TOUCHING SPIRIT BEAR

LITERATURE-BASED PEACE4KIDS PROGRAM LESSONS

Lessons developed for use with the novel <u>Touching Spirit Bear</u> by Ben Mikaelsen (2001)

Curriculum developed by Temry Melendez

This curriculum is created for and to be used in accordance with the Peace4Kids and Families program developed by Dr. Sara Salmon of the Center for Safe Schools and Communities.

These lessons are divided into the four categories of the Peace4Kids and Families program (Empathy, Anger Management, Social Skills, and Character Education).

Name: _____ Date: _____

TOUCHING SPIRIT BEAR

Lessons for use with PART I of the book

- **Empathy Worksheet 1..... 4**
- **Empathy Worksheet 2..... 5**
- **Empathy Worksheet 3..... 6**
- **Anger Worksheet 1 (4 pages)..... 7**
- **Anger Worksheet 2..... 11**
- **Social Skills Worksheet 1.....12**
- **Social Skills Worksheet 2.....13**
- **Character Education Worksheet 1 (2 pages)..... 14**
- **Character Education Worksheet 2..... 16**
- **Character Education: Class Discussion..... 17**

Lessons for use with PART II of the book

- **Empathy Worksheet 4..... 19**
- **Empathy Worksheet 5 (2 pages)..... 20**
- **Anger Worksheet 3..... 22**
- **Anger Worksheet 4 ..... 23**
- **Anger Worksheet 4 (teacher answers)..... 24**
- **Anger Worksheet 5.....25**
- **Anger Worksheet 6..... 26**
- **Social Skills Worksheet 3..... 27**
- **Social Skills Worksheet 4..... 28**
- **Character Education Worksheet 3..... 29**
- **Character Education Worksheet 3 (teacher answers).. 30**
- **Character Education Worksheet 4..... 31**
- **Character Education: Class Discussion..... 32**

© 2008, Melendez

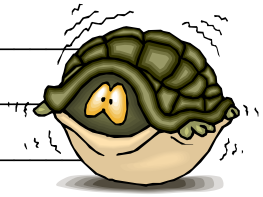
TOUCHING SPIRIT BEAR
PART I

Lessons for Use with Part I of the book
<u>Touching Spirit Bear</u> (Mikaelsen, 2001)

Name: _____ Date: _____

Empathy Worksheet 1

In chapter one, when Cole was on his journey to the island, he stated, "Everyone in the world is afraid of something" (*Mikaelsen, 2001).* Do you agree or disagree with this statement? Why?



_____

_____

_____

What do you think Cole was truly afraid of?

_____

_____

_____

List 5 things that you are afraid of.

1. _____
2. _____
3. _____
4. _____
5. _____

Interview at least 5 other people (either at home or at school). Ask them what they are afraid of and write their answers in the chart below. Practice your social skills by using H.E.A.R.S to be a good listener as they share.

Name of person	What he/she is afraid of

*For enrichment, have the class pool their answers and graph the fears. What are the most common fears?

Name: _____ Date: _____

Empathy Worksheet 2

Name at least 5 feelings Cole may have felt **during** the attack by the Spirit Bear. Remember it is possible to feel more than one feeling at a time.

1. _____
2. _____
3. _____
4. _____
5. _____

When Cole was lying on the ground **after** the attack, he experienced many feelings. Imagine that you are Cole lying injured, alone, and completely helpless on the island. Write a paragraph from Cole's point of view describing the emotions and thoughts he experienced during that time. Make sure you include at least <u>five feeling words</u> in your paragraph. Use "I" in your paragraph because you are pretending you are Cole.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Name: _____ Date: _____

Empathy Worksheet 3

1. List 3 feeling words that describe how Edwin might have felt after he learned that Cole burned the nice shelter he had built for him.

1. _____
2. _____
3. _____

2. How did building the second shelter by himself help Cole develop empathy for Edwin?

_____

_____

_____

3. Have you ever worked hard on something only to have it destroyed? Draw a picture of what it was.

4. How did you feel when the thing you had worked hard on was destroyed?

_____

5. If Cole had helped build the first shelter with Edwin, do you think he still would have burned it? Why or why not?

_____

_____

_____

Name: _____ Date: _____

Anger Worksheet 1 (*page 1*)

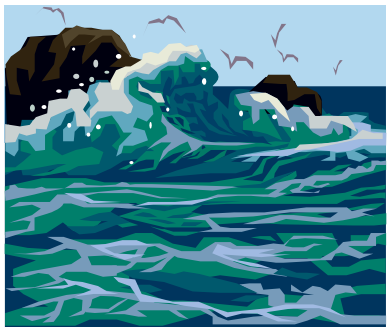
Think of TWO things that Cole did when he allowed anger to control him during his first visit to the island. Name the action, the Behavior, and the Consequence for each scenario.

Scenario one:

Action ⇨	Behavior ⇨	Consequence
_____	_____	_____
_____	_____	_____
_____	_____	_____

Scenario two:

Action ⇨	Behavior ⇨	Consequence
_____	_____	_____
_____	_____	_____
_____	_____	_____



Name: _____ Date: _____

Anger Worksheet 1 (*page 2*)

Now, for **SCENARIO 1**, imagine you are helping Cole use the proactive anger management cycle. Fill in the anger cycle below with the external trigger(s), internal trigger(s), and cues. List reducers Cole could use. Then list the potential long-term and short-term consequences. Finally, help him use one or two pro-social skills that will result in better consequences.

Proactive Anger Management Cycle

Pro-social skills

_____

_____

_____

External Triggers

_____

_____

_____

Long-term Consequences

_____

_____

_____

Internal Triggers

_____

_____

_____

Short-term Consequences

_____

_____

Cues

_____

_____

Reducers

1. _____
2. _____
3. _____

Name: _____ Date: _____

Anger Worksheet 1 (*page 3*)

Now, for **SCENARIO 2**, imagine you are helping Cole use the proactive anger management cycle. Fill in the anger cycle below with the external trigger(s), internal trigger(s), and cues. List reducers Cole could use. Then list the potential long-term and short-term consequences. Finally, help him use one or two pro-social skills that will result in better consequences.

Proactive Anger Management Cycle

Pro-social skills

_____

_____

_____

External Triggers

_____

_____

_____

Long-term Consequences

_____

_____

_____

Internal Triggers

_____

_____

_____

Short-term Consequences

_____

_____

Cues

_____

_____

Reducers

1. _____
2. _____
3. _____

Name: _____ Date: _____

Anger Worksheet 1 (*page 4*)

What might the new consequences be for Cole if he uses this Proactive Anger Cycle?

Scenario 1:

New Short-term Consequences:

_____

_____

_____

New Long-term Consequences:

_____

_____

_____

Scenario 2:

New Short-term Consequences:

_____

_____

_____

New Long-term Consequences:

_____

_____

_____

Name: _____ Date: _____

Anger Worksheet 2

Part A: Write a paragraph about a time when you were so angry that you couldn't think clearly and you made some poor choices. Follow the outline below.

When _____

_____, I was so angry that I couldn't think clearly. My anger was controlling me. The external triggers were_____

_____. The internal triggers were

_____.

I knew I was really angry when my *(list cues)*_____

_____. I made the choice to

(describe your actions) _____

_____. The consequences were

_____

_____.

Part B: Pretend that you can go back in time and use the proactive anger cycle. Re-write your paragraph to show how things could be different when you manage your anger in a positive way. The external trigger and cues will stay the same, but your internal trigger, choice (use pro-social skills), and consequences should change. Make sure and add what reducers you use and what pro-social skills you use.

When _____

_____, I was so angry that I couldn't think clearly. The external triggers were

_____.

I realized I did have control over my internal triggers, so I said _____

_____ to myself. My body was still telling me I was

really angry by *(list cues)*_____.

So I used a reducer. I _____

until I was calm enough to think clearly. I considered the possible consequences and they seemed pretty bad. So instead, I chose to *(describe your actions –use a pro-social skill)*_____

_____.

The result was _____

_____.

Name: _____ Date: _____

Social Skills Worksheet 1

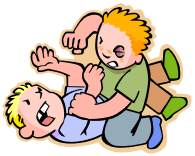
In Chapter 1, it explains the following series of events:

1. Cole broke into a store, robbed it, and then bragged about it at school.

2. Peter told.

3. Cole assaulted Peter.

4. Cole was arrested.



Part A: Imagine that some older boys had dared Cole to break into the store. Unscramble the words below to find what social skill Cole could have used to make a better choice.

Social skill: ygintas uot fo eblotru itwh eorhts:

_____

As a review, the four steps for this skill are:

1. Decide if you are in a situation that might get you in trouble.
2. Decide that you want to get out of the situation.
3. Tell the other person what you decided.
4. Suggest something positive to do.

Part B: Three volunteers from the class should role play this refusal skill using the scenario of Cole being dared by 2 older boys to break into the store. Remember, the role play must use the 4 steps, be "G" rated, and have a positive ending.

Part C: Now, think of an example of a situation in which you could use the skill of avoiding trouble with others. Write it here:

_____

_____

Part D: **Every** member of the class will take turns role playing the "staying out of trouble" social skill using their own example.

Name: _____ Date: _____

Social Skills Worksheet 2

Think about the various interactions Cole had with people like Garvey, Edwin, and the members of Circle Justice in Part I of the novel.

Part A: Name at least 3 social skills that Cole was lacking. Give an example of when and how he could have used each social skill to help his situation.

- Social skill: _____

  When and how Cole could have used that skill to help his situation: _____

  _____

- Social skill: _____

  When and how Cole could have used that skill to help his situation: _____

  _____

- Social skill: _____

  When and how Cole could have used that skill to help his situation: _____

  _____

Part B: Find an example of a character using a positive social skill in Part I of the novel. Draw the example below as a cartoon:

Name: _____ Date: _____

Character Education Worksheet 1 (*page 1*)

Teacher note: Have the students fill in their ideas on this worksheet. Then lead the class in a discussion of the following questions.

Directions: Read the following questions and thoughtfully respond to each one. You may write or draw your ideas in any format that you choose. Be prepared to share your answers in a class discussion.

Question 1: When Cole faced the Spirit Bear right before he attacked it (end of chapter 7), Cole "found courage in the Spirit Bear's stillness" *(Mikaelsen, 2001*). Because it didn't run away or attack, Cole concluded that it must be scared.

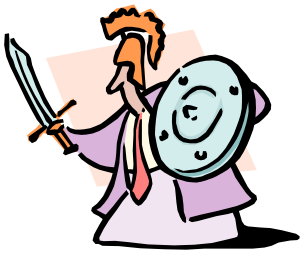
Do *you* think the Bear was scared, or could there have been another reason it stood still and faced Cole?

Question 2: Have you ever faced a "bear" – a circumstance or person much more powerful than you? Describe this experience.

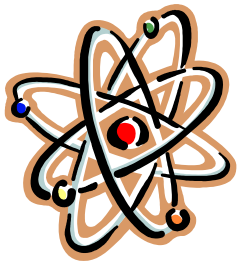
Name: _____ Date: _____

Character Education Worksheet 1 (*page 2*)

<u>Question 3:</u> Have you ever chosen to fight instead of respecting a greater power? What happened? What consequences impacted you? What was the outcome?



<u>Question 4:</u> What forces in life are more powerful than you are? What do you need to do to live with these forces in a way that doesn't result in negative consequences for you?



<u>Question 5:</u> Before the attack, the Spirit Bear appeared a few times to Cole and seemed to be observing him. Cole felt the Bear was challenging him by his stare.

Have you ever gotten in a fight because of the way someone looked at you? Do you think the bear was really meaning harm by his look? Why else could the bear have been watching Cole?

Name: _____ Date: _____

Character Education Worksheet 2

Part A. After the attack, what did the Spirit Bear represent to Cole? Name at least 3 character traits the Bear represented.

1. _____ 2._____ 3._____

Part B. What Character traits did Cole demonstrate in his struggle to stay alive while he was lying on the ground waiting to be rescued? For each trait, write down a few words to explain how he showed that trait.

Character Trait	Why this trait is important	How Cole showed the trait
1.		
2.		
3.		

Part C. Pick one of the traits you listed in the table above. Explain how developing this trait within yourself could help you in your life.

Character Trait: _____

How it could help me in my life now: _____

_____

_____

How it could help me in my life in the future: _____

_____

_____

Set a goal: What is one thing I can do this week to demonstrate this character trait: _____

_____

One-week follow-up: Did I meet my goal? Why or why not? _____

_____

Character Education: Class Discussion
(This handout is for teacher use only)

Teacher instructions: Conduct a class discussion. Use these questions to guide the discussion. Allow students to express differing opinions, but skillfully guide the discussion to encourage higher-level reasoning and to help the class reach productive conclusions.

Part A:

1. Do you think the bear attacked Cole, or did Cole attack the bear?

2. Did Cole have the right to attack the bear? If the bear had hurt him first, would that have given him the right to hurt or kill the bear?

3. Why did Cole set his mind on attacking the bear long before it ever hurt or threatened him?
   Hint: What did the bear represent to Cole?
   Answer: Help the students come to the conclusion that the bear represented all that Cole was not – calm, courage, power, and self-control.

4. What do you think Cole hoped to gain by attacking the bear?
   Answer: Help students realize he was trying to gain a sense of control, turning his anger outward, and wanting to hurt others like he had been hurt.

Part B:

5. Read this passage with the students (found in the middle of Chapter 10):

> In death, there was no control, no anger, no one to blame, no choices, no nothing. To be alive was to have choice. The power to choose was real power, not the fake power of making others afraid. Cole knew he had used that fake power many times. All of his life he had squandered his choices, wallowing in revenge and self-pity, keeping himself down. Now, as he lay near death, those he had hated were safe and warm. Those he had blamed were still alive and well. He had hurt himself most. Life was empty and meaningless unless he found some meaning (*Mikaelsen, 2001*).

6. Ask: Where did Cole's choices take him? What choices had he made?

7. Where did Cole's choices place him in comparison to those he had tried to hurt with his choices?

Part C:

8. Have the students write a paragraph, draw, or share verbally about a time when their choices hurt *them* more than the people around them, or more than the people they intended to hurt.

TOUCHING SPIRIT BEAR
PART II

Lessons for Use with Part II of the book
<u>Touching Spirit Bear</u> (Mikaelsen, 2001)

Name: _____ Date: _____

Empathy Worksheet 4

How did Cole's feelings and attitude change from when he was first injured to the time when he was rescued? You may *either* write your answer on the lines below *or* draw your answer in the boxes below.

_____

_____

_____

_____

_____

Cole's thoughts and feelings when he was first injured

Cole's thoughts and feelings just before he was rescued

Name: _____ Date: _____

Empathy Worksheet 5 (*page 1*)

Create a diary entry written by *either Garvey or Edwin*. Your diary entry should be at least 10 complete sentences in length. Pretend that you are Garvey or Edwin. Talk about:

1. Why you chose to help Cole (hint: think about what Garvey or Edwin's life experiences may have been).

2. What you gave up to help him (hint: think about time, money, energy, risk of failure, etc.).

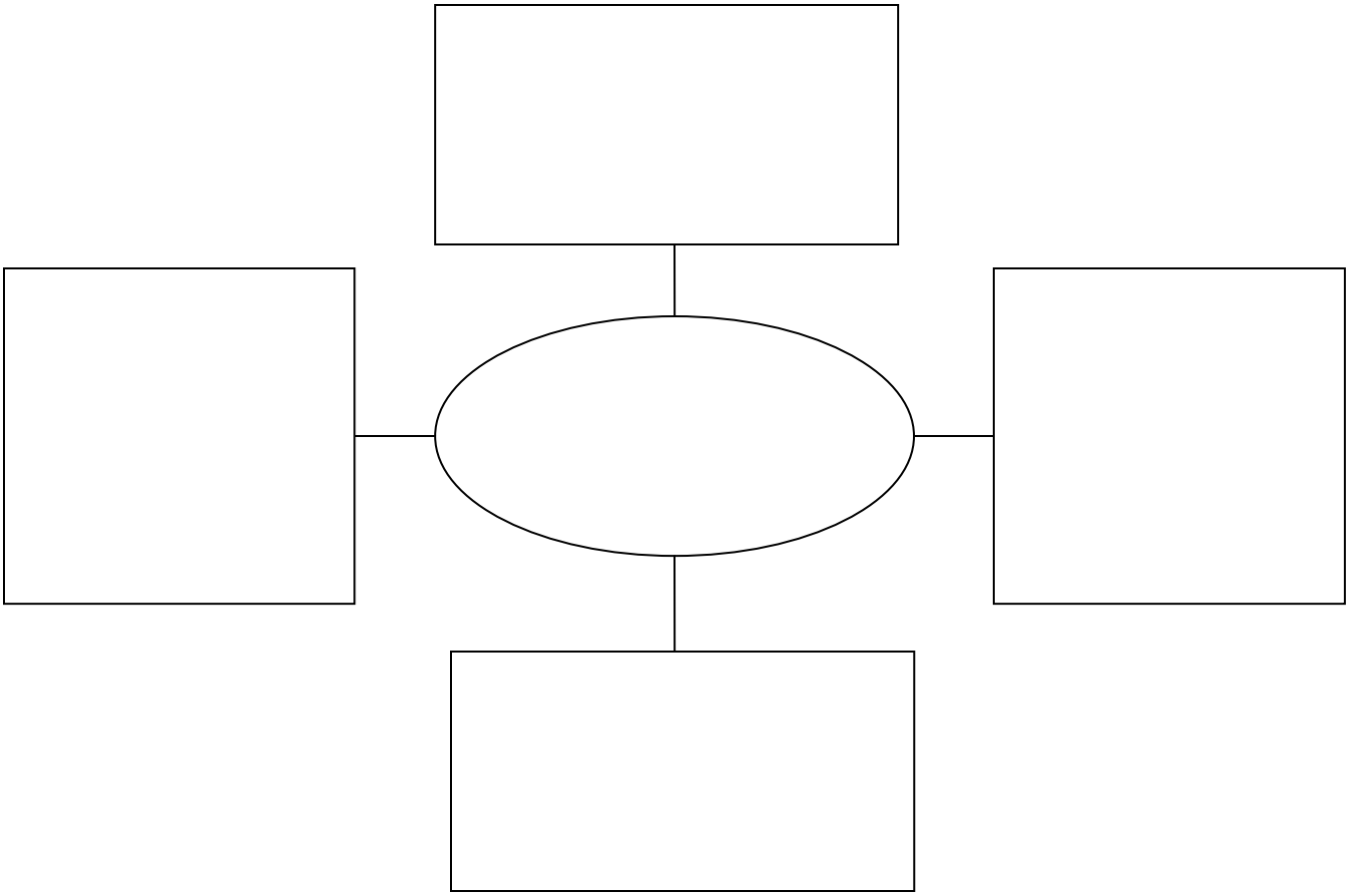
3. What are your hopes for Cole's future?

4. How has helping Cole changed your own life?

You may use the diagram below to brainstorm ideas for your diary entry.

Circle which character you are pretending to be:

Garvey or Edwin



Name: _____ Date: _____

Empathy Worksheet 5, page 2

Circle which character you are pretending to be:

Garvey or Edwin

Write your diary entry here:

Name: _____ Date: _____

Anger Worksheet 3

Notes to teacher:

- Reread the second part of chapter 17 as a class before completing this worksheet.
- As a preferred alternative to using the drawing on this paper, each student could bring in an actual (small) stick and write on it. Or the teacher could bring in a stick for each student.

Part A:

In chapter 17, Edwin used a stick to show Cole that he can't get rid of his anger, but he can choose which end of the stick to look at. He said, "What you focus on becomes reality...Those who focus on anger will always be angry. Those who focus on happiness [will always be happy]." "Happiness, like anger, is also a habit" (*Mikaelsen, 2001*).

In the story, the left end of the stick represented anger, and the right end of the stick represented happiness. Pretend the drawing below is your stick. On the *left* end, write or draw things that you tend to focus on that make you *angry*. Then, on the *right* end, write or draw things you can learn to focus on that make you *happy*.

Angry	Happy

Part B:
On your stick, circle at least two happy things that you can choose to focus on this week. Write them here:

1. _____ 2._____

Part C:
Use the table below to monitor your thoughts this week.

	Date	Did I focus on the right end of my stick at least once today?	If yes, what happy thing did I choose to focus on?
Day 1			
Day 2			
Day 3			
Day 4			
Day 5			
Day 6			
Day 7			

Name: _____ Date: _____

Anger Worksheet 4

Cole chose to manage his anger in healthy and unhealthy ways. In the word search below, find the words that describe these healthy and unhealthy ways.

<u>Words to find:</u>

Yelling	Dance	Climb	Talk about it	Ignore
Work	Steal	Fighting	Walk	Blame others
Soak in pond	Hike	Exercise	Isolate	Build
Roll the rock	Run away	Carve totem	Help someone	Burn shelter

Y	F	H	W	G	J	I	O	K	H	F	E	W	Q	S	X	C	C	Z	M	R	Y
A	N	N	M	U	J	G	R	S	C	T	E	G	U	I	I	L	O	N	O	E	C
W	B	K	L	I	G	N	I	T	H	G	I	F	M	G	X	A	E	L	M	T	G
A	Q	E	A	J	U	E	F	C	V	R	S	B	N	N	E	C	L	D	A	L	N
N	A	S	W	S	B	M	D	T	U	D	F	L	I	O	I	T	N	M	I	E	O
U	T	E	Y	T	A	D	S	X	J	K	O	A	L	R	H	A	G	N	A	H	I
R	V	Q	P	E	W	O	O	E	I	R	U	M	T	E	Y	A	L	S	K	S	Y
D	J	F	H	A	L	G	A	Z	M	X	N	E	R	C	B	E	V	H	L	N	K
E	T	E	H	L	S	L	K	C	S	D	B	O	R	H	B	O	E	M	V	R	L
P	W	D	H	N	V	D	I	E	A	P	C	T	I	O	H	F	D	Q	I	U	P
R	E	I	S	C	F	L	N	N	B	K	R	H	X	E	Q	S	B	T	L	B	A
L	K	A	S	L	M	N	P	A	G	W	M	E	H	L	B	D	Q	T	G	N	W
G	E	D	H	O	M	R	O	L	R	X	V	R	E	N	J	E	K	I	H	P	D
D	S	A	M	Y	L	H	N	F	O	L	N	S	L	B	A	R	R	T	A	N	X
F	I	O	E	C	N	A	D	I	Y	K	V	L	P	S	C	F	B	U	H	L	Q
G	C	F	A	L	X	B	T	H	O	B	M	L	S	N	R	R	V	O	Y	Z	C
W	R	N	S	I	S	X	Q	E	R	U	F	B	O	V	P	L	H	B	V	D	V
P	E	V	R	M	R	Y	U	L	K	I	G	I	M	N	K	R	P	A	J	W	G
K	X	C	R	B	C	A	E	T	H	L	N	G	E	R	W	Q	N	K	X	T	C
I	E	T	S	Q	R	V	H	F	S	D	A	J	O	L	R	B	H	L	T	I	F
C	A	R	V	E	T	O	T	E	M	O	L	W	N	H	T	I	L	A	E	F	R
E	F	S	R	Y	C	L	G	J	V	E	J	B	E	Y	T	P	A	T	I	U	N

After you have found all the words, decide whether each one is a healthy or unhealthy way to manage anger. Write the words in the correct category below.

Unhealthy ways Cole expressed his anger	Healthy ways Cole managed his anger	
1.	1.	7.
2.	2.	8.
3.	3.	9.
4.	4.	10.
5.	5.	11.
6.	6.	12.
7.		
8.		

Name: _____ Date: _____

Teacher Answers – Anger Worksheet 4

Y	F	H	W	G	J	I	O	K	H	F	E	W	Q	S	X	C	C	Z	M	**R**	Y
A	N	N	M	U	J	G	R	S	C	T	E	G	U	**I**	I	L	O	N	**O**	**E**	C
W	B	K	L	I	**G**	**N**	**I**	**T**	**H**	**G**	**I**	**F**	M	**G**	X	A	E	**L**	M	**T**	G
A	Q	E	A	J	U	E	F	C	V	R	S	**B**	N	**N**	E	C	**L**	D	A	**L**	N
N	A	S	W	**S**	B	M	D	T	U	D	F	**L**	I	**O**	I	**T**	N	M	I	**E**	O
U	T	E	**Y**	**T**	A	D	**S**	X	J	K	O	**A**	L	**R**	**H**	A	G	N	A	**H**	I
R	V	Q	P	**E**	W	O	**O**	E	I	R	U	**M**	T	**E**	Y	A	L	S	K	**S**	Y
D	J	F	H	**A**	**L**	G	**A**	Z	M	X	N	**E**	**R**	C	B	E	V	H	L	**N**	K
E	T	E	H	**L**	S	**L**	**K**	C	S	D	B	**O**	R	H	B	O	E	M	V	**R**	L
P	W	D	H	N	V	D	**I**	E	A	P	**C**	**T**	I	O	H	F	D	Q	I	**U**	P
R	E	**I**	S	C	F	L	**N**	**N**	B	**K**	R	**H**	X	E	Q	S	B	T	L	**B**	A
L	K	A	**S**	L	M	N	**P**	A	**G**	W	M	**E**	**H**	L	B	D	Q	**T**	G	N	W
G	**E**	D	H	**O**	M	R	**O**	L	R	X	V	**R**	**E**	N	J	**E**	**K**	**I**	**H**	P	D
D	**S**	A	M	Y	**L**	H	**N**	F	O	L	N	**S**	**L**	B	A	R	R	**T**	A	N	X
F	**I**	O	**E**	**C**	**N**	**A**	**D**	I	Y	K	V	L	**P**	S	C	F	B	**U**	H	L	Q
G	**C**	F	A	**L**	X	B	**T**	H	O	**B**	M	L	**S**	N	R	R	V	**O**	Y	Z	C
W	**R**	N	S	**I**	S	X	Q	**E**	R	**U**	F	B	**O**	V	P	L	H	**B**	V	D	V
P	**E**	V	R	**M**	R	Y	U	L	**K**	**I**	G	I	**M**	N	**K**	R	P	**A**	J	W	G
K	**X**	C	R	**B**	C	A	E	T	H	**L**	N	G	**E**	**R**	W	Q	N	**K**	X	T	C
I	**E**	T	S	Q	R	V	H	F	S	**D**	**A**	J	**O**	L	R	B	H	**L**	T	I	F
C	**A**	**R**	**V**	**E**	**T**	**O**	**T**	**E**	**M**	O	L	**W**	**N**	H	T	I	L	**A**	E	F	R
E	F	S	R	Y	C	L	G	J	V	E	J	B	**E**	Y	T	P	A	**T**	I	U	N

Unhealthy ways Cole expressed his anger (in any order)	Healthy ways Cole managed his anger (in any order)	
1. Yelling	1. Dance	7. Hike
2. Ignore	2. Climb	8. Exercise
3. Steal	3. Talk about it	9. Build
4. Fighting	4. Work	10. Roll the rock
5. Blame others	5. Walk	11. Carve totem
6. Isolate	6. Soak in pond	12. Help someone
7. Run away		
8. Burn shelter		

Name: _____ Date: _____

Anger Worksheet 5

Part A:
Make a list of the **unhealthy** ways that YOU express your anger. Then list the **healthy** ways that you can manage your anger. List *at least **8*** in each category. Use the table below.

Unhealthy ways that you express anger	Healthy ways that you can manage anger
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Part B:
In the grid below, create your own word search using your words from the table above.
When you are finished, trade papers with a classmate and complete one another's word searches.

Name of classmate completing your word search: _____

Name: _____ Date: _____

Anger Worksheet 6

At the end of Chapter 19, Cole realized that he had been blaming everyone else for his problems.

Read this quote**: "As long as blame still existed, so would his anger. He had to let go, the same way he let go of this [ancestor] rock"** (*Mikaelsen, 2001*).

1. Who do you blame for your problems?

_____

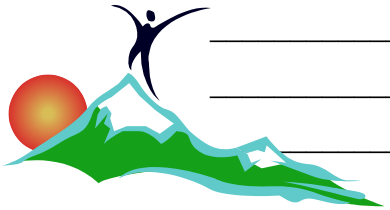
_____

2. Has blaming others made your anger grow or shrink?

_____

_____

3. What was the secret to healing that Cole discovered?



_____

_____

_____

4. Who have you wronged or hurt?

_____

_____

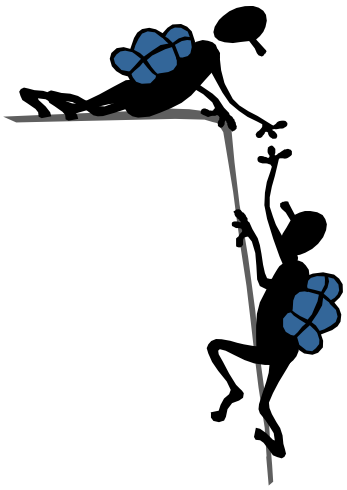
5. What can you do to help the person that you have hurt? Name a specific person/people and at least one idea of what you can do to help.

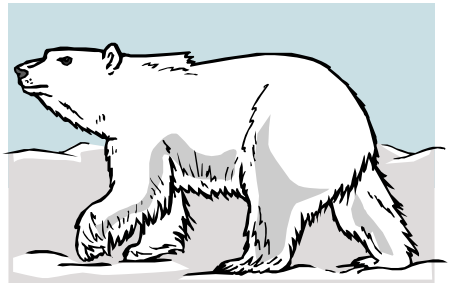
_____

_____

_____

_____





Name: _____ Date: _____

Social Skills Worksheet 3

Part A:
Think about Garvey and the process he had to go through to help Cole navigate the Justice Circle process, to get him to the island a second time, and to bring Peter to the island.

1. Why do you think he went to all that trouble? _____

_____

_____

2. What character traits did Garvey show toward Cole? _____

_____

3. Who in your life has tried to help you? Did you receive the help or reject it? _____

_____

_____

_____

Part B:
Pretend that you are Cole. Write a letter to Garvey thanking him for all the help that he gave to you. Write your letter here:

Name: _____ Date: _____

Social Skills Worksheet 4

Part A:

Imagine that Cole and Peter are now grown up and it is several years after the book ended.

Pick the age you are imagining Cole or Peter to be and write it here: _____.
Choose who you will be (Cole or Peter): _____.

Think about what your character is doing at that time in his life. You may want to consider these questions:

- ✓ Where is he?
- ✓ How is he feeling?
- ✓ Who are his friends?
- ✓ How is his relationship with his parents?
- ✓ What is he doing in life?
- ✓ Does he still keep in touch with the other characters from the book?
- ✓ What does he do in his free time?

Use this box to describe your character at the age you chose.

Part B:

In pairs, each person will take turns as a reporter interviewing "Cole" or "Peter" in front of the class. Everyone will have a turn being the reporter AND the person interviewed. If the class is large, this can be done in small groups. *Be creative and fun – it's like a skit!*

In preparing to be the interviewer, create your questions here:

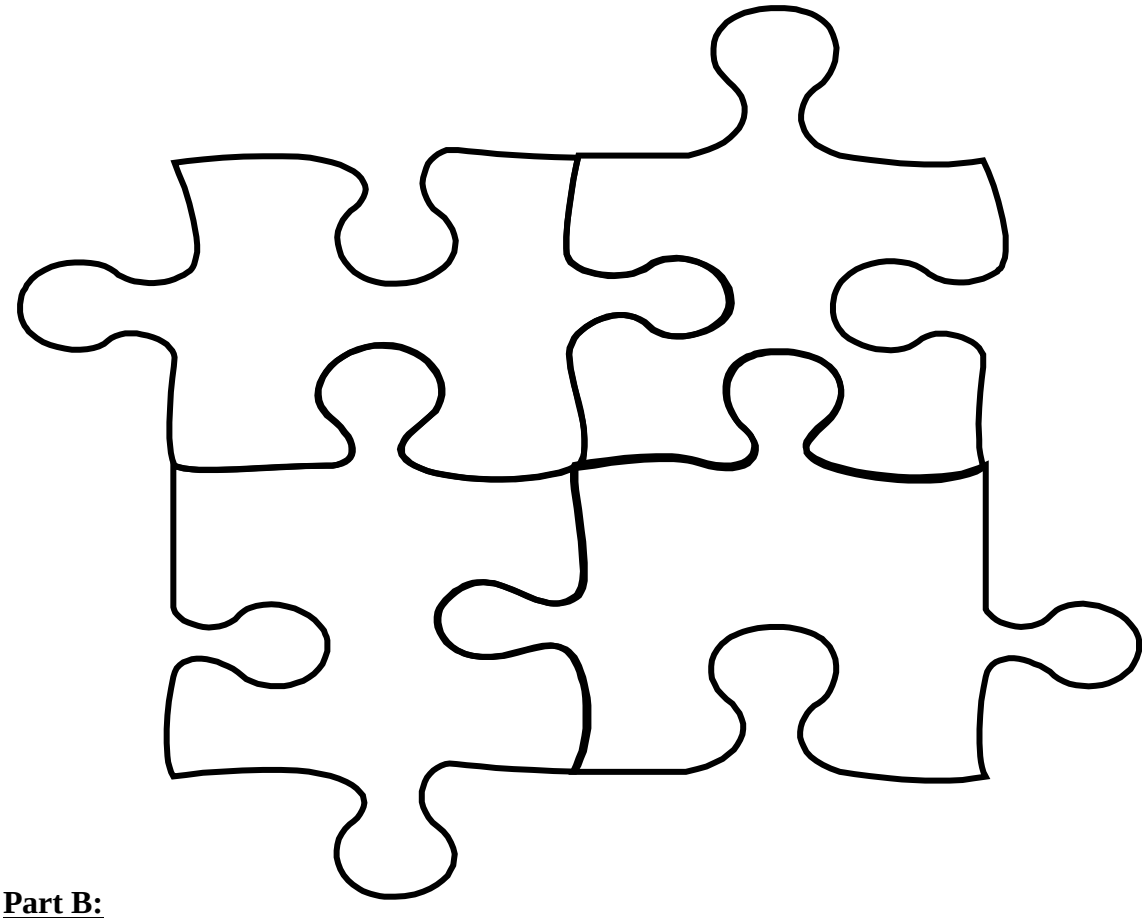
1. _____
2. _____
3. _____
4. _____
5. _____

Name: _____ Date: _____

Character Education Worksheet 3

The character traits work together and fit like puzzle pieces to create a whole person of character.

Part A:
On each puzzle piece below, write a character trait that Cole *developed* during his time on the island. Also write on the puzzle piece *how* Cole showed that character trait.



Part B:
Think about the different dances that Cole danced. What did he learn about himself from each one? (You may need to reference your Spirit Bear book).

Wolf Dance:_____

_____

Beaver Dance: _____

Anger dance: _____

Which dance do you identify with the most? Why? _____

_____

_____

Name: _____ Date: _____

Character Education Worksheet 3 – Teacher Answers

Wolf Dance: We need the help of others, like a wolf pack.

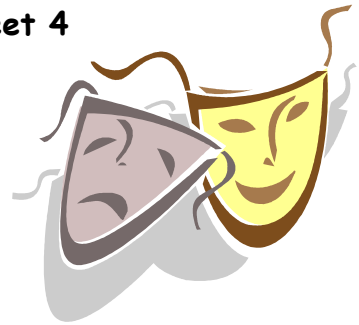
Beaver Dance: Persistence, patience, and ingenuity. By chewing one log at a time, a beaver can dam a whole river. When we violate other people's trust, they stay away from us.

Anger dance: To heal, we have to be sorry for what we have done, forgive ourselves, forgive others, and find a way to help those we have hurt.

(Mikaelsen, 2001)

Name: _____ Date: _____

Character Education Worksheet 4



In preparation for a game of Charades:

Working in pairs, choose a scene from the book in which one of the characters demonstrates a character trait. Write a short summary of the scene here:

_____

_____

_____

_____

The character trait displayed in the scene is: _____

When everyone has chosen a scene, play "Charades" as a class. Each pair will act out a scene using facial expressions, postures, and body language – but NO words or sounds!

The class has to guess:
1. Who the character(s) is/are
2. What the scene is
3. The primary character trait portrayed

Character Education: Class Discussion
(This handout is for teacher use only)

Teacher instructions: Conduct a class discussion. Use these questions to guide the discussion. Allow students to express differing opinions, but skillfully guide the discussion to encourage higher-level reasoning and to help the class reach productive conclusions.

Note: You may wish to spread the discussion out over a few days.

Part A:

1. Do you think Cole truly changed over the course of the story? How can you tell?
2. What do you think changed him the most?

Part B:

3. What did Cole learn from the Spirit Bear's attack?
4. Do you think the attack was worth the pain and suffering for the changes it brought to Cole's life?
5. Do you think there would have been any other way for Cole to truly change? If yes, how?

Part C:

6. Did Cole *deserve* a second chance on the island?
7. How would the ending have been different if Cole had not been given another chance?
   (Hint: Think about Cole's life and also Peter's life)
8. When have you been offered another chance? Did you deserve that extra chance?
9. What did you do with that chance? What was the outcome?

Part D:

10. Were Cole's problems his fault? His parents' fault? The Justice system's fault? Society's fault? His friends' fault?
    (After letting them discuss for awhile, help the students come to the conclusion that all these may have been factors, but Cole was responsible for his own choices. *It's not about finding someone to blame or who is at fault. As long as we continue to blame, we stay angry.*)

Part E:

11. Did Cole deserve the pain and permanent damage to his body after causing pain and permanent damage to Peter?
12. How do you think his own suffering changed his attitude about what he had done to Peter?