GHOST OF SPIRIT BEAR

LITERATURE-BASED PEACE4KIDS AND FAMILIES
LESSONS

Lessons developed for use with the novel Ghost of Spirit Bear
by Ben Mikaelsen (2008)

Curriculum developed by Temry Melendez, MSW

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.
As Garvey tells Cole to tear down the cabin, he makes the point that our actions affect the people, animals, and environment around us.

Think about 3 ordinary things you have done so far today. It could be something positive (such as holding open the door for someone or saying “hi” to a friend) or something negative (such as making a mean comment or talking when the teacher is talking). Write down 3 things you have done today and then think about the effect it had on the people around you. Two examples are done for you. Read the examples and then do 3 of your own.

<table>
<thead>
<tr>
<th>Action</th>
<th>Effect on others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Came into class and sat down quietly</td>
<td>Made the teacher’s job easier, positive influence on peers, made it easier for other students to learn</td>
</tr>
<tr>
<td>Left a mess at my table in art class</td>
<td>Someone else (a teacher or the next student to sit there) has to clean up my mess</td>
</tr>
</tbody>
</table>

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
In Chapter 1, Cole used the social skill of **Requesting a Favor** when he asked to sit in the freezer in Frazier’s grocery store.

See if Cole followed all the steps by filling them in below. If he missed a step, write what he could have done to follow it. The first one is done for you. Remember to look for **icing**!

**Steps 1-5**

**How did Cole follow the step?**

- **Step 1:** Think about the specific favor that you want.
  
  Cole remembered entering the freezer a long time ago. He thought the freezer would be cold like the stream.

- **Step 2:** Think about positive ways to ask.

- **Step 3:** Tell the person the reason you need the favor.

- **Step 4:** Ask for the favor.

- **Step 5:** Say “Thank you.”

**ICING:**

Icing:
Part A.
When the bullies shoved Peter, Cole became very angry. Read this part of the chapter again. Then use the template below to write down the external and internal triggers and body cues that Cole experienced. (Hint: Read carefully - the answers are in the book).

Part B:
In the moment of his anger, Cole did not use reducers. Nor did he consider the consequences or use a pro-social skill. Your job is to finish the pro-active anger cycle in a positive way for Cole. Write down 3 reducers he could have used. Then consider his short-term and long-term consequences for fighting. Finally, write down at least 2 pro-social skills he could have used to deal with the situation in a more positive way.
Now that Cole has returned to school, he realizes that he still carries his old reputation (as a trouble-maker and an angry teenager who fights). This reputation influences how others treat him. Cole wants to change his reputation and show people that he is different after his time on the island.

**Part A:**
Think about the reputation you have built for yourself. What do family members, peers, and teachers think of you? Write your answers here:

<table>
<thead>
<tr>
<th>My reputation with family</th>
</tr>
</thead>
<tbody>
<tr>
<td>My reputation with peers</td>
</tr>
<tr>
<td>My reputation with teachers</td>
</tr>
</tbody>
</table>

**Part B:**
Consider your reputation. Is there a part of your reputation that you would like to change? Think about who you really are on the inside. What reputation do you want to have? Write words that describe the reputation you want to have in the box below.

The reputation I want to have
Chapter 4 – Sheet 1 (page 1)

In Chapter 4, Peter used the social skill of problem-solving to try and manage the situation with the bullies.

Review the steps for solving a problem:
1. Identify the problem (be specific)
2. Think of positive ways to deal with the problem
3. Choose the best way
4. Follow through with your best choice

Part A:

Think about how Peter followed the skill steps:

Step 1: What was the specific problem? _____________________________________________
______________________________________________________________________________

Step 2: What are two ways Peter thought of to deal with the problem? (hint: you may need to refer to chapters 2 and 3 as well.) _____________________________________________
______________________________________________________________________________

Step 3: What did Peter choose as the best way to manage the problem? __________________
______________________________________________________________________________

Step 4: How did Peter follow through with the solution he decided on? __________________
______________________________________________________________________________

Part B:

When we use the problem-solving skill to come up with a solution, sometimes the solution works and sometimes it doesn’t. We have to evaluate whether our solution worked. If it didn’t, we need to repeat the steps to find a different solution.

Do you think that Peter’s solution worked in the short-term? ____________________________
Explain: ______________________________________________________________________

Do you think it will work in the long-term? __________________________________________
Explain: ______________________________________________________________________
Chapter 5 – Sheet 1

Definitions
Bully: The person doing the bullying
Victim: The target of the bullying
Bystander: A person who sees the bullying but doesn’t take part in it

Part A: Read this scenario.

WALKING ALONE

Emil is walking alone to school in the morning. He doesn’t have a lot of friends, and usually walks alone. Nobody really knows him that well, but he seems like a nice kid. Something must have happened to him because he walks with kind of a funny limp.

Heidi, Juan, Tessa, and Dante always walk together and come from the other side of the street. This morning, they see Eddie, another student they recognize, start walking really closely behind Emil. Eddie is kicking the bottom of Emil’s shoes to try and make him trip.

Emil says, “Leave me alone” and keeps walking. Eddie laughs and says “Didn’t yo mama ever teach you to walk?”
Emil ignores him, but then Eddie gets in his face. They hear him say, “Hey loser, let me use your phone.”
When Emil says no and tries to walk faster, Eddie threatens him. “I’m gonna take it one way or other so you better just give it to me now.”
Emil tries to run, but Eddie shoves him and snatches his phone. Eddie walks off while Emil stands there looking upset.

Heidi, Juan, Tessa, and Dante see it all happen. They feel bad, but they don’t really know Emil and figure he’ll probably tell the dean and get his phone back eventually anyway. Besides, if they don’t hurry, they’ll be late.

Part B: Identify the roles in the story.

Who is the bully? ______________________________________________________________

Who is the victim? _____________________________________________________________

Who are the bystanders? _________________________________________________________

Work with your group to design an alternate ending that shows the bystanders taking a caring action. Write it here:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Chapter 6 – Sheet 2

Even though Cole didn’t fight back with his fists this time, Garvey was still disappointed in how he managed the confrontation with Keith.

What did Garvey mean by “fight with your heart?”

**Part A:**
In groups of 4-5, brainstorm ways that Cole might be able to do what Garvey said – fight with his heart. Record at least 3 ideas inside the heart below. Use one heart per group.

Hint: The bullies are bullying to gain power/control. What are ways that Cole and Peter could take control away from the bullies while showing positive character traits?

**Part B:**
Each group should share their ideas with the class and the class should dialogue about the ideas. Then each group should cut out their heart and glue it to a large piece of paper to create a classroom collage of ideas.
Part A:

When Cole and Peter were at the park, Cole used visualization to calm his mind. He closed his eyes and imagined rain falling on the Spirit Bear. He imagined it in great detail, closely following the path of one raindrop.

Visualization is a great tool for calming your mind and being able to tune out the chaos around you. For this assignment, create your own visualization. It may be a place or situation that is relaxing for you. Describe in words or draw your visualization here.
Chapter 8 – Sheet 1 (page 1)

It is easy to show respect to someone who respects you. But it takes maturity and courage to show respect to a person who has treated you with disrespect.

Keith had not earned Cole’s respect; in fact, he had been nothing but cruel to Cole and Peter. But when Keith was injured, Cole chose to help him (integrity). He chose not to talk badly about him or spread rumors after he was hurt (respect). He chose to visit him in the hospital (caring).

**Part A:**

How do you think Cole felt about himself after he helped Keith when Keith was hurt?
______________________________________________________________________________
______________________________________________________________________________

**Part B:**

Think about one person you see or talk to every day and who you feel has not earned your respect. Now, decide how you could show one character trait to them (caring, patience, honesty, integrity, gratitude, respect, service).

Who is the person? __________________________________________________________

What character trait will you show to them? ______________________________________

How will you show the character trait? *Be specific!* ______________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Part C:**

Your assignment now is to show this person a character trait every day for the next 7 days. Remember, just like Keith did not respond with an immediate change of heart or with respect, this person may not respond in a positive way. Chances are they will act confused, shocked, or reject your efforts. They might even be mean to you. Still, continue to show them the character trait. Do not let their response control your emotions. *You are in control of you!*
Chapter 9 – Sheet 1

Part A:
Unscramble this phrase from Chapter 9:

yb nesrrpgevi tkiehs idiynyg, eh ahd sloa vsdea ish now

Part B:
Write a 4-5 sentence paragraph explaining what you think the phrase means. Remember to include a topic sentence and a conclusion.
Chapter 10 – Sheet 1 (page 1)

Scenario 1:

Kim has been friends with Jada since elementary. Jada recently started going out with a guy who she knows Kim likes. Now Jada only hangs out with her new boyfriend and his friends. She doesn’t talk to Kim anymore and hasn’t returned her texts. Jada is talking with a bunch of her new friends at her locker. When Kim walks by, Jada’s friends start saying stuff like “Look at Kim. She’s such a loner. Nobody wants to hang out with her. She’s so fake; no wonder everybody hates her.”

What could Jada do to take a stand?

Scenario 2:

During Language arts, people are passing around a note. It says “Marcus so ugly even his momma don’t love him.” Marcus is sitting in the back row. The note has already gone around half the class and people are laughing. Jose gets the note. His friend Ryan is sitting next to him and asks, “What’s so funny?”

What can Jose do to take a stand?

Scenario 3:

Rob and Andrew are walking down the hall during passing period. They see 3 guys go up to Jim. He’s trying to get something out of his locker. The guys stop right in front of him, get in his face, and say, “What are you lookin’ at? You’re so gay. C’mon. Whatchya gonna do momma’s boy? You gonna cry?” Then they knock his notebook out of his hand and papers fall on the floor. Kids are walking by stepping on his papers.

Solutions: What can Rob and/or Andrew do to take a stand?
Chapter 12 – Sheet 1

This word search contains 8 words or phrases that explain how the students used cooperation in the task of changing the mascot to a Spirit Bear. Find and circle all 8 words/phrases.

CHOOSE A LEADER
FORM COMMITTEES
COMMUNICATE
COST ESTIMATE
CREATE PETITION
GATHER SIGNATURES
PROPOSAL LETTER
TALK TO OTHERS
# Independent practice:
The event and thought are filled in for you. Write a feeling that you think would result from each thought.

<table>
<thead>
<tr>
<th>Event</th>
<th>Thought</th>
<th>Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Your family gets a new dog</strong></td>
<td>I can play with him and not be bored.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I wanted my own dog, not to share.</td>
<td></td>
</tr>
<tr>
<td><strong>Traveling to grandparents’ house for Christmas</strong></td>
<td>This sucks! I can't see my friends all week; it'll be miserable.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grandma’s cookies are yummy. And I can still text my friends.</td>
<td></td>
</tr>
<tr>
<td><strong>Won an award in Art class</strong></td>
<td>I worked really hard; my parents will be happy when I show them.</td>
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</tr>
<tr>
<td></td>
<td>I don’t deserve it; the teacher just feels sorry for me.</td>
<td></td>
</tr>
<tr>
<td><strong>Boyfriend/girlfriend broke up with me</strong></td>
<td>What’s wrong with me? I’ll never find someone.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I’ll meet someone else. In the meantime, I can spend more time with my friends.</td>
<td></td>
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<tr>
<td><strong>Failed a test</strong></td>
<td>It’s only 1 grade. I’ll ask to re-take it and study more next time.</td>
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<tr>
<td></td>
<td>The teacher just wants me to fail; she’s so mean and unfair.</td>
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Chapter 14 – Sheet 1

Create a “Courage Cube.”

Step 1: In each of the 6 squares, use a marker or pen to write one way that Cole showed **courage** in *Ghost of Spirit Bear*.

Step 2: Cut out the template and glue it together to form a “courage cube.”
Chapter 15 – Sheet 1

**Part A:**
When you are trying to accomplish a controversial task or change someone’s opinion, it is very important to use empathy to understand the opposing party’s point of view. Changing the mascot was very controversial. Complete the table below to represent both the students’ and the parents’ perspectives and feelings about changing the mascot.

<table>
<thead>
<tr>
<th>Reasons the students were in favor of changing the mascot</th>
<th>Reasons the adults were opposed to changing the mascot</th>
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**Part B:**
Now think of something that could possibly be done to improve your school. Write your idea here: ____________________________________________.

Complete the table below. Use the left column to represent the reasons you think your idea would be successful. Then complete the opposing column to represent the opinions of people who might disagree with your idea. Remember to give each column a heading.

<table>
<thead>
<tr>
<th>Reasons the students would be successful</th>
<th>Reasons the adults might disagree</th>
</tr>
</thead>
<tbody>
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Chapter 16 – Sheet 2

Part A:
Use empathy to imagine that you are the bum in the Ghost of Spirit Bear story. Complete the following sentences from his point of view. Then share your answers with the class.

I think Cole and Peter are _____________________________________________
__________________________________________________________________

When I was in high school_____________________________________________
____________________________________________________________________________

My family is___________________________________________________________________
_________________________________________________________________________

I wish ________________________________________________________________________
____________________________________________________________________________

My hopes and dreams for the future are______________________________________________
______________________________________________________________________________

I worry about __________________________________________________________________
I often feel ____________________________________________________________________
I carved the Spirit Bear statue because_______________________________________________
______________________________________________________________________________

The reason I don’t have a home is__________________________________________________
______________________________________________________________________________

I often think about_______________________________________________________________
______________________________________________________________________________

Part B:
In the box below, write down at least 4 ways that the bum was like the Spirit Bear.
Ghost of Spirit Bear  Character Trait Crossword

Crossword Clues

Across
5. Peter decided to return the bum’s half-finished bear carving stating, “I wanted to keep this but it’s not mine.”
8. The bum carved a Spirit Bear statue for Cole’s school.
9. Cole and Peter set their minds to the task of changing the mascot.
12. Garvey waited for Cole to figure out on his own what he needed to do to manage his life back in the city.
13. When Cole and Keith first spoke after Keith was released from the hospital, Cole spoke to him kindly and asked how he was feeling.
14. Even though he was afraid, Cole went to face his father and tell him how he felt.

Down
1. In the first Circle justice meeting after Cole returned from the island, he told the group that he was scared and did not know what to do about the bullies. (ch 5)
2. Cole continued to search for positive solutions to deal with the bullies; he did not give up.
3. Cole believed that his idea to change the school mascot was a good idea and led the effort.
4. Cole intervened when he saw two boys bullying the bum. He knew the bum was a person and didn’t deserve to be mistreated.
6. After the new mascot was voted in, Cole told Ms. Kennedy and Garvey how much he appreciated their help.
7. When Keith and his gang challenged Cole outside the mall, Cole used the proactive anger cycle and did not fight with his fists.
10. Cole held Keith’s head when he was hurt and directed others to call 9-1-1.
11. Many of the students at Cole’s school worked together to change the mascot to a spirit bear.
15. Ms. Kennedy told Cole and the school board that she had been worried about her job, pleasing parents, teachers, etc. when she should have been most concerned about the students.