

Written by

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Oh Charlie!

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Rosemary Martin is an experienced PSHE (personal, social, health and economic) practitioner who has worked in several urban schools with students of all ages. Her role as a Behaviour Improvement Programme learning mentor, specialising in behaviour management, as well as her involvement in delivering parenting courses has given her a detailed knowledge of behavioural issues in children. This understanding has motivated her to write and develop a number of books, programmes and games for a range of audiences from young children right through to adults.

Session 1

Behaviour Choices & Others

Activity:

Look at Miss Doherty's face in Image 1 and answer the following questions:

1. What can you tell about Miss Doherty from her facial expression?

2. What might she be thinking?

3. How could she be feeling ?

Consider the many ways Miss Doherty could have been affected by Charlie's behaviour.

Think about the effects on her:

- a) energy
- b) health
- c) family
- d) friends
- e) work

How may these have been affected?



I understand that how I choose to behave can affect how others think and feel.

Image 1

Session 1b

Exploring Charlie's Behaviour

Display Images 2-5 around the room

Ask the children to think how all the different ways that the people in the pictures might have been feeling i.e. ashamed, angry, hurt etc.

Give each child post-it notes (one for each image) and ask them to write down one feeling for each image.

The children can then read them out in turn and stick the notes around the pictures.

Allow the children time to view, reflect on and then discuss the displayed pictures before coming together as a class to discuss their choices in more detail.



Image 2

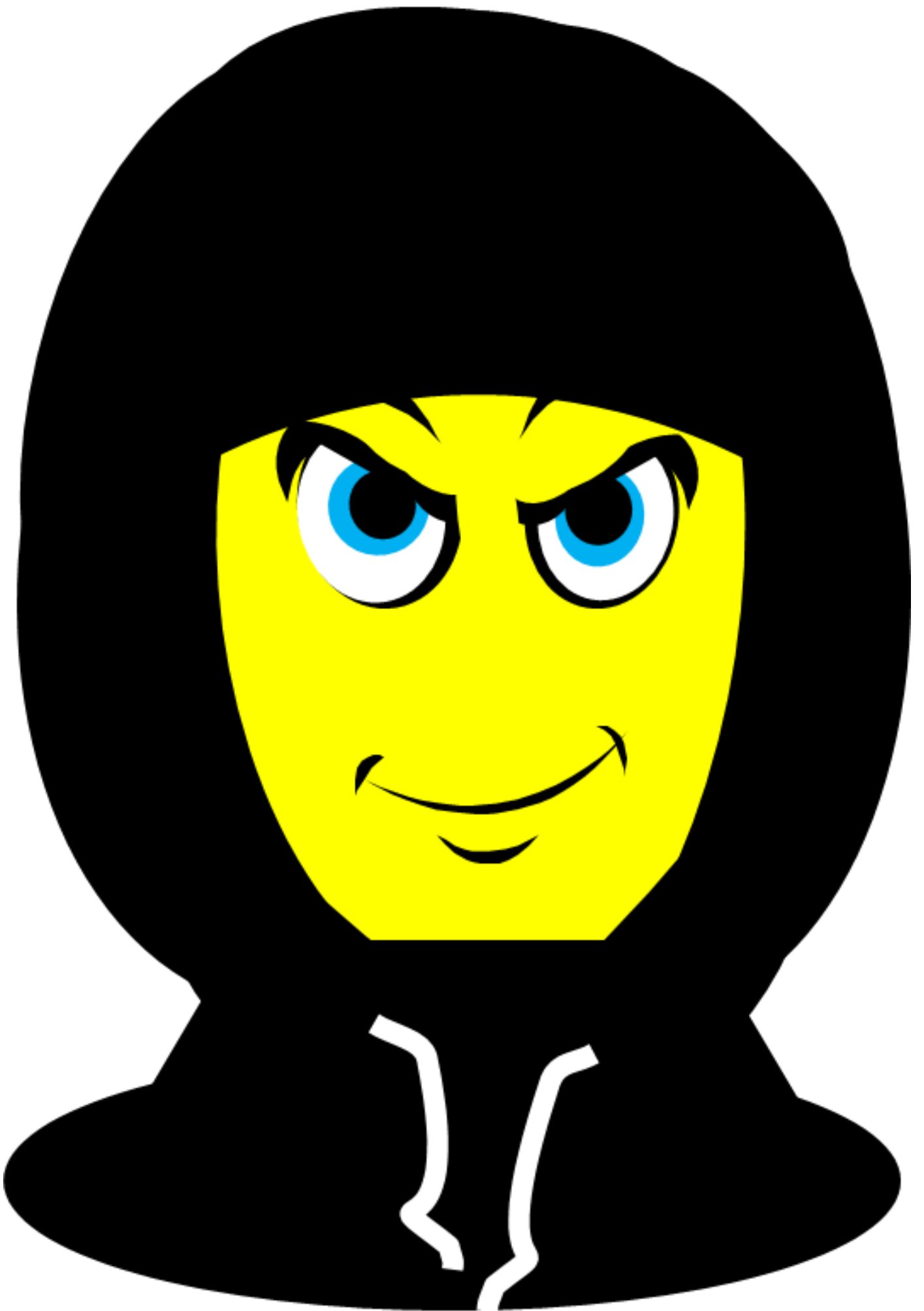


Image 3



Image 4



Image 5

Session 1c

People Affected by Charlie's Behaviour

Display images 6 and 7

On either side of the images put the headings: THINKING and FEELING

Ask the children to think about:

- a. What the characters may be thinking
- b. How the characters may be feeling

Give each child some post-it notes and ask them to write down what the characters are thinking – the children can read them out in turn and then stick the notes under the appropriate heading.

Repeat this for the feeling headings.

Again, allow the children time to view, reflect on and then discuss the displayed pictures before coming together as a class to discuss their choices in more detail.



Image 6

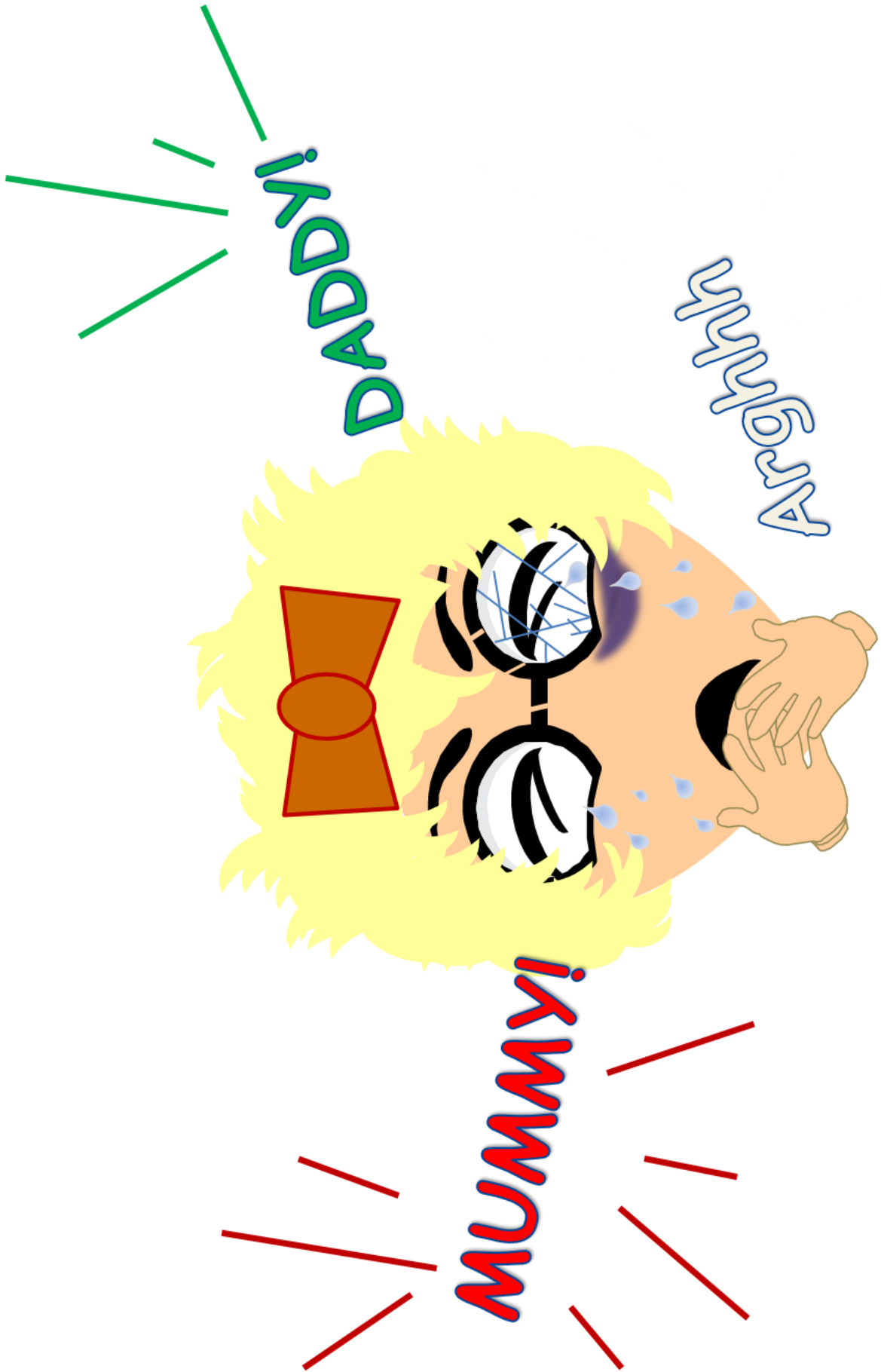


Image 7

Session 2

Reading Body Language

Without the rest of the class knowing, the teacher chooses one child to take part in the following activity:

- 1) While the teacher is introducing the lesson, the child starts talking to a child next to them. The teacher should give them a first warning via eye contact.
- 2) After a while the child should talking to the person next to them again. The teacher can then show displeasure by using a facial expression.
- 3) After a little longer the child should begin talking again and this time the teacher should use both body language and a verbal approach to correct their behaviour, e.g. by telling them to stop talking.

Now discuss with the class what their thoughts/feelings were at the time of the disruption.

Then discuss what was silently being said by:

- 1) Giving eye contact
- 2) Using facial expressions
- 3) Using body language

I understand we can interpret how a person is feeling when they speak by their body language and facial expressions.

Session 3

How Behaviour Choices Impact Others

Recap the discussions from Session 1 to remind the children how Miss Doherty felt during the story.

Divide the class into two groups:

Group 1

Each child writes a story to show how Miss Doherty was affected by Charlie's behaviour before he was excluded.

Group 2

Each child writes a story about how Miss Doherty was affected by Charlie's behaviour after the exclusion.

Guidelines for both groups:

Friends and family of Miss Doherty may be included.

The story can begin from any point in the day or evening e.g. Lunchtime in the staffroom, returning home after work.

I understand that how we choose to behave can have a significant impact on ourselves and others.

Session 4

The Effects of Pretending

Class Discussion

After the exclusion:

**“Two days went by and poor old Charlie could no longer pretend;
He missed everyone at school:
his classmates and his best friend.”**

What do you think, “*Charlie could no longer pretend?*” means?

Explore the following using think, pair, share:

- **Feelings**
Should a person always go by their initial feelings and reactions?
- **Exploring feelings**
How can we control our feelings and reactions?
When should we not go by how we feel?
- **Peer pressure**
How can pretending affect the feelings and actions of others?

I understand that pretending can lead to situations and outcomes that I may not be happy with.

Session 5

Behavioural Choices

When Charlie came back to school:

Miss Doherty, Charlie's teacher, was so relieved, "I've missed you and your friends will all be so pleased!"

What new things did Charlie find out about his class when he returned to school?

Did Charlie show any positive behaviours in school? Look at images 8 & 9 and discuss when and how?

I understand that a person and a negative behaviour are separate.

I know I will be known for the choices I make.



Miss I did my homework!



Oh Charlie well done!

Image 8

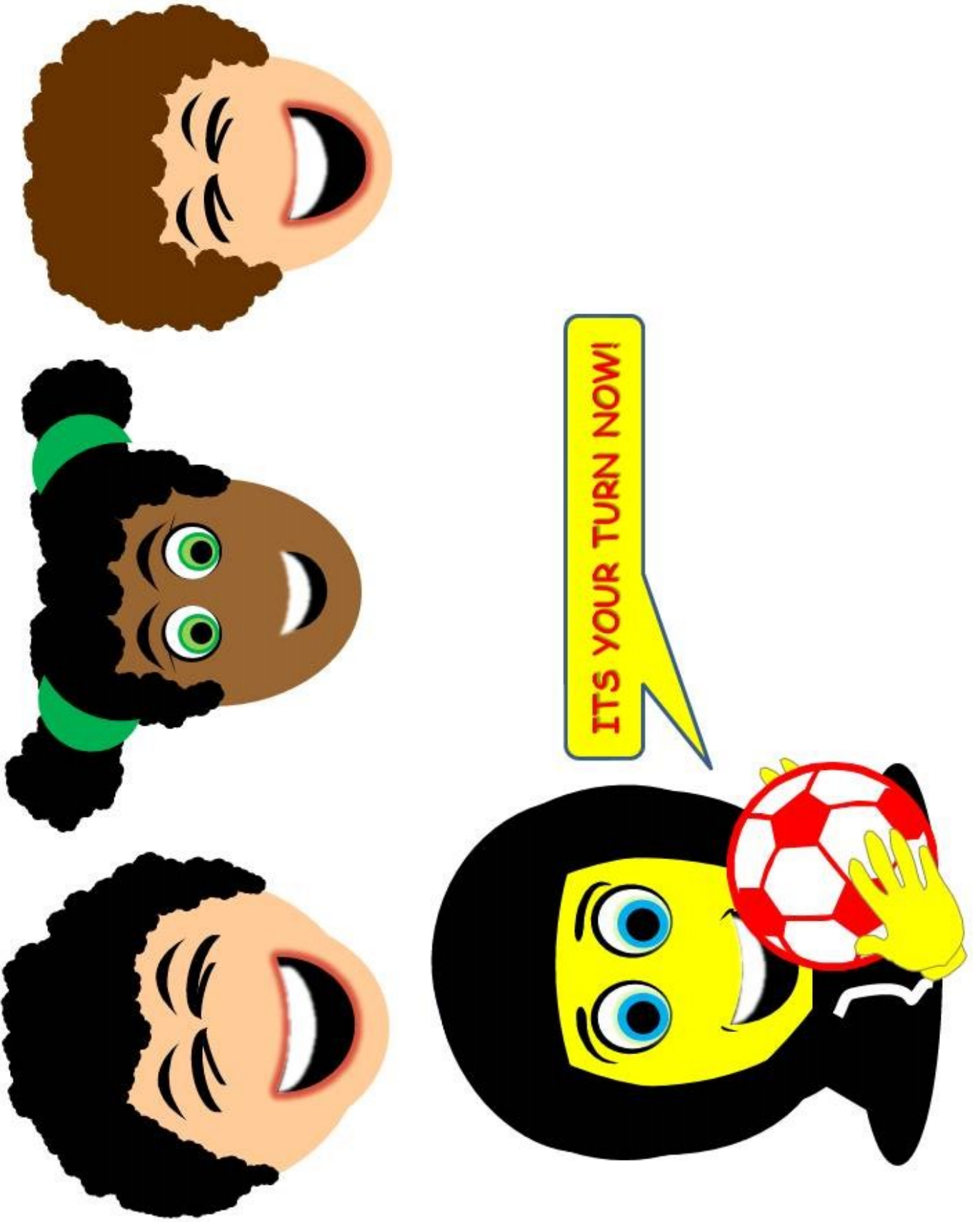


Image 9

Session 6

Identifying Bullying

Look at images 10 , 11 and 12 and list the types of behaviour Charlie displays:

What is bullying?

Thinking about your understanding of what bullying is consider:

a) How do we know that Charlie was bullying the children?

b) How do we know that Charlie was bullying the teacher?

c) Does being a bully mean you are strong?

c) Does being a bullied mean you are weak?

I know what bullying is.

**I know that being bullied does not mean you
are weak.**



Image 10



Image 11



Image 12

Session 6a

Activity for children aged 5-7

Identifying Inappropriate Behaviour

Display Images 8, 9,10, 11 & 12

These images present both positive and negative behaviours.

Guide and encourage the children to:

1. Explain what Charlie is doing in the pictures.
2. Choose a ***Behaviour Choice Card*** that best describes his behaviour to attach to each image.
3. Discuss whether this behaviour might be acceptable at another time or in another place. E.g. running is not acceptable in class but is acceptable in the playground.

I know when behaviour is inappropriate.

Session 6b

Identifying Inappropriate Behaviour

(Activity for students aged 7-11)

Display Images 8, 9,10, 11 & 12

These images present both positive and negative behaviours.

Encourage the children to:

1. Explain what Charlie is doing in each picture.
2. Choose a **Behaviour Choice Card** that best describes his behaviour to attach to each image.
3. Consider whether this behaviour might be acceptable at another time or in another place. E.g. running is not acceptable in class but is acceptable in the playground.

Divide the class into four groups and set them the following task:

- Make a list of behaviours that you know are unacceptable in school.
- Next to them write down where this type of behaviour would be acceptable.
- Choose an **Outcome Card** to suggest a possible outcome for each poster.

I know the difference between appropriate and inappropriate behaviour.

Session 7

How Behaviour Affects Learning

1. Ask the children to list types of behaviours which can be annoying.
2. Next to each behaviour they should write down the impact it can have on them at different times and places in the school day.

Support children to suggest different places within school:

In class

In the playground

In the lunch line

In the toilets

3. Put children into small groups, give each group a location and ask them to brainstorm the different people who could be affected by each behaviour there.

The children should consider the following question:

How does the behaviour we have looked at affect you, your learning or your time at school?

Ask them to present their answer in one of the following ways:

- As a diary entry
- As a cartoon strip
- As a poem (could write an acrostic using a feeling as the key word)
- As a collage (if materials and time are available)

I am aware of how the negative behaviour of others can affect me.

Session 8

Why Do We Have Rules?

Display Image 13

Read *The School Rules* for Charlie's school to the children.

1. What are our school rules? Have a copy available. Explore and discuss your school rules one by one.
2. What are the advantages of following these rules? Children to suggest outcomes.
3. What are the consequences for breaking these rules? Children to suggest outcomes.
4. Do your school rules have any similarities to the Redwood School rules?
5. Do these rules only apply to school life? Where else could rules such as these apply?

Extension: make up some class rules of your own

I am aware that rules apply everyone and are there to keep us all safe.

REDWOOD SCHOOL RULES

- 1. We must play nicely at all times**
- 2. We must show respect at all times**
- 3. We show our manners and use them everyday**
- 4. We must be polite at all times**
- 5. We must do our best to learn**

Session 9

How Behavioral Choices Affect Others

Mr Hilborne told Charlie's mum, "Please will you come now!!!"

How do you think the incident affected Charlie's mum?

What do you think the effects on Charlie's mum, her family or her job might be? For example, what if she had to leave work or was looking after a new baby.

Why might Mum be concerned by other people's impressions of her family?

I understand that my choices can have a negative impact on a wide range of people.

Session 9a

Exploring Outcomes

Role-play

1. Select four children (or ask them to volunteer) to play the following roles:

- Mr Hilborne
- Charlie's mum
- Charlie
- The injured child

2. Give them the task of re-enacting the story from pages 10 to 16.

Extension: continue the story (you could introduce new characters).

3. Use the **Outcome Cards** to either:

- Discuss the outcomes as a class.
Or
- Hot-seat the characters and consider the outcomes.

I am aware of how the choices I make affect other people.

Session 10

Behaviour Choices

Using the **Behaviour Choice Cards**, ask each child to choose seven types of behaviours they would most like to be known for.

For smaller classes: allow each child to display their choices on the board, then take a photo of them standing next to the words. **(You will need to ensure that the school has written permission from parents before you take photos of any child).**

For larger classes **(or in the event that the child does not have a photography permission slip)**: allow each child to make a poster/collage with a self portrait in the middle and their choices around the edge.

By doing this the children can physically be aware of the choices of behaviour that they themselves have chosen to display and can also make the decision to change that behaviour (pictures can be displayed in class or taken home).

Next the children should work through these questions:

1. “Charlie made a choice on how he wanted to behave.” True or false?
2. Throughout the story, when did Charlie choose to behave in a negative way?
3. Throughout the story, how many times did Charlie choose to behave in a positive way?

I am able to make positive behaviour choices.

Session 11

Recognising Behaviours

Behaviour Charades: The teacher can choose children one at a time or in pairs to choose a random ***Behaviour Choice Card*** and try to demonstrate that card to the class. The rest of the class try to guess what that behaviour is.

The teacher can then split the class accordingly so that children can create improvisations to demonstrate the behaviour selected above. Each group / child should show one of the following (which are to be split between the groups):

- 1) a positive outcome for the child who behaved that way
- 2) a positive outcome for others affected by the child's behaviour
- 3) a negative outcome for the child who behaved that way
- 4) a negative outcome for others affected by the child's behaviour

This activity helps children to see for themselves what it looks like to display certain positive or negative behaviours that they themselves may choose.

**I can see what it looks like to display
different behaviours.**

I am able to identify various behaviours.

Session 12a

How Behaviour Affects Learning

(Activity for students aged 8-9)

Explain a chorus and its purpose to the children

Activity : Play the class a song that they do not know and when it comes to the chorus tell the children to listen carefully because they will be quizzed on it!

Choose a child to purposely cause a distraction e.g. start making silly noises.

Now quiz the children:

- Find out how many children managed to hear what the chorus was trying to convey.
- Find out how the children who heard the chorus were thinking/feeling at the time of the distraction.
- How do they feel now?
- Find out how the children who did not hear the chorus were thinking/feeling at the time of the distraction.
- How do they feel now?
- Were there any advantages/disadvantages to any children?

Encourage the children to discuss their thoughts.

I can see how being distracted by others' negative behaviour can stop me from reaching my learning objective.

Session 12b

Controlling Outcomes

(Activity for students aged 9-10)

Divide the children into four groups:

Groups 1 & 2

One person from each group is to begin a story (weaker children may need some guidance to begin) then pass it to the next person, continuing until each has contributed to the story.

Groups 3 & 4

One person from each group is to begin drawing a picture then pass it on to the next person, continuing until each person has contributed to the drawing.

The four children who first start out each activity must have it in their minds what their intended outcome is without revealing it to the rest of the group, i.e. what they want the picture to look like or how they want the story to end. The children are not to tell each other what to say/draw: it has to flow naturally from one person's mind to the next.

Choose the four children who started off the activity to read out or display the end result.

Ask each of them to tell the class what it was that they had first set out to achieve.

Discuss how, or at what point, their intended outcome changed into something that was out of their control? How can we link this to controlling outcomes in our learning?

I can have control of a situation when I take responsibility.

I can see how going along with the intentions of others can influence my desired outcome

Session 12c

Controlling Outcomes

(Activity for students aged 10-11)

Divide the class into three groups:

Group 1

Together focus on writing the beginning of a poem (four lines); decide what the poem will be about but do not tell the other groups. Display.

Group 2

Together decide on what happens next in the poem and write this section (four lines). Display.

Group 3

Together focus on writing the end of the poem (four lines). Display.

Choose a child from Group 1 to read out or display the finished poem.

Group 1 is to tell the rest of the class what they had initially decided the poem would be about.

Class Discussion

How or at what point did their intended outcome change into something that was out of their control? How can we link this to controlling outcomes in our learning?

I can have control of a situation when I take responsibility.

I can see how going along with the intentions of others can influence my desired outcome.

Session 12d

Controlling Outcomes

(Activity for students aged 10-11)

Split the class into groups:

Each group chooses one child to write the first sentence of a story with a positive ending; when they have finished ask them to read it to their group. Now ask the rest of the group to finish off the story by taking it in turns to add one sentence at a time until the story comes to an end or until each child has had a turn.

Choose the child from each group who started off the activity to read out their story. They should tell the rest of the class what they had initially decided the story would be about.

Class Discussion

How or at what point did their intended outcome change into something that was out of their control?

I can have control of a situation when I take responsibility.

I can see how going along with the intentions of others can influence my desired outcome.

Session 13

The Behaviour Game

(Activity for students aged 10-11)

You will need:

- **Positive Behaviour Choice Cards**
 - **Pack of Outcome cards**
1. Choose four children for the role of dictating the outcomes, and give them each one **Outcome Card**.
 2. Give each of the other children a **Positive Behaviour Choice Card** (children can also do this activity in pairs).
 3. Each child with a **Positive Behaviour Choice Card** reads out their card in turn and chooses a child with an **Outcome Card**.
 4. The **Outcome Card** child must then make up a story about the outcome using the behaviour on the other card, but also according to what is written on their card (positive or negative).
E.g. If the **Positive Behaviour Choice Card** is kind, and the **Outcome Card** is positive, they must think of a scenario where something good comes of being kind. However, if the **Outcome Card** is negative, they must come up with a scenario where although they were kind, it still went wrong.
 5. After hearing their outcome the children put their **Behaviour Choice Card** in the middle of the table face down.
 6. After each child has had their turn, the **Outcome Cards** must be shuffled between the four children.

Example of the game:

A child selects the **Positive Behaviour Choice Card** with “sympathetic” on it, reads it out and then chooses an **Outcome Card** from one of the four children.

The **Outcome Card** the child has chosen is:

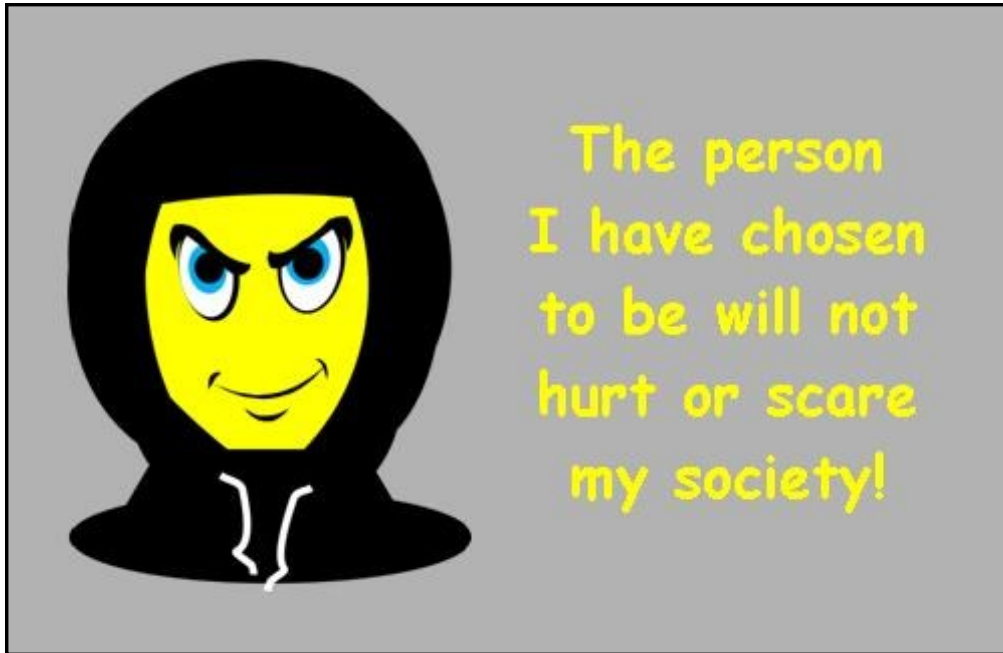
“Negative outcome for others: Your friend was struggling with a question during a lesson; you felt sorry for him so gave him the answer but unfortunately you were meant to be working independently so you both got into trouble”.



Session 14

Anti-social Behaviour

(Activity for students aged 9-11)



If you and four others were dressed the same way, what other things would make you stand out as an individual?

We live in a world where we have to live among other people. Do you think it is important to be considerate of the well being of others?

What behaviours do you find threatening?

Do you think we all have the right to feel safe?

ACTIVITY:

Imagine yourself in the following situations and fill in the gaps to explain how you would react.

When I am on the bus and there are a group of people displaying threatening behaviour I feel _____, therefore I will not behave like that myself.

When I go out with my friends and I hear people being very loud, I think

I feel _____

When I go out and I hear people swearing a lot, I think _____

I feel _____

When I go out and I see people doing silly things, I think _____

I feel _____

**I CARE ABOUT MY SOCIETY AND
I CARE ABOUT THE PEOPLE WHO SHARE
THIS WORLD WITH ME!**

Session 15

Anti-social Behaviour

(Activity for students aged 10-11)

There is an African proverb which says:
“It takes a whole village to raise a child.”



What do you think this means?

How would you react if you were being noisy and an adult told you that they expected you to behave more positively in a public place?

Do you think people in a community should take care each other?

Do you feel part of a community? Explain _____

Who in your community, other than your parents, might guide you and set good examples?

Activity:

Think of ways to show that you care about your community, then write them in the shapes below.

By

.....

.....

.....

By

.....

.....

.....

By

.....

.....

.....

**I AM RESPONSIBLE FOR MY
COMMUNITY AND MY COMMUNITY IS
RESPONSIBLE FOR ME!**

Session 16

Breaking Bad Habits

(Activity for children aged 9-11)

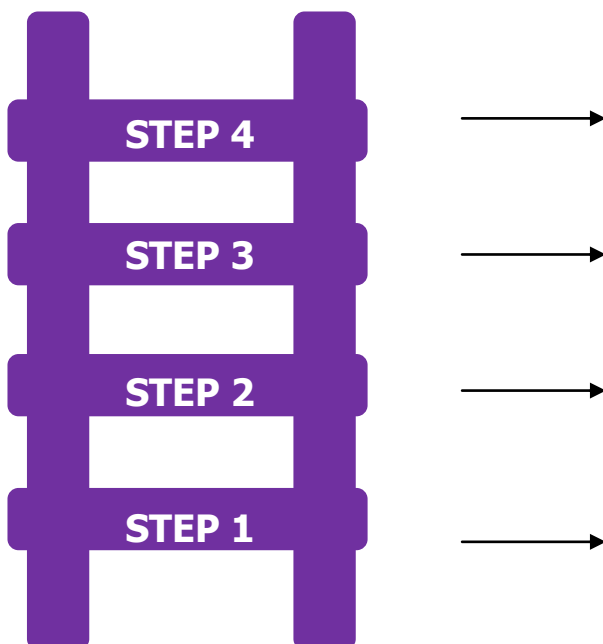


Charlie's story has shown us that we can all stop making negative behavioural choices.

Activity:

Do you ever make negative behavioural choices?

Use the ladder to write down the steps you need to take to break this pattern of negative behaviour.



Teachers Notes

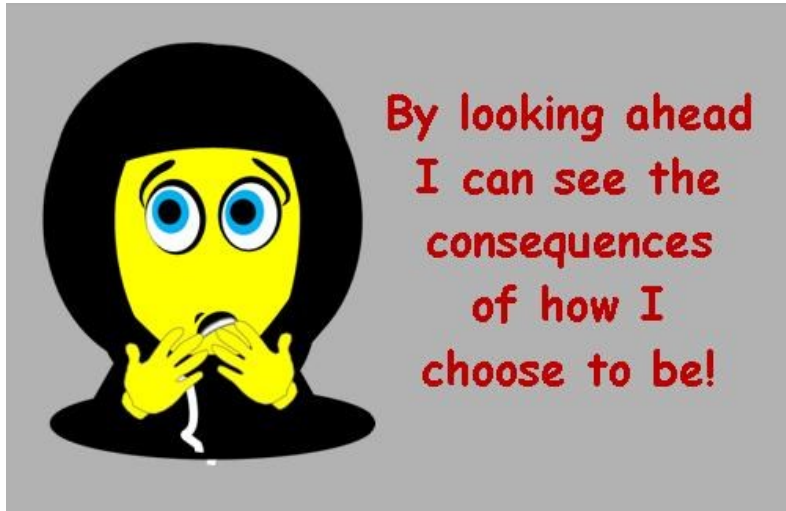
Explain to the children that just as it takes time for habits to form it equally takes time to break them.

After all practise makes perfect!

Session 17

Choices & Consequences

(Activity for children aged 9-11)



Do you think that Charlie intended to slam the door in the little girl's face? Why?

Do you think that Charlie meant to hurt her? Why?

Do you think Charlie would have slammed the door if he had thought about the possible consequences. Why?

Every individual has the right and the power to choose what to do, what to say and how to behave.

Just as the choice is ours in what we do, say and how we behave, the consequences of those choices also belong to us.

Knowing this, what choices will you make?

Activity:

Choose one of the following behaviours and fill in the boxes below:

E.g. Worried about exams:

A positive outcome for yourself: makes you work harder.

A negative outcome for others: makes your parents worried too.

Worried

Powerless

Lazy

Angry

Positive outcome for self

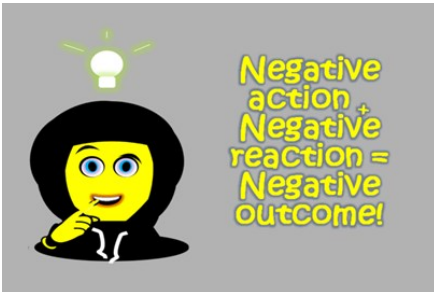
Negative outcome for others

**THE CHOICES WE MAKE DETERMINE
THE OUTCOMES THAT WE FACE.**

Session 18

Staying Positive

(Activity for children aged 9-11)



**Have you ever shown kindness to a person who has then rejected it?
How did it make you feel?**

People behave in an unkind or an unfriendly way for many reasons; they may not even mean to do it. It is important that you don't copy their negative behaviour. Keep your behaviour positive; you don't know why they are reacting negatively.

Choose one of the behaviours below and fill in the boxes:

E.g. Proud of your work

A positive outcome for self: makes you feel good.

A negative outcome for others: makes your friend feel bad as theirs was not as good as yours.

Clever

Proud

Patient

Thankful

Positive outcome for others

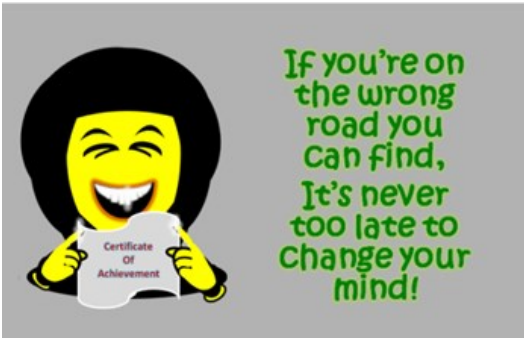
Negative outcome for others

**IF SOMEONE HAS A NEGATIVE REACTION TO ME,
I AM STRONG ENOUGH TO HOLD ON TO POSITIVITY!**

Session 19

Decisions

(Activity for children aged 9-11)



Have you ever made a decision that you later regretted? If so what happened?

How did you feel knowing that you had made the wrong choice?

How did you feel when you changed your mind?

How easy/hard was it to change your mind?


(If you cannot think of anything then use Charlie as an example).

At times we make decisions and choices about our behaviour that may seem right at the time but then later may turn out to be wrong.

When this happens we can always rethink our steps and change the path that we are on. We still, at any point in time, have the power to change our outcomes.

Activity:

Use the shapes below to write down 4 types of behaviours that you would like to be known for:



IF AT ANY TIME I AM GOING THE WRONG WAY, I CAN CHOOSE TO TURN AND GO A BETTER WAY.

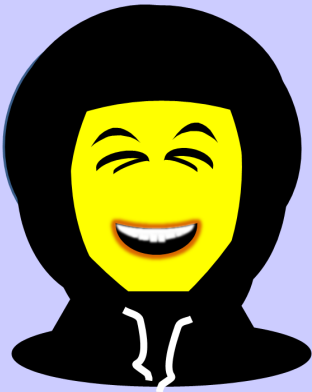


Behaviour Choice Cards

Oh Charlie!



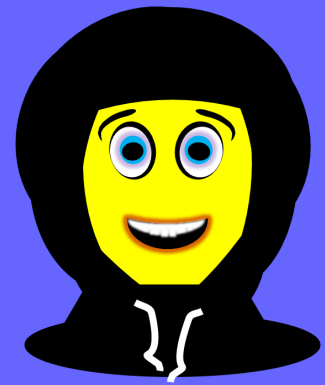
Kind



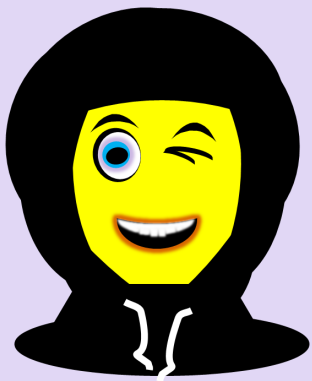
Sympathetic



Thankful



Unique



Valued



Violent



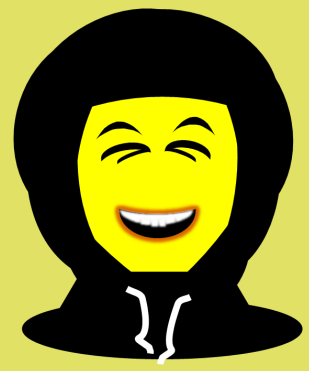
Vulnerable



Victorious



Calm



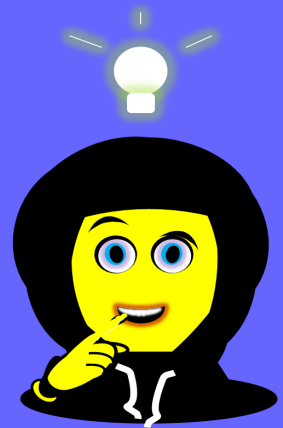
Wicked



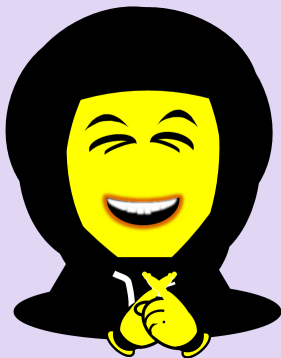
Whiny



Wise



Wishful



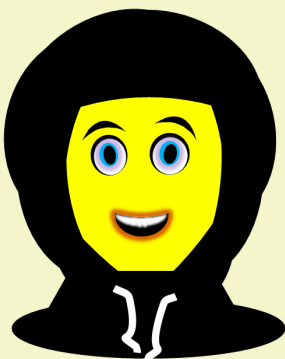
Withdrawn



Worthy



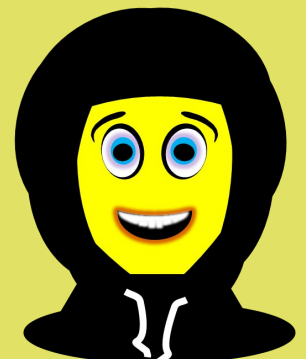
Thoughtful



Caring



Humble



Horrible



Important



Keen



Aggressive



Anxious



Angry



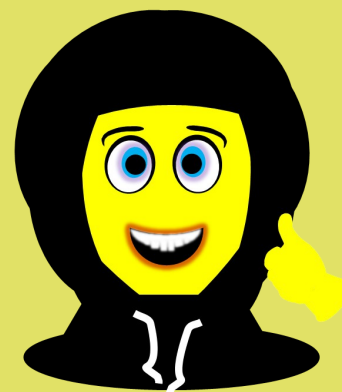
Silly



Confident



Positive



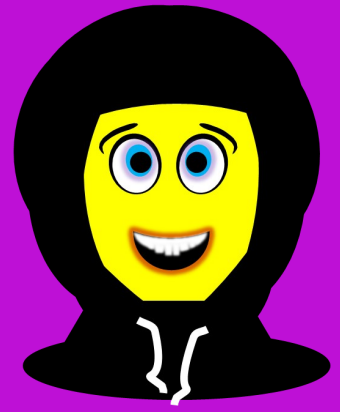
Worried



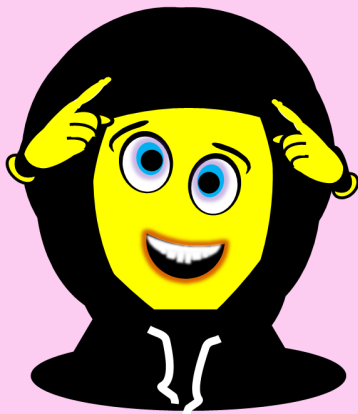
Mad



Sincere



Clumsy



Beautiful



Bitter



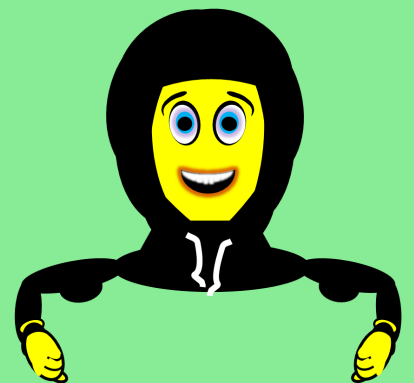
Lazy



Boastful



Bold



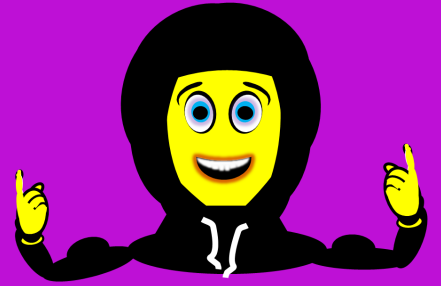
Sad



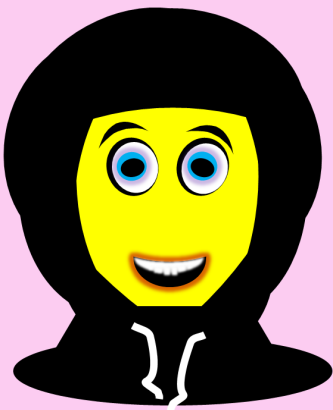
Bored



Brave



Patient



Clever



Cold



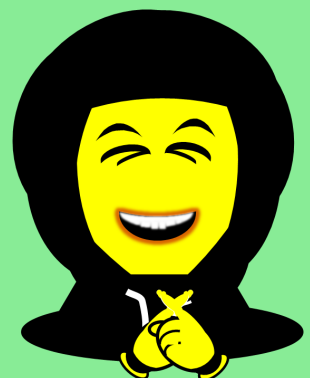
Compassion-



Grateful



Hopeful



Hopeless



Hardened



Reliable



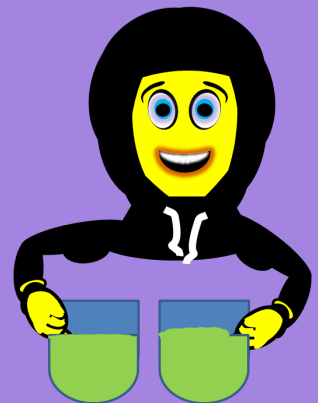
Resentful



Successful



Fair



Scared



Sick



Powerless



Proud



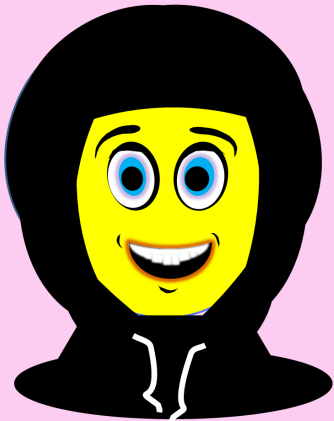
Naughty



Mean



Understand-

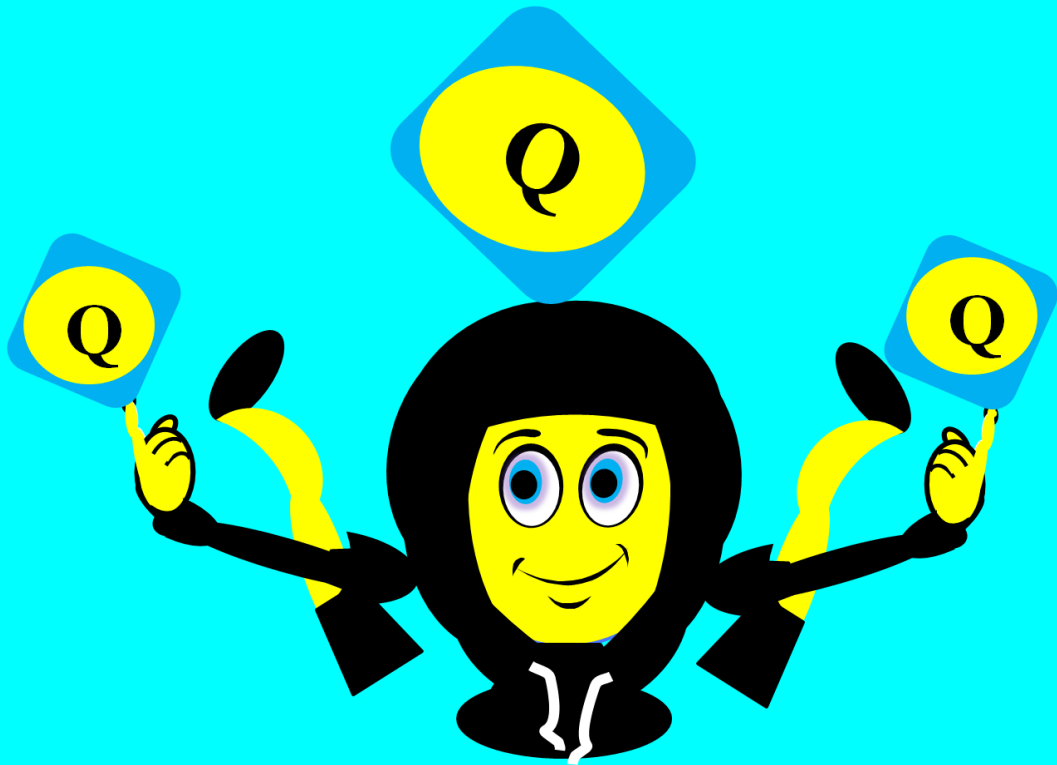




Outcome & Question Cards

Oh Charlie!

Question Card



What have you learnt
from today's session?

Positive

Outcome Card

Myself



What could
happen next?

Positive

Outcome Card

Others



What could
happen next?

Negative

Outcome Card

Myself



What could
happen next?

Negative

Outcome Card

Others



What could
happen next?

Circle Time Questions

The questions in this pack encourage children to explore feelings that may arise when people are affected by inappropriate behaviour in school.

It is advised that the class is split into small groups.

Each group should then be given a Circle Time question and allowed time to discuss it.

The children then feed back to the class group by group.

All of the children within the group should be given the opportunity to feed back if they wish to.

**What does 'behave
inappropriately' mean?**

**What inappropriate things did
Charlie do?**



**How do you feel about
the way Charlie behaved?**

**Apart from the little girl, who
else was affected by
Charlie's behaviour?**

**What were the consequences
of Charlie's behaviour?**

**What did Charlie have to do
before he could return to
school?**


**What did Miss Doherty say to Charlie on his return to school?
How did the other children feel about his return?**

**Who is responsible for how
Charlie chooses to behave?**

**What do you think Charlie will
be remembered for?**

**When Charlie acted
inappropriately in class who
was affected by his behaviour?**

**How did Charlie's behaviour
affect them?**



**How did this story end?
Do you think it was a good
ending?
Give your reasons why**

**Name the rules that Charlie had
to learn:**

Why do we have rules in school?

**List all the places you
know that have rules:**