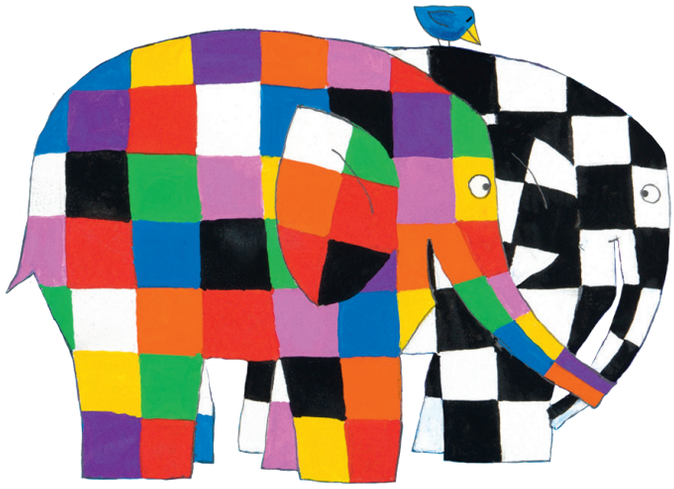

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Help With Bullying

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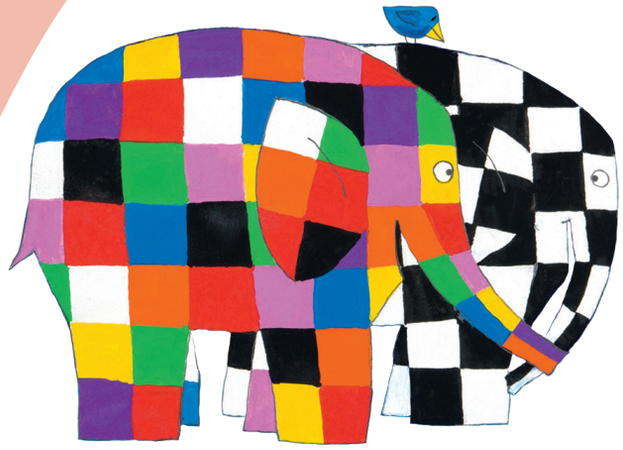

ELMER™ and Kidscape

KINDNESS PACK

Kidscape is delighted to work in partnership with **Andersen Press** and **Elmer the Patchwork Elephant**. The Elmer books are a wonderful way to introduce stories of friendship, kindness and respect to young children and the resources in this Kindness Pack can be used at any time during the year to celebrate kindness.

The Kindness Pack is designed for **teaching staff in Reception and Year 1**, nurseries, pre-schools, childminders, and other early years settings. It also includes activities suitable for parents and carers if they are supporting home learning.

The aim is to give short, easy to prepare activities based on the stories of Elmer the patchwork elephant which enable discussion around themes such as kindness, friendship, and empathy. We also hope the activities will support young children in their emerging understanding of more complex issues such as inclusion, diversity, and standing up for what it is right.

Building a kind community

We believe that it is important to build kind, caring communities that work together to keep children safe throughout their school journey. The best pre-schools and schools acknowledge that bullying behaviour can happen anywhere, and they take positive action with children and families to stop it.

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Here are 5 ways you can make sure children and families are off to a flying start:

1) Create a community that listens. The early school days can be daunting for parents and carers. It is not always obvious who to talk to if you have worries or concerns. Make sure all parents and carers know the names and faces of staff that can help, and how best to make contact. Staff members could make themselves available at the beginning and end of the day to greet parents and discuss any concerns. It can help to have photos and names of staff up on the walls and on the website. Look out for parents and carers who may be isolated from the group - particularly those who have English as an additional language or are new to the area. Encourage other ways that ideas can be shared and give feedback to show you have listened.

2) Create a community that cares. Create a warm and welcoming atmosphere, and train staff in how to spot changes in the behaviour of a child or parent that might suggest they or the family are going through a difficult time. Make sure confidences are kept unless you have serious concerns about the safety of a child (always follow safeguarding procedures) and keep concerns out of earshot of other parents. Ensure that you have a member of staff adequately trained in supporting families and plan pastoral work for children who may be having difficulties. Find out more about services in your area that can help with issues that are outside of your area of expertise (e.g. bereavement, divorce, housing difficulties, mental ill health).

3) Create a community that connects people together. We recommend that schools take the lead in setting up a Facebook page for parents and carers in the Reception intake group. This could be a member of staff or a parent from the PTFA. That way you can set the tone and encourage a kind and caring online community. Find a way (on or offline) to communicate school news to parents on a regular basis, so that they feel connected to the school community. Think of ways to involve the wider community in school life, for example, open days or sessions, invites to school trips and opportunities to lead assemblies. Create opportunities for parents, carers, and staff to get to know one another better. For example, organising a walk or face to face/online training sessions on different subjects (e.g. mental health and wellbeing, digital safety).

4) Create a community that is not afraid to gently challenge. Be clear in staff training, in your induction processes and throughout the year that you celebrate and promote kind, respectful relationships between all members of your community and do not be afraid to challenge language or behaviour that is unkind, threatening or offensive. Make sure you have clear policies and processes in place to respond to such language or behaviour if it arises.

5) Create a community that celebrates kindness and respect. Demonstrate to children and families how much you value kindness and respect. Acknowledge and reward members of the school community who display these values.

KINDNESS PACK

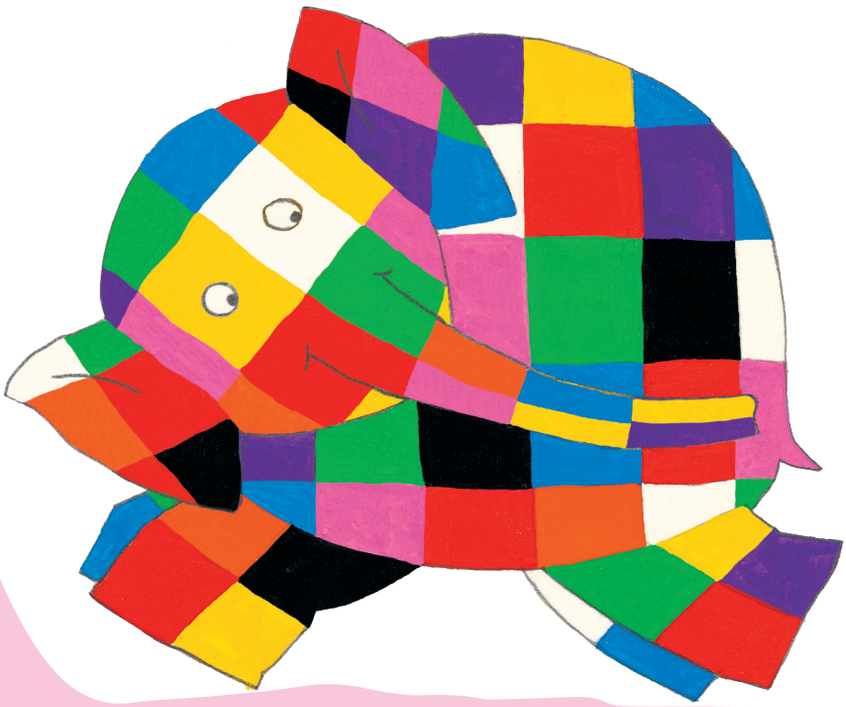
Activities for the whole school community

Helping Hands Mural. Create a giant brightly coloured mural. Invite everyone to add their handprints, pledging how they will help create a kinder, more caring community.

Thank You Wall. Encourage all members of the community to write thank you notes to anyone that has helped them - it could be another child, friend, parent, family member or a staff member.

Tell Us Anything. Create a post box or email address where all members of the community can share with you the things you are doing well to help keep everyone happy and safe but also the things that you could do differently or better. Use this to inform your anti-bullying policy and practice moving forward. *Make sure you remind people that they should always share serious concerns with you.

Parent Listeners. It can sometimes be daunting for parents and carers to talk to a member of staff about their worries or concerns. They may not have had an easy time of it in school themselves, or there may be cultural or language barriers. Consider encouraging parents and carers to become 'listeners' who make themselves available to parents and carers who may have worries or concerns. For example, when children are starting at school for the first time, parent listeners from the year above could be available in the playground before and after school to answer any questions. Parent Listeners could also support weekly coffee groups (face to face or virtually!) for anyone that is feeling lonely or isolated and would benefit from meeting with others.



KINDNESS PACK

Activities for children

The activities and discussions below can be worked through in any order or mixed and matched to create a full lesson. The activities can be adapted to suit the needs of the group. Younger children can use drawings or verbalise their ideas instead of writing them, or an adult can scribe for them.

Circle time activities (under 15 minutes) – can be used as a starter/plenary

Feelings

- **Describe yourself.** Ask each child to think of a positive word to describe themselves (i.e. helpful, kind, funny). Some children may find this quite hard, in which case either ask the group to help them come up with a word or have a word ready that you could use to describe them.

- **Act it out.** Ask each child to act out a different feeling (i.e. happy, sad, angry, excited) and the others must guess what they are. If there are a lot of children in the group, it may be easier to split into smaller groups. Depending on the age and development of the children the adult could prepare feelings cards in advance and the child can act out what is on the card. Alternatively, the adult could call out a feeling and the children can act out that feeling. Use this an opportunity to introduce or explore more complex feelings i.e. loneliness, frustration, confusion. See Resource Sheet A for a list of feelings to use.

- **Feelings dance party!** Discuss how different feelings might look/feel/move. Put on different types of music i.e. sad music to explore 'sad' movements and more upbeat music to explore 'happy' movements. Pause the music at intervals (like musical statues) and give children the opportunity to express how the music makes them feel in the moment. Choose several children to demonstrate how they interpret the music 'feeling'.

- **Feelings discussion. Take it in turns to answer the following questions…**
    - I feel happy when…
    - I feel sad when…
    - Now I feel…
    - If I saw someone being unkind, I would feel…

KINDNESS PACK

Friendship

- **Qualities of a friend.** Elmer is a kind friend to the other animals. What qualities make a good friend? Use sentence starters such as: 'I like friends who…', 'To be a good friend I think you should…' or 'Elmer is a good friend because he…' Each child takes a turn to either act out or describe the qualities of a friend. If they are acting, the other children can try to guess.

- **Make me laugh.** Elmer always makes someone smile. How can we make someone smile if they are sad? Ask the children to think of three ways they can make someone smile or laugh. Put the children into pairs. Each child in the pair takes it in turns to try to get the other person to smile or laugh. Warning – this may get silly and loud!

- **Tell a joke.** Elmer always laughs with, not at people. Explain to the children the difference between laughing with someone, or at someone (e.g. 'Ha, ha, you look like a silly giraffe' or 'Do you want to hear a funny joke?'). Ask the children if they have any jokes they would like to share. The children could invent their own elephant jokes, with the joke that raises the loudest laugh winning a prize.

- **Joining in.** Elmer makes it possible for all the animals to join in his special day (*Elmer's Special Day*). How do you feel if you are left out of a game? Why is it important to include other children in your games?

Celebrating Difference

- **Favourite teddy.** 'All teddies are special, especially your own' (Elmer and the Lost Teddy). Ask the children to bring in or draw their favourite teddy. The children can take it in turns to explain why it is their favourite teddy. Explain that all teddies are different, but all are loved.

- **Same or different?** 'Elmer was different. Elmer was patchwork. Elmer was not elephant colour' (Elmer). Use this activity as an opportunity to discuss how people like different things and that is ok. Children line up. The adult asks questions and depending on their answer the children go to one end of the room, or the other.

- Do you prefer ice cream or chocolate?
- Do you have long hair or short hair?
- Do you have a pet or no pet?
- Would you prefer to play in the park or at the seaside?
- Would you prefer to play football or go swimming?

Add more of your own choosing.

KINDNESS PACK

Activities for children (30 minutes+) - grouped by theme

Celebrating Difference

In *Elmer*, Elmer the patchwork elephant learns that his friends love him for his uniqueness. These activities are an opportunity to discuss what makes each child special and unique, and to develop their sense of self - 'who am I?'. It will also help their understanding that sometimes we like the same things, sometimes we like different things and that is okay.

Activities

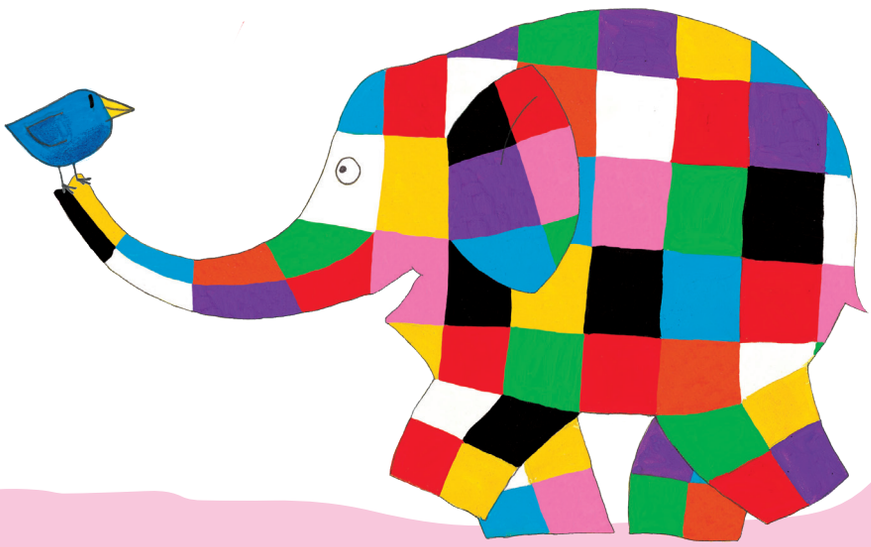
- Make a collage or a drawing of things that you like. This can include toys, activities, food, places you like to visit, television programmes or films, music etc. When everyone is finished have a discussion (in small groups or as a whole class) about what you have chosen and why. Try to identify similarities and differences.

Resources
Paper and drawing materials
Magazine cuttings

- Use the Elmer colouring sheet included in the pack and encourage children to write or draw what makes them different or the same as other children, AND what makes them happy. Use this as an opportunity to talk about difference - why it is good for us all to be different and like different things.

- Give each child some playdough of assorted colours and ask them to make a playdough elephant. When they have finished, spend some time looking at each one and noticing how they are different.

Resources
Playdough



KINDNESS PACK

Teamwork

In ***Elmer and the Hippos***, the elephants and the hippos worked together as a team to clear the rocks. These activities are an opportunity to build children's communication and co-operation skills as they work together towards a common goal.

- Work together as whole class or divide into smaller groups. If you are completing this at home, work together with your child or as a family. Draw around your hands and decorate them in bright colours – either with pens, paints, and crayons or with collage. These hands can be used to create a 'Helping Hands Mural' (see 'Activities for the whole community').

Resources
Art materials
Paper

- Explain to the children that you have a challenge for them. Allow them to assume that they must complete the task individually. Give them the opportunity to try this for a while before asking for ideas as to how to complete the challenge successfully. Guide them towards understanding that they will only be able to complete the task if they work together.

- do 100 star jumps in a minute
- complete a jigsaw puzzle (mix up the puzzles so that each child is missing at least one piece)
- draw a rainbow (give each child no more than two colours)
- build a tower that is as tall as they are in two minutes

Kindness and friendship

Throughout the Elmer stories, Elmer demonstrates what it means to be a true friend to the animals around him. These activities are an opportunity to explore the qualities of friendship and what it means to be kind. This understanding will help children recognise if others are demonstrating behaviour which may be unkind.

Activities

- What makes a good friend recipe. Children can write or draw their ideas.

Resources
Resource sheet B
Pens, paints, and paper

- Draw or collage ways to show kindness.

- Think of a time when someone has been kind or helpful to you - draw a picture/ write about it. Try to add feeling words - how did it make you feel? You could even write a letter to thank the person for helping you.

KINDNESS PACK

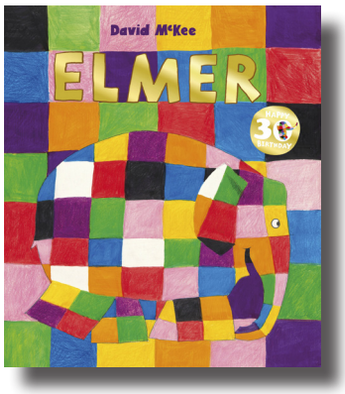
Elmer books and discussion ideas

Resources

Elmer books – *Elmer; Elmer and Butterfly; Elmer and the Hippos; Elmer and the Race*. If you do not have copies of the books you may be able to access them from your local library. You can also order them from book sellers like Waterstones, local independent bookshops and from online retailers.

Emotions/feelings cards. The use of emotion cards will help children learn to recognise and name different feelings and increase their understanding of their own and other's emotions. There are some free resources on the internet, such as these: https://childhood101.com/helping-children-manage-big-emotions-printable-emotions-cards/
Resource Sheet C can be used for these discussions and displayed somewhere accessible within the room so that children can access it daily to 'check in' with how they are feeling.

Elmer



There was once a herd of elephants, all happy and all the same colour. Elmer was different. Elmer was patchwork.
Elmer was not elephant colour.

Themes

- Celebrating diversity
- Acceptance
- Kindness
- Friendship
- Being happy and playful

Discussion

Read the story and as you go along try to encourage the children to identify the feelings of the characters. Ask what helped them to make their decision – how can they tell? When did they last feel like that? Where did they feel it in their bodies? Use Resource Sheet C to help.

- How do the other elephants feel about Elmer at the beginning of the story?
- How does Elmer feel at the beginning of the story?
- If Elmer did not want to be the 'joker' any more could he change? How might the other elephants react?
- Why does Elmer want to be grey? How might he be feeling?
- How did the other elephants feel when Elmer turned grey and then surprised them all?
- How can we celebrate our differences like the elephants do on Elmer Day?

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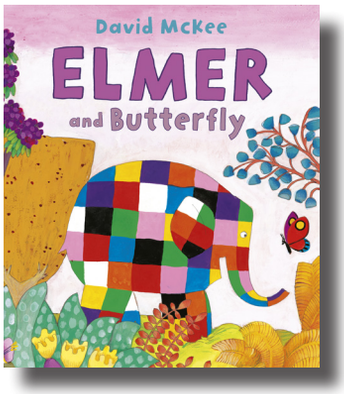


Elmer and Butterfly

When Elmer rescues Butterfly from under a fallen branch, she promises to repay him.
But how can a butterfly ever help an elephant?

Themes

- Helping others
- Acts of kindness/repaying kindness
- Teamwork
- Courage and determination versus size and strength

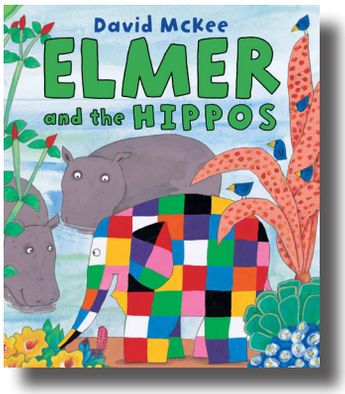
Discussion

Read the story and as you go along try to encourage the children to identify the feelings of the characters. Ask what helped them to make their decision – how can they tell? When did they last feel like that? Where did they feel it in their bodies?

- How do you think Butterfly feels when she is stuck?
- How do you think Elmer feels having helped Butterfly?
- Why do you think Elmer says, "A butterfly saving an elephant, that's a good one"?
- How do you think Elmer feels when he is stuck in the cave?
- Do you think it matters that Butterfly is much smaller than Elmer?
- How do you think Elmer feels when he sees Wilbur and the other elephants coming to help him?
- How do you think Elmer/Butterfly/Wilbur and the other elephants feel when they rescue Elmer?
- Discuss the teamwork involved – could Butterfly or Wilbur rescued Elmer on their own?
- Describe a time that you have worked as part of a team.

KINDNESS PACK

Elmer and the Hippos



The elephants are not happy – the hippos have come to share the river because theirs has dried up. When they complain to Elmer that the river is over-crowded, everyone's favourite patchwork elephant sets off to see if he can find a solution...

Themes

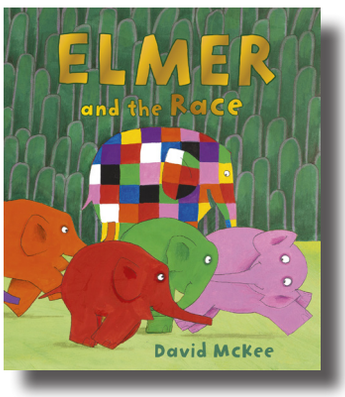
- Compromise
- Teamwork
- Making friends with others who may seem different
- Acceptance

Discussion

Read the story and as you go along try to encourage the children to identify the feelings of the characters. Ask what helped them to make their decision – how can they tell? When did they last feel like that? Where did they feel it in their bodies? Use Resource Sheet C to help.

- Imagine being the elephants. Why didn't they want the hippos in their river?
- Imagine being the hippos. How would you feel to know that you were not wanted?
- Why does Elmer want to help the hippos?
- How might the hippos feel after Elmer has said "make yourself at home"?
- How can the rocks get moved? Who can help? Could Elmer do it on his own?
- How do you think the elephants and the hippos felt at the end?
- Who might need our help in school, in our community, in the world?

Elmer and the Race



The young elephants want to have a race to prove who is the fastest, so Elmer and Wilbur set up a course. But this contest is not all about coming first: it is how you run the race.

Themes

- Sportsmanship
- Helping others
- Saying sorry
- Celebrating individual strengths

Discussion

Read the story and as you go along try to encourage the children to identify the feelings of the characters. Ask what helped them to make their decision – how can they tell? When did they last feel like that? Where did they feel it in their bodies? Use Resource Sheet C to help.

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***Elmer and the Race;* Discussion continued**

- Why do you think Elmer says, "Remember it's not just who is fastest or slowest, but how you run the race"? What do you think he means?
- How do you think the elephants feel when the monkeys throw fruit and shout?
- Why do you think Yellow tripped green?
- How do you think Green felt?
- Would you have done the same as White and stopped to help?
- What do you think 'ashamed' means?
- Do you think Yellow could have done anything else to 'put things right'?
- Why do you think that Elmer gave all the elephants medals?

Further discussion prompts from the Elmer books

- What would life be like if everyone were the same?
- Do you want to be like your friends? In what ways?
- What is good about being different?
- How are people in your class similar and different?
- Do you sometimes feel different from others? In what way? What does this feel like?
- What would/could you do if you heard someone say that another child could not join in with their game because they are a girl?
- Do you ever do things with your friends that only they want to do? Do they only do things that you want to do?
- What would you say/do if someone else said that you could not be their friend if you do not like football?
- If somebody does something nice for you should you do something nice back?

Teacher/parent guidance to support the ideas covered

- Support children to really understand themselves and what makes them unique. Practice (through role play) being confident at expressing what they like, even if others may disagree. Use phrases such as "no thanks, I like it this way" or "I get to choose my own likes".

- Try to model using language that is as inclusive as possible and intervene if you hear children using non inclusive language i.e. excluding a child from a game because of their gender.

- Avoid making assumptions about other children and families or making generalised statements. For example, referring to all children as being part of a two-parent family.

- Ensure books, toys and other classroom/home displays and resources represent diversity (i.e. featuring different ethnicities, religions, disabilities).

KINDNESS PACK

About Kidscape

Kidscape is a bullying prevention charity established in 1985, that supports children, families and schools throughout England and Wales. Kidscape seeks to create a world free from bullying and harm through building communities of support, reducing isolation and loneliness, promoting positive relationships, and supporting resilience and wellbeing. Kidscape gives hope and help to thousands of children each year, delivering workshops in schools and the community. Kidscape also provides advice and support to parents and carers through workshops and through the Parent Advice Line, and trains thousands of adults each year to help keep children safe.

www.kidscape.org.uk

About Elmer and Andersen Press

David McKee's Elmer, published by Andersen Press, is an international nursery favourite. Deservedly a modern classic, with over ten million copies sold worldwide, Elmer's subtle message, that it is ok to be different, resonates with children across the world. Andersen Press are delighted to partner with Kidscape to share Elmer's message with children throughout England and Wales.

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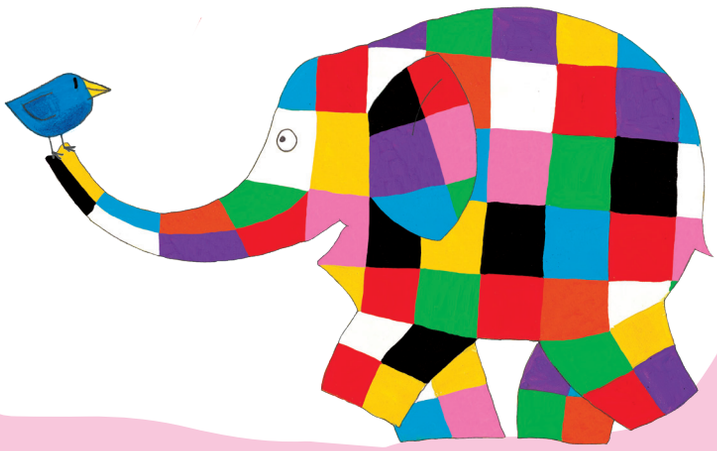
Resource Sheet A

Feelings Word List

Happy	Embarrassed
Sad	Worried
Calm	Proud
Sleepy	Bored
Scared	Afraid
Nervous	Jealous
Angry	Disgusted
Shocked	Lonely
Proud	Silly
Surprised	Relaxed
Confident	Poorly
Confused	Frustrated
Excited	Creative
	Shy



Resource Sheet B

My Recipe for Friendship

A large pinch of .....

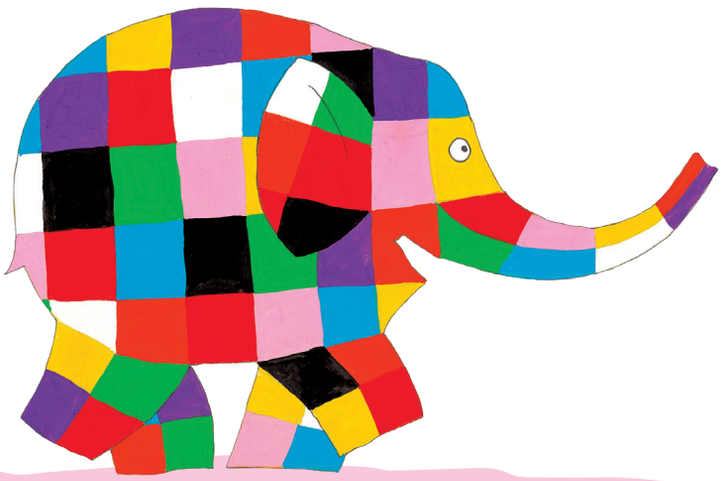
A sprinkle of .....

A handful of .....

A spoonful of .....

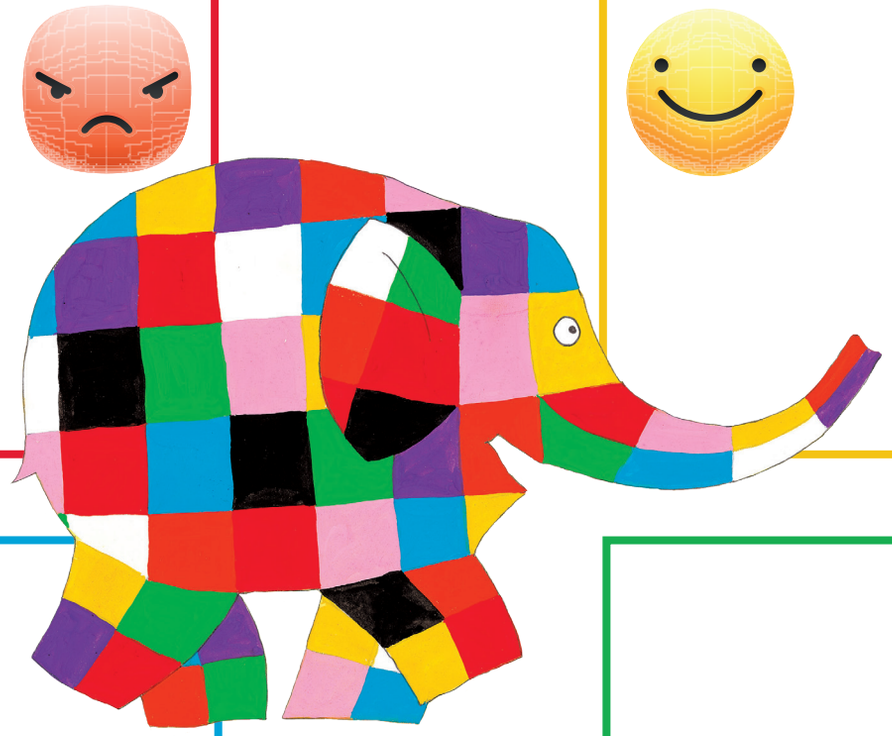
A splash of .....

A dash of .....



Resource Sheet C

How is Elmer feeling?



Angry
Mad
Out of Control
Scared
Afraid

Happy
Proud
Joyful
Confident
Excited

Sad
Nervous
Frustrated
Lonely
Disappointed

Calm
Content
Peaceful
Relaxed
Loved

How are you feeling?