

Unit II: From the Playground to the World Stage

Grade Levels: 1-3

Time: 45 minutes

Lesson EII-6: Making Choices: Bystander, Perpetrator (Bad guy), Victim, Rescuer (Hero)

Interdisciplinary Connections:

Social studies, character education, art, literacy

Objectives:

- Students will be able to identify and explain the roles of individuals in a threatening situation.
- Students will be able to identify the choices of the individual in a threatening situation.
- Students will be able to understand the implications of making assumptions.
- Students will be able to appreciate the value of friendship.

Key Terms:

Bystander

Bad guy

Victim

Hero

Bullying

Assumptions

Prejudice

Skog

Materials:

- *The Island of the Skog* by Steve Kellogg
- Drawing paper, crayons or markers, journals

Activities/Procedures:

- Ask students the question: "What scares you? What frightens you?"
- Ask students to describe their answers in writing and then draw an image representing what frightens them.
- Take student volunteers to share their description and/or image with the class. (If available, teacher may use an elmo to project the images on a screen.)
- What is an island? Show pictures of an island.
- How do you usually get to an island?
- What is a "Skog"? What do you think it looks like?
- Have students draw a "Skog" and hang up their pictures.

Classroom Activity

- Introduce story and ask students to listen to the story of the "skog."
- Read the story to the class.
- Think-pair-share activity focusing on discussion questions one at a time:
 - Why did the mice leave their home?
 - What should they have done before they left and sailed on the boat?
 - Why did they attack the stranger or Skog before they knew who it was?
 - What lesson do you think the mice and the Skog learned?

Who was under that costume?
Where is the Skog going?
Why was the Skog afraid of mice?
Do you think the mice will be happier here than at their old home? Why?

- Discuss as a class:
 - Who are the bystanders, bad guys, victims, and heroes in this story?
 - Was the Skog misunderstood by the mice? If so, how?
 - Did the mice pre-judge the Skog?
 - What was the Skog?
 - What kinds of things do you think the Skog likes to do?
- Look at the pictures of Skogs students drew at the beginning of the lesson. Ask the students if they think their pictures resemble the Skog in the story.

Evidence of Understanding:

- Discuss what students will need to take along if they go on a journey to an island.
 - Make a list of all the items they need.
 - Give students large bulletin board paper.
 - Have them work in groups to draw an island and include what they need to survive.
 - Have them explain their island.
 - What are some reasons people would choose to leave their homeland and travel to live in a new land?
 - How do you expect to be greeted in your new homeland? How would you view and greet strangers who have come to live in your neighborhood?
- Ask each student to write about these various questions and about possible problems.
 - What happens if there is a bad storm? Are you prepared to take care of yourself?
 - What if you run out of food?
 - What happens if people get sick?
 - What will you do if you meet a Skog?

Extension Activities: Taking Action and Giving Service:

Other videos, films, or stories about friendship and prejudice that you may consider sharing with the students and discussing with them:

Chato's Kitchen by Gary Soto, illustrated by Susan Guevara

Crow Boy by Taro Yashima

Fourteen Rats & a Rat-Catcher by James Cressey, illustrated by Tamasin Cole

Here Comes the Cat by Frank Asch & Vladimir Vagin

Moon Man by Tomi Ungerer