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ABC READER'S OUTLINE

The OK Book by Amy Krouse Rosenthal and Tom Lichtenheld

Topic	Details
Goals	<ul style="list-style-type: none"> • Developing a growth mindset that embraces trying new things. • Being “OK” with enjoying, while pursuing mastery. • Finding joy in discovering new <i>sparks</i> and interests. • Learning from mistakes to develop resiliency. • Turning <i>I can't (reactive)</i> attitudes into <i>I can (proactive)</i> attitudes.
Preparing for Lesson (45 minutes)	<p>Review lesson plan, collect materials needed, and read the book at least once.</p> <p>Contact Teacher</p> <ul style="list-style-type: none"> • Welcome feedback from last lesson (<i>René Has Two Last Names</i>). • Set time and date for next reading. <p>Prepare Parent Letter</p> <ul style="list-style-type: none"> • Make copies and sign parent letter for every child in classroom. • Create a short personal email to send to every parent and attach parent letter. (Send this out as soon as the classroom lesson is over.) • Copy How to be an OK Kid PDF from the website onto the back of the letters.
Conversation Starters (7- 10 minutes)	<ol style="list-style-type: none"> 1. Have all students put on nametags. 2. Ask the students about last month's book (<i>René Has Two Last Names</i>). <ul style="list-style-type: none"> • Ask someone to summarize the story. • Consider telling a personal story about intentionally being inclusive to another person. It can be any story from work, home, or any place in between. • Ask if anyone saw someone else include a new person in an activity. What was it? <p>Conversation Starters:</p> <p><u>For Younger Students</u></p> <ul style="list-style-type: none"> • Invite the class to play a game. • I want you to think of a time you wanted to do or learn something new- try a new skill, a new hobby, etc. Maybe you remember learning to ride a bike or throw a frisbee, tie your shoe or jump off the swings. • Here is how we will play this game: <ol style="list-style-type: none"> 1. I will ask a question. 2. Turn to a partner and share your answer with them.

3. When I clap my hands, please finish sharing.

Questions:

- What was the new thing you wanted to try?
- Did you try to do it? What happened?
- Were you successful the first time?
- When something starts out hard or difficult, what helps you stick with it and keep trying?

For Older Students

Materials: Something bubbly like a can of soda or seltzer water, a bottle of water, and a tub.

Tell the students that people generally fall into 2 categories.

- Some people are like soda (shake can up a bit and open it up), they are reactive.
- They have a fixed mindset. They react swiftly, sometimes without thinking of consequences.
- When life shakes them up a bit they explode because they are afraid of failing or don't have practice trying out new solutions.
- A *fixed mindset* makes challenges seem permanent and unfixable. *Reactive* people say:
 - I give up
 - I can't do it
 - I already tried it
 - I don't want to
 - That's just the way I am
- Some people are like the water, (shake water up and open it), they are proactive.
- They have a growth mindset. When shaken up, they react calmly. They are cool and in control.
- They recognize they can't control everything, but they can control how they react to a problem.
- This *growth mindset* allows them to see challenges as temporary or fixable.
- *Proactive* people say:
 - I'll try it
 - I'll do it
 - I can do better if I try again
 - Let's look at all of our options
 - There's has to be a way

In past ABC Lessons we have talked about having the power to choose how you react.

	<p><i>Choosing how you react</i> requires an understanding of what you do and do not control. You control yourself and your reactions.</p>
<p>Introduction to Book and Reading (5-8 minutes)</p>	<p><u>For Younger Students:</u></p> <ul style="list-style-type: none"> • Have them listen to how the main character, the OK Kid, feels about various experiences. • Have them watch how the OK Kid chooses to react. • Read the book completely through the first time. • Next, show the students selected pages. Give them time to really look at the illustrations before asking the discussion questions below. <p><u>For Older Students:</u></p> <ul style="list-style-type: none"> • As I read this book, try to practice a growth mindset.” • See if you think it can be OK for you to be just OK at something you like to do.
<p>Discussion Questions (3-10 minutes depending on grade level)</p>	<ol style="list-style-type: none"> 1. Make a list (on the board) of things <i>the OK Kid</i> tries. 2. How does <i>the OK Kid</i> feel about these activities? <p><i>Continue for Grades 2 and up ...</i></p> <ol style="list-style-type: none"> 3. Does <i>the OK Kid</i> have an <i>I can</i> (proactive) or an <i>I can't</i> (reactive) attitude? 4. When you say <i>I am OK at ...</i> How does that make you feel? 5. What does the phrase, “<i>It's OK to be OK</i>” mean? 6. Have you heard this phrase: “When at first you don't succeed, try, try again?” 7. How can trying again help you become successful? 8. What can you learn with second chances? 9. Let's talk about how to <i>be OK</i> with being OK (refer to <i>How to Be the OK Kid</i> on website). 10. How would you finish this sentence? “<i>I am an OK</i> _____.”
<p>Group Activity Option 1: Recommended Grades: K-4 (10-15 minutes)</p>	<p>The OK Pantomime Game</p> <ul style="list-style-type: none"> • Tell the students you are going to play a game where they can act out: I am OK at _____. <ol style="list-style-type: none"> 1. Act out something you are good at. 2. Act out something you want to try. <p>The other students have to guess what it is! Use a few minutes to brainstorm before you start.</p>
<p>Option 2:</p>	<p>Being an OK Kid!</p>

<p>Recommended Grades: K-8 (15-20 minutes)</p>	<p>Materials-Some equipment you might need: juggling balls or kleenex or handkerchiefs, jacks, balls, Frisbees, hula hoops, yo-yos etc.</p> <ul style="list-style-type: none"> • Have the students try some of the activities the OK Kid does in the book. • Set the tone for the activity as something fun to do for the sake of trying and doing, not mastering. • Talk about how trying something new may be out of their OK zone (comfort zone) and more in their Dare to Try zone. • Stress that they have control over how they react to trying the activity. • Create a signal that the students can flash after each of these activities that show if they were OK (OK signal, one thumb up) or felt a little more daring (two thumbs up). • Stop after each activity to ask the students how they felt about the activity. <p>As you try an activity, ask if there are students who would like to be teachers or leaders and lead the class in an activity.</p> <ul style="list-style-type: none"> • OK climbs a tree. Ask students to show how they climb the jungle gym. • Bring in small kleenex or handkerchiefs to juggle. Add balls for advanced jugglers. • Skipping, galloping, running and hopping are all fun ways to burn energy. • Walk on the balance beam. • Throw and catch softballs, basketballs, footballs, Frisbees, etc. • Play Hide 'n Seek. • Do Tug-of-War. • Do headstands, somersaults, and cartwheels. • Find insects. • Try hula hoops, jump ropes or yo-yos. <p>How did it feel to give the OK or dare to try signal? Did you find a new interest that you would like to learn more about?</p>
	<p>For more ideas, including role play ideas, please see Full Lesson plan.</p>
<p>Three Minute Huddle (3 minutes)</p>	<p>OK Kid is happy exploring and trying new experiences and not bothered about making mistakes or feeling pressured to be an expert.</p> <ul style="list-style-type: none"> • Think about something you have thought about doing but haven't tried. • Something you want to start doing or do at a different level. • What would it be and what is the first step you can take to achieve it? • Turn to the person on your right and share your thoughts with them. • Tell them one thing you will learn to be OK at!