

**Teachers Network
CARE & SHARE
Application**

ACTUAL FILE FYI

Application Instructions:

1. Save this form to your computer with a new name.
2. **IMPORTANT:** Read the Care and Share section on the Teachers Network website for further information regarding guidelines for this grant. Website:
<http://www.sbceo.org/~impact2/CareShare.htm>
3. Complete all pages of the application using this fill-in form.
4. Follow instructions for each section, and be sure to include corresponding numbers when answering questions.
5. Print the application when complete and obtain required signatures on Page 3.
6. Make a copy for your records, and submit **BY THE DEADLINE** to:

Petti M. Pfau, Director of Teacher Programs
Santa Barbara County Education Office
PO Box 6307/4400 Cathedral Oaks Road
Santa Barbara, CA 93160-6307
FAX: (805) 683-6529

****NOTE:** *The application must be in our office by the deadline date. If you are using the county truck make sure you send your application with enough advance so that it will be in our office by the deadline. No exceptions will be made.*

Who is eligible?

Any Santa Barbara County public school teacher or non-management certificated employee in grades K-12 in any subject or specialization may apply for Care & Share Grants.

How are grants selected?

All grants are read multiple times by former grant recipients and members of the Advisory Council, which is made up of teachers, administrators, and business partners. Each grant is given a score based on a rubric. Funding levels will determine the number of grants awarded. Applicants are notified approximately two weeks after the deadline.

Care & Share Grant Recipients will:

Be honored and recognized at the Grant Recognition Dinner.
Prepare a display to be presented at upcoming events.
Submit a one page project summary at the end of the school year.

A. Applicant Information

Certificated Teachers (only) may apply. If you are applying as a team (limit three teachers), please select a Lead Teacher who will serve as the primary contact for all grant matters and correspondence from the County Education Office. All members of the team will be notified of grant selection, but the Lead Teacher will facilitate all grant funds and documentation.

Lead Teacher Information

Last Name	
First Name	
Home Address (Street, city, zip)	
Home or cell phone	
E-mail address	
Current Position	
School	
District	
Grade Level/s	
Subject/s	

2nd Teacher Information

Last Name	
First Name	
Home Address (Street, city, zip)	
Home or cell phone	
E-mail address	
Current Position	
School	
District	
Grade Level/s	
Subject/s	

3rd Teacher Information

Last Name	
First Name	
Home Address (Street, city, zip)	
Home or cell phone	
E-mail address	
Current Position	
School	
District	
Grade Level/s	
Subject/s	

Required Signatures:

Lead Teacher

Principal

B. CARE AND SHARE Project Information

Project Title (limit 75 characters)	Dolphin Ambassadors for Peace
Is this a classroom-tested project OR a new project you wish to develop?	Classroom tested project.
For what grade level is this project designed?	Elementary -Jr. High
Number of students impacted by this project.	Seventy thus far with plans for more.
Subject area:	Conflict Resolution and Anti-bullying.
Please create a 5-7 sentence mini-description that fully explains and advertises your project idea:	Using the Dean and JoJo Anti-Bullying DVD of one man's friendship with a wild-bottlenose dolphin named JoJo students engage in activities to create positive conflict resolution. They create Peace Cards with positive alternatives to conflicts and share them with one another as well as make masks of bullies, victims, or dolphins to see the world through another's eyes. With this grant we plan to purchase more DVD's, print

Peace Cards to give to Santa Maria schools, and make the students Dolphin Ambassadors for Peace where they will go to other classes and perhaps schools to teach children how to make Peace Cards to avoid arguments and keep friendships healthy.

*Please answer the following questions beginning in the box on the next page, **using the corresponding numbers**. (The box will limit you to approximately three pages)*

1. Project Description:
 - a. Clearly describe your project.
 - b. What are its philanthropic goals?
 - c. What needs will it address and what are the resulting benefits to the community?
2. Activities: List the key activities, including a timeline, in which your students will be involved. Please include location of project, outside resources used (if any), and student and teacher roles in the project.
3. Philanthropic Learning:

- a. What do you want your students to understand **about philanthropy** as a result of doing this project?
 - b. How will you evaluate their successes about their philanthropic learning?
- 4. Budget:** Please **itemize your estimated budget** for the project. Items may include:
- 1) items purchased for philanthropic gifts;
 - 2) funds to be given as cash donations;
 - 3) materials and services used by students in their philanthropic work.

*Please note: review committee reserves the right to alter budget if deemed necessary.

This box will limit you to approximately three pages of Times 12-point, 1.5-spaced text. Please answer the questions from the previous page beginning here.

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1. a) This project is designed to create a positive, peaceful classroom where children have ownership of conflict resolution. Using the [Dean and JoJo Anti-bullying DVD](#) I developed a series of art, writing, and other activities to promote positive conflict resolution in my class.
- b) My philanthropic goal for this grant is to give other teachers the opportunity to find positive ways to resolve conflict and encourage healthy dialogue amongst children by purchasing several of these DVD's, printing the Peace Cards, and gifting them to each of the Santa Maria schools using my students as Dolphin Ambassadors for Peace to teach others how to implement the program..
- c) This project would address the needs of students to better deal with the issue of bullying while learning new ways to resolve conflicts. It empowers children to have a voice. The benefits to the community are that children engage in less fighting by learning to use their words in assertive positive ways.

2. The activities are as follows. 1) Students view the DVD while the teacher asks the comprehension questions I developed. This story of one man's friendship with a wild dolphin helps children learn compassion. 2) Over the next several weeks they are invited to make Peace Cards, which are blank index cards students write and draw pictures on with positive ways to resolve conflict in the future. Then if he/she has a disagreement with a classmate, he/she can present the card to the other student, keep it to work through feelings, or add it to the box. The cards will accumulate during the school year as conflicts arise and are resolved. 3) Another activity children are invited to do some weeks after viewing the DVD is to make a mask of either a bully, victim, or JoJo the dolphin to help them "see the world through another's eyes." 4) Finally, the children become Dolphin Ambassadors for Peace and take the skills they have learned along with the Peace Cards and DVD to other classes to teach other children how to use the program to resolve conflict peacefully.

My role in this would be the designing of Peace Cards, printing them in packets for teachers, printing comprehension questions to accompany the DVD, distribution of the DVD's and Peace Cards to participating schools, and educating teachers about how to implement the program in their classrooms. Outside resources may include the invitation to Dean Bernal as a guest speaker at assemblies or faculty meetings.

My students would be invited to be Dolphin Ambassadors to teach other children in their school and perhaps in the community how to make Peace Cards work for better friendships.

3. a) I would like my students to learn that by becoming effective communicators and helping other children to resolve conflicts peacefully they are making Santa Maria a more positive place to live.

b) Success will be evaluated by both observation and a student and teacher survey asking if there have been fewer bullying incidents and a more peaceful school environment since the implementation of the program.

4. Budget

- 1) Items for purchase: a) 25 DVD's at \$25.00 each for every one of the Santa Maria elementary and Jr. High schools = \$650.00 b) Printing of Peace Cards at 10.00 per packet for 20 schools = \$200.00
- 2) Possible bus transportation costs for children to go to other schools as Dolphin Ambassadors for Peace = \$100.00
- 3) Materials used: index cards, construction paper, binder paper, postage = \$50.00

Questions for discussion during the Anti-Bullying DVD **Elementary Ages 5-12**

Background Knowledge beneficial for discussion before showing the video:

Try telling students that if they encounter a situation where a bully is demanding lunch money or will beat them up, they have 3 choices but only being *assertive* is appropriate:

(3 types of conflict resolution)

a) *Passive*= Give the bully the money.

b) *Aggressive* = Punch the bully in the nose

c) *Assertive* = Use a firm "No." If he continues threats walk away or tell an adult.

I usually invite a student to role play these choices with me, overacting in a silly way with overly exaggerated gestures to get them to laugh about how ridiculous it is to punch a kid (for aggressive behavior) or to shrink away with a Charlie Brown voice (for passive behavior. Then we role play the assertive no demonstrating the effectiveness of standing up for yourself peacefully)

Directions: The following questions are best asked when pausing the DVD at the appropriate chapters. (Example: Don't Touch the Dolphin, Brooklyn Boys, etc.)

1. JoJo does not like being touched or pestered. Have you ever been touched or pestered in a way you didn't like? How did you react?
2. If someone is acting up and not paying attention to what they are doing, like the Jet skier, do people sometimes get hurt?
3. Have you ever seen someone on the playground going too fast or not paying attention to what they were doing and then someone got hurt? What did you think?
4. Have you ever stepped in to help a friend who was hurt, like Dean did when JoJo was hit by a Jet Ski? Tell about it.
5. How was Dean a friend to JoJo?

6. What can you do to help a hurt friend?
7. How do you help if a friend's feelings are hurt?
8. Do you think Dean was worried about JoJo when he was hit by a Jet Ski? What do you think went through his mind?
9. Why would five big men jump on JoJo?
10. What would you do if five guys grabbed you and tried to wrestle you to the ground?
11. What would you do if you saw someone try to grab and wrestle a friend to the ground?
12. Have you ever seen someone jump on someone else and hurt them?
13. How many people think that JoJo was just defending himself when he fought off the Brooklyn Boys? Did some think that JoJo attacked them?
14. That night the Brooklyn Boys said they were attacked by a dolphin and many people agreed with them. Do bullies sometimes get away with their harassing behaviors? Is this fair?
15. How does JoJo say no to water skis hurting him? Is he using the only language he knows?
16. How do you say no to dangerous situations?
17. If you chose to bully, like Maria did, might somebody take revenge on you?
18. What other consequences are possible for bullying?
19. In what ways are your friendships the same as Dean and JoJo's? How are they different?
20. When something bad is happening to people or animals, how can people take action to change it peacefully?

The Dean and JoJo Anti-Bullying Activity Book
Elementary School Appropriate: Ages 5-12

Suggested Classroom Activities:

- I. Synopsis of story
- II. A blank dolphin coloring page with spaces to write alternatives to bullying. (You are healing JoJo's wounds with each peaceful choice.)
- II. A Venn Diagram comparing how JoJo avoided bullies next to another Venn Diagram of child avoided bullies.
- III. A web of ideas to avoid bullying.
- IV. A web of how one is a true friend.
- V. A dolphin mask with an accompanying worksheet. "This is what I see through JoJo's eyes."
- VI. A bully/victim mask to design. "This is what I see through the bully/victim's eyes."
- VII. A Dean and JoJo play of one of the most poignant bullying situations and how they dealt with it positively.
- VII. Role play starters for bullying situations.

IX. Empowerment: Write a letter to a bully of the past. What would you like to say to him/her?

X. Compare/Contrast how predators and prey are like bullies and victims. How are predators and bullies the same vs. how are prey and victims alike? How does each either escape or perpetuate the relationship?

XI Peace Cards: (These could have a Dean & JoJo Logo in one corner.) Class keeps a box of 30 cards with a label on the front that says 1) Read one 2) Share one 3) Make one. Some cards are blank and others have a peaceful resolution written on one side. If a child has had a problem at recess that they feel is unresolved he/she could choose a Peace Card to present to another student, keep it and work through their feelings, or make a new Peace Card with a positive choice. The cards will accumulate during the school year as conflicts arise and are solved.

XII Discipline Cards: Class keeps a file box of cards for each child with positive images and their name colored on one side and three columns on the opposite side like thus:

<u>Date</u>	<u>Problem</u>	<u>Next Time</u>
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If a child chooses to misbehave he/she must fill in the above with the date, inappropriate behavior and a **positive alternative** for the future and then receive the teacher-created consequence for the behavior.

XIII: A Compare/Contrast essay of how the *Brooklyn Boys* (See DVD) are similar and unlike bullies in a child's life.

XIV: Closure: Draw a picture of yourself bully free!