

# A Good Day For Pancake

Follow Pancake Pig's journey from witness to Upstander!

When a friend is bullied at school, Pancake wants to help, but doesn't know what to do. He and his friends soon learn the difference between tattling and reporting, how to stand up to a bully, and that together they are stronger. Featuring cuddly puppet characters and engaging music, audiences laugh and sing along with Pancake and his friends as they learn a valuable lesson in bully prevention.



## K-2nd Grade Activity Guide

Created with busy teachers in mind, these activities enhance the audience experience by bringing Upstander strategies learned in the live performance, directly into your classroom!

## Pre-Show Discussion

### NGSSS:

TH.K.S.1.1, TH.1.S.1.1, TH.2.S.1.1

### What is a Puppet?

A puppet is an inanimate (non-living) object that is brought to life by the manipulation/movement of a puppeteer. *A Good Day for Pancake* uses the styles of “glove hand” puppetry and “rod” puppetry to bring the story to life. The performer also wears masks and costume pieces to play a variety of characters.

**Glove Hand Puppetry:** The performer brings the puppet to life by wearing the puppet on his hand like a glove, animating both the head and body at the same time. **Pancake the Pig** is a glove hand puppet.

**Rod Puppetry:** Puppets are attached to rods or sticks, which the performer holds in order to bring the puppet to life. **Pancake the Pig's Bus** is a rod puppet.

### What is a Puppeteer?

A puppeteer is a performer that manipulates a puppet to tell a story. Their role is to use an audience's “willing suspension of disbelief” to convince them that the object being performed is a living, breathing character. One puppeteer performs live voices and actions for all of the different characters in *A Good Day For Pancake*.

### What is the role of the audience?

MicheLee Puppets encourages an interactive audience experience including laughing, sharing of ideas, and active listening. A successful live theatre experience requires the focus of both the performers onstage and of the audience offstage, including students *and* teachers. Discuss audience etiquette:

- **How is a live performance different than a TV show or Movie?**  
In a live show the performers can see and hear you. What can you do to keep from being distracting?
- **How can I respect my fellow audience members?**  
Being considerate of others' space and talking only when prompted by the actors. How else?
- **How can I respect the performers?**  
Clapping shows appreciation to the performers. Following directions and staying focused on the show make a better experience for all. How else?

## What Can Upstanders Do to Stop Bullying?

### Report the Bullying

Find an adult that you trust and tell them the facts about the bullying situation: who, what, when, and where. Reporting may be done in person or in a note, which may be signed anonymously. Keep reporting until the bullying stops.

### Include, Not Exclude

Invite others to join in games and groups. Don't participate in excluding, or leaving another person out.

### Stand Together to Stand Up to the Bully

Join together as a group to disagree with the bully, speaking up for the target. Tell the bully to stop.

## Vocabulary

<b>Audience</b>	People watching or listening at an event such as a play or show.
<b>Anonymous</b>	Not identified by name
<b>Bystander</b>	Someone who sees bullying but does nothing to stop it
<b>Bully</b>	Someone who hurts someone repeatedly and on purpose, not because they are angry.
<b>Bullying</b>	Unwanted, aggressive behavior intended to create an imbalance of power. Repeated or has the potential to be repeated over time. On purpose, not because someone is angry.
<b>Exclude</b>	To purposely leave someone out of a group or activity
<b>Include</b>	To invite someone to join, or make sure that someone is part of a group
<b>Report</b>	Tell a trusted adult the facts: who, what when, where
<b>Target</b>	The person being bullied
<b>Trust</b>	To believe in someone or something
<b>Tattling</b>	To lie or exaggerate the truth in order to get someone in trouble
<b>Upstander</b>	Someone who sees bullying and does something to stop it.

## Resources

### U.S. Department of Health and Human Services

[www.Stopbullying.gov](http://www.Stopbullying.gov)

### STOMP Out Bullying

[www.stompoutbullying.org](http://www.stompoutbullying.org)

### Florida Department of Education

[www.fldoe.org/schools/safe-healthy-schools/safe-schools/bullying-prevention.shtml](http://www.fldoe.org/schools/safe-healthy-schools/safe-schools/bullying-prevention.shtml)

## ACTIVITY 1: Let's talk about A Good Day For Pancake

### NGSSS and Florida Standards:

TH.K.C.2.1 , TH.1.C.3.1, TH.2.C.1.2 ,  
LAFS.K.SL.2.4, LAFS.K.SL.1.1, LAFS.2.SL.1.1

### Questions about viewing A Good Day For Pancake

1. What was your favorite part of the puppet play? Why?
2. What character did you like best? Why?
3. Are we able to learn from watching plays?
4. Are plays the same as real life? What makes them different? What's the difference between "play" acting and pretending?
5. Did you enjoy watching **A Good Day For Pancake**? Why or Why not?

### Questions about Bullying

1. What happened between Willy Walker and Sebastian the Lion?
2. What made Willy Walker's actions bullying?
3. Have you or someone you know ever behaved the same way?
4. What happened at the end of the puppet play?
5. Does bullying happen in real life or only in puppet plays?

### Questions about Story Elements

1. What was the setting for the puppet play **A Good Day for Pancake**?
2. Who was the main character of the play?
3. What was Pancake Pig's problem or the plot of the story?
4. What did Pancake Pig do at the end of the play?
5. What did you learn from watching **A Good Day For Pancake**?

## Extension: Report the Bully

1. Have each student divide a piece of drawing paper into four squares. Students can draw boxes or fold their paper into four sections.
2. Remind students that to report bullying you tell the truth, including who, what, when and where. Have the students write "who" in the first square, "what", in the second square, "when" in the third square, and "where" in the fourth square. (You may also chose to include words related to elements of a story such as character, setting, etc.)
3. Students will create drawings that report the bullying that occurred in *A Good Day for Pancake*, filling in each of the four sections with an appropriate drawing. They may also write a sentence. For example:  
Who: Willie Walker the dog bullied Sebastian the lion  
What: He pushed, hit, teased and excluded him.  
When: He teased and excluded Sebastian yesterday and today  
Where: Sebastian was bullied on the playground, the bus stop, and the cafeteria

## ACTIVITY 2: Trusted Adults

### NGSSS and Florida Standards

HE.1.B.3.2, HE.K.B.3.2, VA.K.C.1.1, VA.K.S.1.2, VA.1.S.1.3,  
VA.2.C.1.1, LAFS.K.W.1.2, LAFS.1.W.1.2, LAFS.2.W.1.2

### Objective:

The students will identify their trusted adults to whom they can report bullying.

### Materials Needed:

- Drawing paper for each student
  - Writing paper for each student
  - Pencils, pens, markers, colored pencils or crayons
1. As a class, discuss who in their lives can be considered a trusted adult. Explain that a *trusted adult* can be any adult who they trust. This is a person who they can feel comfortable talking to about anything. This adult will listen and will respect their opinions and feelings. This adult will work with them to come up with solutions or find someone who can help. Prompt students by asking who Pancake Pig spoke to when he reported bullying. Students should come up with a variety of answers including: parents, guardians, foster parents, teachers, principals, police officers, family friends, grandparents, siblings, cafeteria workers, bus drivers, aunts and uncles etc.
  2. Instruct the students to draw a picture of one of their favorite trusted adults. If students can not think of someone to draw they can draw one of Pancake Pig's trusted adults from the production of **A Good Day For Pancake**.
  3. When the students have finished drawing their pictures, instruct them to write a sentence or short narrative on writing paper to go along with the picture of their trusted adult. They should refer back to their drawing for the details of their sentence. Prompt students needing help by asking them to explain why that person is their favorite. Revise sentences as needed to add additional details.
  4. Rewrite finished sentence and add to pictures.
  5. When their writing is finished and ready for publishing, have students share who their trusted adults are? Students should come up with a variety of answers including: to help stop bullying and keep them safe. Display the students' writing and illustrations together.

### Extension

1. Have the class combine the illustrations and sentences to create a Classroom Trusted Adults Book.
2. Write a letter/postcard/thank you notes to their trusted adult.

## Activity 3: Upstanders Unite!

### NGSSS and Florida Standards:

LAFS.K.SL.1.1, LAFS.1.SL.1.1, LAFS.2.SL.1.1, HE.K.B.4.3, HE.1.B.4.3, HE.2.B.4.3

### Objective:

Students will know the vocabulary surrounding bullying situations. Students will be able to identify ways to stop bullying.

### Vocabulary:

<b>Bully</b>	Someone who hurts someone repeatedly and on purpose, not out of anger.
<b>Report</b>	Find an adult that you trust and tell them the truth: who, what when, where.
<b>Upstander</b>	Someone who sees bullying and does something to stop it.

### Introduction:

Have the class sit in a circle and review the vocabulary students learned in "A Good Day for Pancake" (Bully, Upstander, Report). Explain to the class that they will be playing a game called "Upstanders Unite!" and have them stand in circle.

### Activity: "Upstanders Unite!"

- Round 1: Pass "Bully" around the circle continuously**  
One by one, each person verbally passes the word **bully** around the circle, turning their face and body in the direction of the person next to them as if physically passing an imaginary ball. This should be done quickly, with the next person saying **bully** just as the previous person is finishing the word.
- Round 2: "Upstander"- Halts the bully and sends it in the other direction**  
When "bully" has been passed all the way around the circle, introduce "Upstander". Students have the choice to pass "bully" or put their hands up and say "Upstander". If someone says "Upstander", the word "bully" will change directions (this can not be done consecutively. "Bully" must be said after "Upstander" is said).
- Round 3: "Report" -Everyone says "trusted adult!" and finds a new spot in the circle. Chant "who, what, when, where" until everyone has found a new spot**  
Once students get used to using "bully" and "Upstander", introduce "Report". When a student says "report" everyone in the circle must shout "trusted adult!" then find a new spot, while chanting "who, what, when, where". When everyone has found a spot, the person who called report will start passing "bully" around the circle again.
- Round 4: "Stand up together"- Everyone runs to the center of the circle, putting both hands in and chants "no more bullies" 3 times.**  
Once students get used to using "bully", "Upstander", and "report", introduce "stand up together". When someone says this phrase, everyone will run to the center of the circle, putting both hands in (similar to "go team!"), They will chant "no more bullies" 3 times, then quickly return to their spot. The person who called out "stand up together" will then pass "bully" to the next person.
- Play a few rounds with all 4 phrases, then discuss activity.

## Activity: “Upstanders Unite!” (Cont.)

### Discussion:

1. What happened to the word “bully” when students said “Upstander”. How can real Upstanders send the bullying away?
2. What happened to the bully when everyone reported? (bully stopped) When you report, who do you report to? What information should you include? (who, what, when, where)
3. What happened to the bully when everyone stood up together? (bully stopped) How does standing together help stop bullying?
4. What could students do to be Upstanders in bullying situations? What could they say? (Teacher records students answers for reference in the extension below.)

### Extension: Create an Upstander Puppet

1. Visit <https://drive.google.com/folderview?id=0ByIVRpUw2FB8N0s3d1FFNnFVdHc&usp=sharing> Upstander Puppet templates and directions.
2. Once puppets are completed, students will practice performing their puppets in pairs, introducing their character by name, and giving it a unique voice.
3. As a class, provide scenarios for the Upstander puppets to take action. They will move their puppets to answer:
  - a. Your friend is being bullied on the playground. What can you say to stop the bullying?
  - b. You saw Justin push Javier each morning this week at the bus stop. What will you say to report the bullying?
  - c. In the cafeteria, a new student is being excluded. What can you do or say to include them?
4. Get Creative! In pairs or groups, students will create non-violent bully scenarios and Upstander solutions to perform with their puppets. Characters may interact, one may tattletale, the other tells the truth.

## Activity 4: Report or Tattle

**NGSSS and Florida Standards:**  
HE.K.B.4.1, HE.1.B.4.1, HE.2.B.4.1

### Objective:

Students will understand the difference between tattling and reporting bullying.

### Materials:

Drawing paper, pencils, crayons or markers

### Vocabulary:

**Tattling** To lie or exaggerate the truth in order to get someone in trouble  
**Report** Tell a trusted adult the facts: who, what when, where

### Class Discussion:

1. In a *A Good Day for Pancake*:
  - a. Brittany the cow tattles.
    - i. What does that mean?  
(Exaggerates the truth, tries to get Willie Walker in trouble)
  - b. Pancake the Pig reports the bullying.
    - i. What does that mean?  
(Tells the truth to a trusted adult. Who, what , when, where)
2. Why is it important to tell the truth about a bullying situation?
3. Tell the students that they will play a game called "Report or Tattle".  
(You may choose to split them into two teams)

### Activity: Report or Tattle

1. Define the difference between tattling and reporting
  - a. Tattling is meant to get someone in trouble:
    - i. Bobby isn't working on his homework
  - b. When tattling, you may also lie or exaggerate the facts:
    - i. Bobby picked Justin up and threw him over the fence 1,000 times!
  - c. Reporting is meant to help someone. You tell the facts of what happened
    - i. Bobby pushed Justin down on the playground today.
2. The teacher will read several sentences.
  - a. Students will hold up 1 finger if they think it is tattling.
  - b. Students will hold up 2 fingers if they think it is reporting.
3. You may choose to play with teams or individuals.
  - a. If teams, keep score of the number of correct answers from each team.
4. After each question, discuss why it is either tattling or reporting.

## Activity 4: Report or Tattle (Cont.)

Suggested Sentences (you may choose to substitute the names of students in your class)

Tattling	Reporting
<ul style="list-style-type: none"> <li>• Bobby isn't sharing</li> <li>• Janette took all of the crayons from school so that Darius couldn't color, and buried them in the center of the earth!</li> <li>• Andrew looked at me funny.</li> <li>• Kai is eating his snack.</li> <li>• Aaron stepped in front of me in line.</li> <li>• Eric is doing the wrong math problem.</li> <li>• Carrie isn't listening.</li> <li>• Corbin hasn't done his homework in 100 years.</li> </ul>	<ul style="list-style-type: none"> <li>• Bobby took Suzi's homework and ripped it up on the bus this morning.</li> <li>• Janette wouldn't let Emily join the group at recess. She teased her and made her cry.</li> <li>• Andrew has been looking at me funny for 3 days now, and saying that he wants to hurt me.</li> <li>• Kai told Rachel that if she didn't give him her snack, he was going to hit her.</li> <li>• Aaron pushed me out of line today in the cafeteria and called me a name.</li> </ul>

### Extension

#### NGSSS and Florida Standards:

VA.K.C.1.1, VA.K.S.1.2 , VA.1.S.1.3, VA.2.C.1.1

#### Materials:

Drawing paper and crayons, markers, or pencils

#### Activity:

1. Give students drawing paper and have them split the paper into two columns. Label one column "Report", and the other column "Tattle"
2. In the "Report" column, students will draw a realistic bullying scenario. For example:
  - a. A child pushing another child down
  - b. Willie Walker taking Sebastian's lunch
  - c. A child excluding another from a group
3. In the "Tattle" column, they will draw the same bullying scenario, but add exaggerated details. For example:
  - a. A child throwing another child through the air and landing on the moon.
  - b. Willie Walker and his monster friends take all of the food in the cafeteria and bury Sebastian the Lion
4. Create a "Report or Tattle" art gallery inside or outside the classroom. Invite other classes to do a gallery walk. Each student stands by their artwork and discusses it with others.
5. Create a "Report or Tattle" book by scanning or copying the students' artwork.

## NGSSS and FLORIDA STANDARDS

### Kindergarten

#### Theatre

- TH.K.S.1.1 Demonstrate appropriate audience behavior at a live performance.  
TH.K.C.2.1 Respond to a performance and share personal preferences about parts of the performance.

#### Health

- HE.K.B.4.3 Identify the appropriate responses to unwanted and threatening situations.  
HE.K.B.3.2 Recognize school and community health helpers.  
HE.K.B.4.1 Recognize healthy ways to express needs, wants, and feelings.

#### English Language Arts

- LAFS.K.SL.1.1 Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups.  
LAFS.K.SL.2.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  
LAFS.K.W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

#### Visual Arts

- VA.K.C.1.1 Create and share personal works of art with others.  
VA.K.S.1.2 Produce artwork influenced by personal decisions and ideas.

### 1st Grade

#### Theatre

- TH.1.S.1.1 Exhibit appropriate audience etiquette and response.  
TH.1.C.3.1 Share opinions about selected plays.

#### Health

- HE.1.B.4.3 Describe ways to respond when in an unwanted, threatening, or dangerous situation.  
HE.1.B.3.2 Identify trusted adults and professionals who can help promote health.  
HE.1.B.4.1 Identify healthy ways to express needs, wants, and feelings.

#### English Language Arts

- LAFS.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  
LAFS.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

#### Visual Arts

- VA.1.S.1.3 Create works of art to tell a personal story.

## NGSSS and FLORIDA STANDARDS (Cont.)

### 2<sup>nd</sup> Grade

#### Theatre

- TH.2.S.1.1 Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
- TH.2.C.1.2 Respond to a play by drawing and/or writing about a favorite aspect of it.

#### Health

- HE.2.B.4.3 Demonstrate ways to respond to unwanted, threatening, or dangerous situations.
- HE.2.B.4.1 Demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health.

#### English Language Arts

- LAFS.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

#### Visual Arts

- VA.2.C.1.1 Use the art-making process to communicate personal interests and self-expression.