
4. What should Greg have done instead?
5. Who misbehaved, Jessa or Greg?
6. Have any of you ever been in a situation like Greg's where if you told the truth, you might get into serious trouble? What did you do?
7. What should Greg do?
8. If he doesn't tell the truth, what could happen to Jessa?
9. If you were Greg, what would you do? Why?
10. What do you think Jessa would want Greg to do?
11. Greg acted irresponsibly, but he can fix the problem by taking responsibility for making a mistake. What is the responsible thing to do?

Adapted from:

Chanock, L. Greg's Dilemma www.oousa.org

Greg's Dilemma Story

by Lizette Chanock

Greg raced down the stairway, three steps at a time. It was after ten o'clock and his friends would be waiting at the playground. He banged on the kitchen door, grabbed a roll and was about to dash out of the house. Suddenly, he remembered Dad's warning words and he stopped. "I won't allow any more mischief," his father said, after Greg had been caught sliding down the banister. "If you can't stay out of trouble, you'll play in your room, by yourself, until Christmas."

"Until Christmas!" Greg thought, horrified. So he quickly straightened his clothes and sat down properly at the breakfast table. Just then, Greg's mother came into the kitchen.

"Good morning, dear," she said. "It's such a pretty day, why don't you take Jessa to the park with you?"

"Sure," said Greg. Jessa was the family's dog, and Greg loved her very much. He also loved to show her off to his friends. He was certain she was the prettiest dog in the world. Greg put Jessa on a bright blue leash and off they went.

"Remember not to let Jessa loose," Mom called after them. "It's dangerous."

"I'll remember," Greg promised.

When Greg got to the playground, John, Mary and Bobby were waiting for him.

"Wow! Look at Greg's dog! She's beautiful," Mary cried out. Jessa wagged her tail and wiggled with delight.

"I bet she can run very fast," said John.

"As fast as the wind," Greg boasted.

"How fast is that?"

"Faster than a train or an airplane." Greg figured that sounded about right.

"Come on, that's impossible!" Everyone shouted at the same time.

"It's true," Greg insisted, becoming red in the face.

"Then prove it!" Bobby said.

Greg knew Jessa could run fast. She was a champion after all. For a moment, Greg remembered his mother's words about keeping Jessa on a leash. He also remembered his father's warning about staying out of mischief. However if Jessa ran free for only a few minutes, he was sure his parents would never find out. So without hesitating further, he unfastened the leash.

Jessa took off so quickly that one might have thought a herd of buffalo was chasing after her. Across the field she galloped. Her feet barely touched the ground. Around and around she went, while the children watched and cheered her on.

“She IS fast! they said, and Greg beamed with joy.

Suddenly, Jessa stopped “What smells so delicious?” she was wondering. She took a deep breath and followed the scent. Beside the sandbox there was the most tempting treat. Jessa forgot all about her cheering audience.

“Hey, look at your dog, she’s in the garbage!” John exclaimed.

The children ran towards Jessa. Greg tugged her face out of an old rusted tin can.

“Do you think there is poison in there?” Bobby asked, pointing to the pinkish-green colour of the garbage.

“Oh, look at Jessa’s tongue!” Mary cried out. “It’s all yellow.” Greg looked first at the garbage and then at the beloved dog. His heart pounded loudly from fright.

That evening at dinner, Jessa dragged herself to the dining room. Her usually proud head was held low and she was trembling.

“Poor Jessa doesn’t seem too well,” Dad remarked.

“That brand of dog food I gave her must not have agreed with her,” Mom said.

“You must be right,” Dad agreed.

“We’ll just let her rest and by the morning she’ll be fine.”

Greg stared unhappily at his food. He was afraid to tell his parents about what had happened at the park. He would be punished for certain. Besides, Jessa might only have an upset stomach. On the other hand, Greg was afraid that there might have really been poison in that garbage. If so Jessa might be very sick.

What would YOU do if you were Greg?

Empathy

Understanding Commonalities: Grade 1-6

Compassion Yoga: Grades 1-6

Rusty and Raymond Story: Grades 1-6

Giraffe Lesson: Grades 1-6

Care a Van: Grades 1-3

Understanding Commonalities:

Grades 1-6

Objective: to teach the students about each other's commonalities by creating a unique and new person.

Materials:

- Large sheets of paper
- Crayons
- Markers
- Tape

Activity:

1. Have students find a partner that they don't know. Each pair will be given a large sheet of paper and some markers or crayons. Each pair will then create a picture of a person on their sheet using commonalities between the two individuals. For example: If both participants play football, they could draw a football as the head.
2. They will keep going until they have a full person that represents their commonalities.
3. They can then name the person, and the drawings can be posted on the wall for all of them to see.

Compassion Yoga

Grades 1-6

Teachers are encouraged to use Yoga resources that they have access to such as Ophea resources, alphabet cards or other online resources.

Objective:

To enhance the student's physical, mental and social fitness while learning about compassion.

Materials:

Area large enough to do yoga (ex. outside, or in gym)

Comfortable clothing

Yoga cards or any Yoga resources that teachers have access to

-Such as the *ABC's of Yoga Learning Cards* written by: Teresa Anne Power, Illustrated by Kathleen Reitz

Discussion:

Have class discuss "compassion"

Ask:

- How do you experience compassion? Is it something you can see or touch, or is it something you can't physically see and touch but feel with your heart?
- What does compassion mean to you?
- How can you show compassion to yourselves?
- How can you show compassion in your classroom? Playground? Home? Community? World?

Activity:

1. Have class spread out
2. Lead the class through the poses

While doing the poses can have the children focus on their breathing:

Compassion Breath

(Close/rest your eyes)

- Stop, listen, and hear the voice of the sky inside you.
- You become quiet.... You feel that stillness fill you up....
- Look for happy moments you can think of.
- Let them pop up like flowers in your inner sky.
- Breathe in that good feeling...smoothly and steadily through your nose...
- Letting all that goodness take root in your heart.
- Making you feel bigger, stronger, clearer.... And breathe out...
- Sending flowers of light to anyone and everyone, everywhere, and always...
- "May all beings be happy."

Adapted from:

Yoga 4 Kidz (2008) Compassion. Vancouver: <http://www.yoga4kidz.ca>

Rusty and Raymond

Grades 1-6

Objectives:

- To understand the importance of being kind towards and having respect for all living things.
- To understand the meaning of empathy, and to empathize with other living creatures.
- To evaluate responsible and irresponsible behaviour.

Materials:

- Rusty and Raymond story (attached)
- Discussion questions.

Discussion:

Write the word empathy on the board.

Ask the students if they have ever been in a situation in which they knew exactly how someone else was feeling because they had a similar experience. Ask them to share.

Activity

1. Read story (as class or individually)
2. Break the class into groups, each group answers a few of the provided discussion questions.
3. Discuss the answers as a class.

Discussion questions:

1. Do you think what Rusty's owners did was responsible? Why?
2. What should Rusty's owners have done instead?
3. How do you feel about the Johnsons letting Rusty go?
4. What do you think happened to Rusty during the two weeks he was on his own.
5. What would Rusty's life have been like if Raymond hadn't rescued him?
6. Do you think the Johnsons should get another pet? Why or why not?
7. Who do you think is the responsible owner in this story? Why?
8. What do you think about what Raymond's mom said about Rusty being let go?
9. Have you ever been lost? How did you feel? Can you empathize with Rusty? How did you think he felt, being abandoned or left?
10. Put yourself in Rusty's shoes for a moment and think about the feelings he might have had when he was abandoned.
11. Have you ever lost a pet? How did you feel?
12. Can you empathize with Raymond? How do you think Raymond felt when he learned Rusty was abandoned?

Adapted from:

Golden, J. Rusty and Raymond www.oousa.org

Rusty and Raymond

by Judy Golden

Raymond ran the five blocks down the Center Street from the school to his home. He could have cut across Stewart Park, but his mother had told him not to. She said the park was dangerous. When he reached his building, Raymond ran the four flights up to his apartment. As he opened the door, he realized something was different.

“Hi Raymond,” his mother said. “How was school”.

“Okay,” replied Raymond. “Mom how come Rusty didn’t bark?” Rusty was a big brown mutt who belonged to the Johnsons, Raymond’s neighbours.

“The Johnsons moved, they found a better place to live,” said his mother.

“Well, I hope it’s a better place for Rusty, too,” Raymond said sadly.

“Oh they didn’t take Rusty with them. They can’t have dogs in their new apartment,” his mother remarked.

Raymond’s eyes opened wide and he exclaimed, “Where’s Rusty? What did they do with him?”

“Calm down, Raymond. Mr. Johnsons let Rusty loose in the park. He’ll be okay?”

“But how will he find food, and what will he do in the rain?” said Raymond.

“Rusty is a smart dog,” his mother said. “He’ll know what to do. Besides, there are a lot of stray dogs in the neighbourhood. They survive!”

“Mom, if Rusty comes back, can we keep him?”

She knew that keeping a dog was expensive, but she didn’t want to disappoint her son. He loved that dog so much.

“We’ll see,” she said.

Raymond went to his room. He wanted to believe his mother, but he just couldn’t. He was frightened for Rusty. He had to find him.

For the next two weeks, Raymond looked down alleyways and in between houses. He saw several stray dogs picking through garbage cans. But none of them was Rusty. The dogs looked so thin and scared. Raymond became frightened. Is this what is happening to Rusty? Maybe someone found him and gave him a good home” thought Raymond. “Or maybe he’s injured and hiding someplace”

Raymond decided to keep searching.

It was getting dark, so Raymond started for home. As he passed Stewart Park, he heard barking and snarling. A pack of dogs was chasing a cat. Some of the dogs were fighting. He couldn't believe his eyes. One of the dogs was Rusty!

Raymond didn't know what to do. He didn't want to disobey his mother, but he had to go into the park to get Rusty. Raymond stood at the edge of the park. He yelled Rusty's name, but the dog didn't hear him. The park was scary, and Raymond didn't want to get too close to those other dogs.

"Rusty! Rusty!" Raymond screamed.

Finally Rusty looked up. He saw Raymond and ran to him. Rusty was thin and had a cut over one eye.

"I'm going to take good care of you," said Raymond, hugging his friend. "This park is no place for either of us. Let's get out of here and go home."

Giraffe Lesson

Grades 1-6

Objective:

To learn about the qualities of heroes.

Discussion:

1. Ask students who their heroes are. Write them all on the board without commenting. (Optional) read out loud about giraffes from the website: <http://www.giraffe.org/> Tell them that real heroes are called “Giraffes” as they stick their neck out for others.
2. Start a class discussion about the Giraffes (from website if used or one you can think of), the risks they took, and the common good that their actions served.
3. Ask—what each person on the board has done, what risks each of them took, and how they helped. Guide the class through a discussion that helps them see that being rich, talented, gorgeous or bullet-proof can make people celebrities, but not necessarily heroes.

Activity

1. Divide the class into small teams. Each group will brainstorm several possible Giraffes then select one to present to the class. Different groups can focus on different types of heroes (news, history, movies, books, community etc.).
2. Have each group present the story of the selected hero to the class. (*optional*) Each group presents its hero's story using drama, art, narrative, song.
3. Ask the class to discuss each person whose story has been presented, focusing on the risks the giraffes took and the care they show.
4. Re-look over the list made at the beginning taking off those who aren't giraffes and adding any new ones.

Adapted from:

Free Giraffe Lesson from: <http://www.giraffe.org/>

Care a Van

Grades 1-3

Objective:

For the students to identify what they care about.

Materials

Art supplies, tape (to tape the pictures to the wall)

Discussion

Ask the class what “care” means:

i.e. To pay attention to something, treat it with respect, to look out for its wellness.

Activity

Tell students you are taking them on a caravan trip. On the trip you will pass by places and things that you know. When you pass by something, have the students think about, (*optional*) and write down a few things they care about.

- Take the caravan past your body.—*pause for them to think what they care about.*
Ask: What do you care about yourself? Do you care about your health? Do you like to run? To be clean? To get messy? To be hugged? Do you like to eat healthy food? Get exercise? Do you care about your heart? Your teeth? Your eyes? Your head? Your feet? Your skin?
- Take caravan past their homes. — *pause*
Ask: Who lives there that you care about? Do you care about your family, your pets? What do you care about in your home? In your bedroom? In your living room? On your street? Do you care about your neighbour and neighbourhood?
- Take caravan past the school. – *pause*
Ask: what is in the school that you care about? The lunchroom? The classroom? The recess yard? The gym? The teachers? The students? Your work? Your friends?
- Take the caravan around the world. – *pause*
Ask: Do you care about people in other cities? Other countries? Do you care about the places that you’ve been or seen in pictures? If you could do something for someone far away, what would it be? Have the students do drawings on things they care about. Can display them around the room. They can also write descriptions with the images explaining why they care about these people, places and things and how they can show they care.

Adapted from:

National Association of Elementary School Principals, American School Counsellor Association, and Character Counts Coalition (1994) Thought Word Deed. USA: State Farm Insurance.

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Bucket fillers <http://character.org/>

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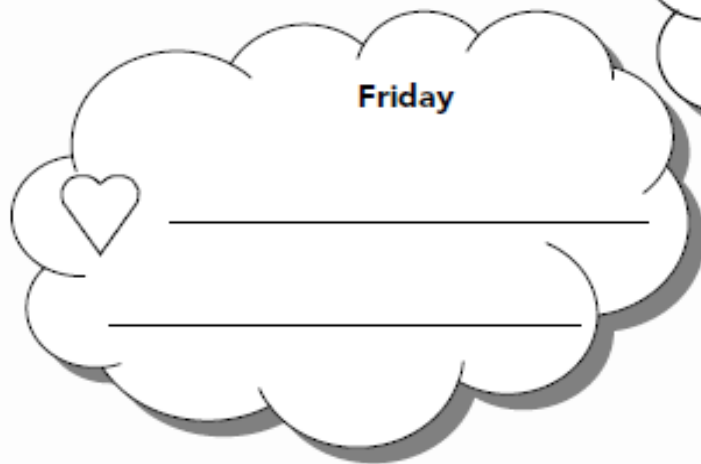
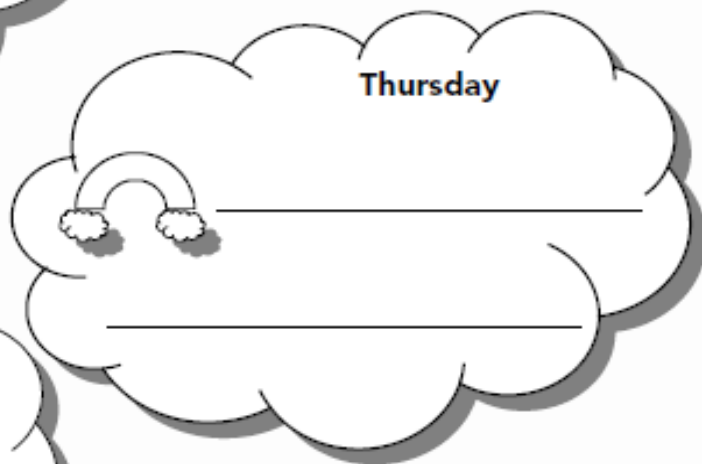
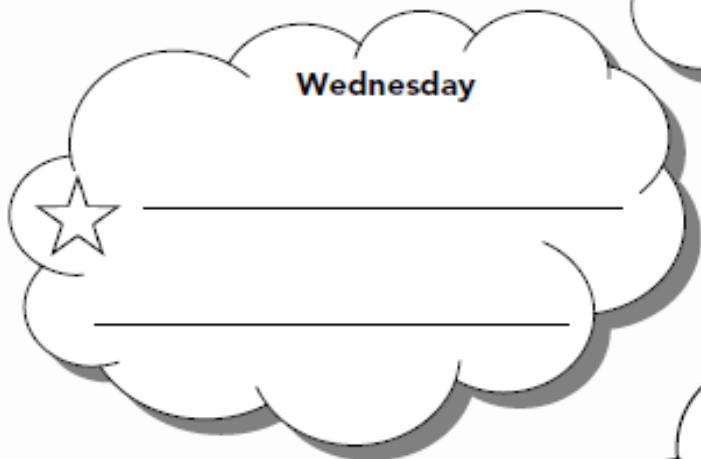
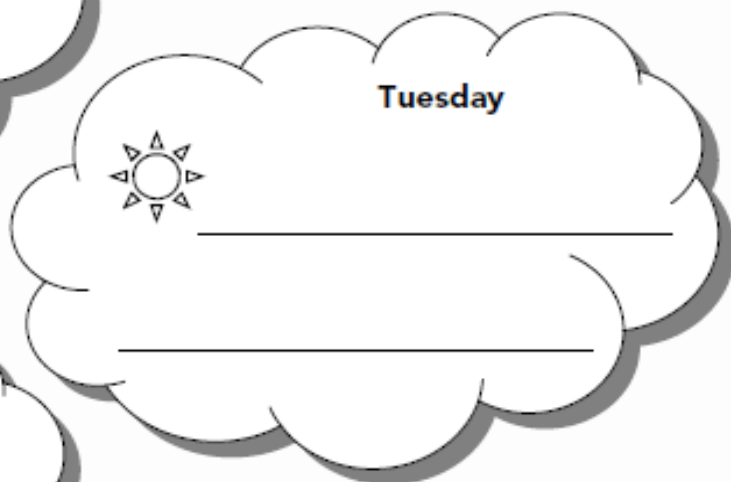
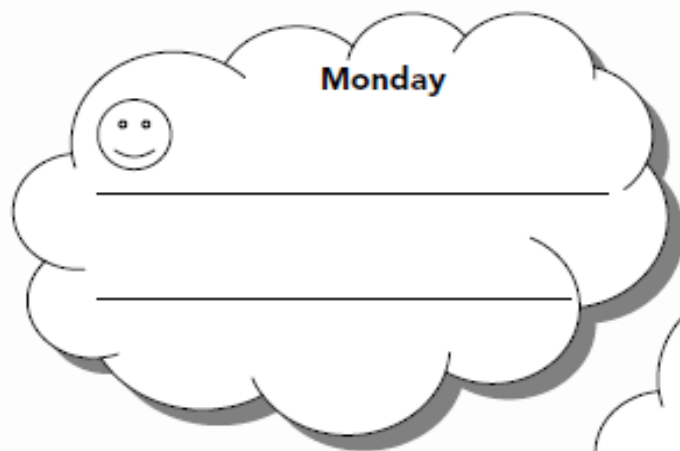
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Caught Caring!



Every day, colour in a shape if you did a good deed, and write what it was.

On the second line write what caring characteristic you used or learned that day.