



# EDUCATOR RESOURCES

Lovebird Craft & Consent Role Play

## “RISSY NO KISSIES”

By Katey Howes illustrated by Jess Engle.  
Carolrhoda Books, copyright 2021

Pre-K to 2nd Grade

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**Learning Goal:** Students will use the story “Rissy No Kissies” to create a lovebird craft and engage in age appropriate role play scenarios exploring consent at school and at home.

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# LEARNING STANDARDS

## COMMON CORE ELA & SEL

Strand	Kindergarten	1st Grade	2nd Grade
<b>Reading: Literature</b>	CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.	CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text.	CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.
	CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	CCSS.ELA-LITERACY.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
	CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.	CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.	CCSS.ELA-LITERACY.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>Speaking and Listening</b>	CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	CCSS.ELA-LITERACY.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.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
	CCSS.ELA-LITERACY.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	CCSS.ELA-LITERACY.SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others.
	CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	CCSS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>Language</b>	CCSS.ELA-LITERACY.L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).	CCSS.ELA-LITERACY.L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).	CCSS.ELA-LITERACY.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
	CCSS.ELA-LITERACY.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	CCSS.ELA-LITERACY.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	CCSS.ELA-LITERACY.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
<b>Social Emotional Learning</b>	Standard 4. SOCIAL AWARENESS – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.	Standard 4. SOCIAL AWARENESS – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.	Standard 4. SOCIAL AWARENESS – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
	Standard 5. SOCIAL MANAGEMENT – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.	Standard 5. SOCIAL MANAGEMENT – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.	Standard 5. SOCIAL MANAGEMENT – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.

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# LOVEBIRD CRAFT

## Educator Handout

**Time:** 1 hour

**Materials:**

- Rissy No Kissies
- Student Handout
- Small bag or toilet paper roll
- Construction paper
- Scissors, glue (or tape)
- Markers, crayons (or paint)
- Extras: googly eyes, feathers, tissue paper



**Instruction:**

1. **Explain:** The purpose of this activity is to create mental images to understand the story, Rissy No Kissies, and to create a bird craft inspired by the story, for a role play game later on.
2. **Read:** Rissy No Kissies
  - a. Students close their eyes and make mental images while listening to the story.
  - b. Afterwards, each student reports something they imagined.
  - c. Re-read the story showing them the pictures, having older students take turns reading.
  - d. Ask students how their mental images compared to the actual images. What was similar? What was different?
3. **Create:** Bird Craft
  - a. Students will make a bird character inspired by their mental images. It can be based on a character from the book, their favorite bird from the wild or one from their imagination.
  - b. Consider having an example made and a picture of Rissy to reference. For younger students, have the shapes pre-drawn for them to cut out or pre-cut for them to glue on.
  - c. Use the student handout to plan and guide their creation.
  - d. Have them look back at the book to get ideas for how to show feelings with eye and eyebrow shapes.
4. **Share:** Bird Craft
  - a. Its name (if they gave it one).
  - b. A description of the colors and shapes they used and why.
  - c. Did anything change from their plan to the final creation?

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# LOVEBIRD CRAFT

## Student Handout

WRITE YOUR IDEA

A large, empty rounded rectangular box with a dashed orange border, intended for writing the student's idea.

MATERIALS

A large, empty rounded rectangular box with a dashed orange border, intended for listing the materials needed for the craft.

DRAW YOUR IDEA

A large, empty rounded rectangular box with a dashed orange border, intended for drawing the student's idea.



# CONSENT ROLE PLAY

## Educator Handout

**Time:** 45 minutes

### **Materials:**

- Rissy No Kissies (See the Notes to Kids and Caregivers in the back of the book)
- Bird Craft
- Student Handout - My Likes and Dislikes
- Role Play Cards (print double sided + cut out)

### **Instruction:**

1. **Explain:** The purpose of this lesson is to learn about and practice consent by acting out different situations inspired by Rissy No Kissies that may come up at school and at home.
2. **What is Respect?** What does it mean to respect someone or something? Can you give an example? Respect is an important part of practicing consent.
3. **Consent:** is asking permission before we do something and respecting a person's words, choices and feelings, with our actions.
4. **What are Feelings?** Have students list as many as they can. Consider drawing each (or having students draw) to refer back to. What signs tell us that someone is feeling (sad, happy, angry, surprised, embarrassed, etc?) What else can we do to find out how someone is feeling? - *Ask them.*
5. **Read A Note to Kids:** in the back of the book, together, having older students take turns reading.
6. **Identify and Share:** Student Handout - My Likes and Dislikes
  - a. Students draw themselves in the center or write their name.
  - b. Circle the thumbs up if they like something or thumbs down if they do not like it.
  - c. For the dislikes, write or draw what they like instead. Ask for volunteers to share.
7. **Re-Read Rissy No Kissies:** Pause at each encounter Rissy has and and ask students...
  - a. How do you think Rissy is feeling? How can you tell?
  - b. Do you think the other person/people understood how Rissy was feeling? Why/why not?
  - c. What was different with the interaction between Rissy and her mother after the situation at school? - *Rissy's mother listened, respected and reassured her. Rissy now has the words to express her needs.*
  - d. How did Rissy feel after people understood and respected her no kissies choice? - *"safe, warm and snug"*
8. **Play:** Consent Role Play Game
  - a. Model one of the scenarios for the class, by reading and acting it out with a volunteer.
  - b. Students use their bird craft from the prior lesson and role play cards to practice consent.
  - c. Students pair up OR play the game as a class. Pre or early readers will need help reading the cards. This would be a great activity to pair up younger and older students.
  - d. Make sure each student leads an even AND odd scenario to explore both perspectives, of someone who is uncomfortable with touch (1, 3) and someone responding to another's discomfort or needs (2, 4).
  - e. Encourage them to act it out on their own before they read the ideas on the back.
  - f. Students can create their own scenarios too.



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# CONSENT ROLE PLAY

## Student Handout - My Likes and Dislikes



Thumbs up and thumbs down icons for expressing likes and dislikes.

ME



Thumbs up and thumbs down icons for expressing likes and dislikes.



Thumbs up and thumbs down icons for expressing likes and dislikes.



Thumbs up and thumbs down icons for expressing likes and dislikes.



Thumbs up and thumbs down icons for expressing likes and dislikes.



## AT SCHOOL - CARD 1

It is the end of the first day of school and a new friend wants to say goodbye with a hug. Hugs make you feel icky.

**What could you do?**



## AT HOME - CARD 1

You go over to a friend's house and they want to play tag. You feel nervous about being chased and tagged and do not want to play.

**What could you do?**



## AT SCHOOL - CARD 2

Your friend scraped their knee at recess and is upset. You would like to put your arm around them but are not sure if that will help.

**What could you do?**



## AT HOME - CARD 2

Your younger sibling, who cannot use their words yet, is playing in their bouncy swing and you want to bounce and push them in the swing.

**What could you do?**



## AT SCHOOL - CARD 3

Your class is taking a walking field trip to a park and your teacher says to hold hands to cross the street. Holding hands makes you feel uncomfortable.

**What could you do?**



## AT HOME - CARD 3

An aunt, who lives in another state, is coming to visit. You have not seen her for a year, but remember she likes to kiss hello. You do not like to be kissed.

**What could you do?**



## AT SCHOOL - CARD 4

A classmate is wearing a new shirt with a sequins robot on the front. You really want to make the sequins change color.

**What could you do?**



## AT HOME - CARD 4

A friend comes over to play and wants to read a book in the hammock with you. You want to read a book but do not like sharing the hammock because you feel squished.

**What could you do?**





### You could...

- Tell your friend that you don't like to play tag.
- "I don't like being chased and tagged, but do like hide and seek."

### You could...

- Tell your new friend what you prefer instead of hugs.
- "I don't like hugs, but I love secret handshakes? Want to make one?"

### You could...

- Ask your sibling if they want to be bounced or pushed in their swing. Pay attention to their facial expression to see how they feel.
- "Would you like it if I bounced you?"

### You could...

- Ask them how you can help.
- "How can I help you?"
- "Would it be ok if I put my arm around you?"

### You could...

- Tell your parent how you feel before she arrives.
- "Auntie, I don't like kisses but I love high fives."

### You could...

- Tell the teacher that holding hands makes you feel uncomfortable.
- "Is there another way I can cross the street with everyone?"

### You could...

- Tell your friend how you feel.
- Suggest something else to do.
- "I don't like feeling squished on the hammock. How about we take turns on the hammock and read a book on the couch instead?"

### You could...

- Ask your friend to show you how the sequins changes or ask if you can try it.
- "What happens when you move the sequins on your shirt?"
- "Can I make the robot change color?"

# ADDITIONAL RESOURCES

## “RISSY NO KISSIES”

### Lovebird Craft & Consent Role Play

Educator Resources by Leah Robinson  
<https://www.linkedin.com/in/leahrrobinson/>  
[lrobinson.create@gmail.com](mailto:lrobinson.create@gmail.com)

- English Language Arts Standards | Common Core State Standards Initiative. (2020). Common Core Initiative. <http://www.corestandards.org/ELA-Literacy/>
- Noun Project: Free Icons & Stock Photos for Everything. (2020). The Noun Project. <https://thenounproject.com/>
- Social and Emotional Learning. (2020). National Conference for State Legislatures. <https://www.ncsl.org/research/education/social-emotional-learning.aspx>

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