



FOR YOUTH DEVELOPMENT™
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

**PROJECT
CORNERSTONE**
A YMCA of Silicon Valley Initiative

ABC YEAR 2 LESSON #8

The OK Book

By Amy Krouse Rosenthal and Tom Lichtenheld

Social Emotional Learning (Self-Awareness)

This book focuses on resilience. Resilience is an ability to bounce back, recover from adversity or return to your original form. We can help youth develop resilience. Resilience is built upon 7 building blocks: competence, confidence, support, positive values, contribution to others, coping strategies and personal power. The confidence and support of caring adults gives children the freedom to explore, try new things and find out what they like to do. Belief in the ability to change and grow is called a *growth mindset*. In this lesson, asset building adults will be *spark champions* and help youth identify and cultivate a *growth mindset*. A *growth mindset* allows a person to view challenging times as temporary. Using the building blocks of resiliency as a cornerstone, youth will be better prepared to overcome the challenges of new and difficult experiences.

Asset Information:

This book builds assets from 7 out of 8 categories:

- **Support**-#1 Family Support and #5 Caring School Climate
- **Constructive Use of Time**-#17 Creative Activities
- **Commitment to Learning**-#22 School Engagement
- **Positive Values**-#31 Healthy Lifestyles
- **Social Competencies**-#32 Planning and Decision Making,
- **Positive Identity**-# 37 Personal Power, #38 Self-Esteem, #39 Sense of Purpose, and #40 Positive View of Personal Future.
- Boundaries and Expectations - #14 Adult Role Models, and #15 Positive Peer Influence

The goal for this lesson is for students to:

- Develop a growth mindset that embraces trying new things; being "OK" with enjoying, while pursuing mastery.
- Find joy in discovering new *sparks* and interests.
- Learn from mistakes to develop resiliency.
- Turn *I can't (reactive)* attitudes into *I can (proactive)* attitudes.

LESSON

Conversation Starter:

Option 1:

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

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Grades K-3

jump off the swings.

Here is how we will play this game:

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?
- Is it OK with you to be just OK at something fun to do?

Option 2:

Grades 2-6

Bring in 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. They make choices out of impulse. 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
- There's nothing I can do

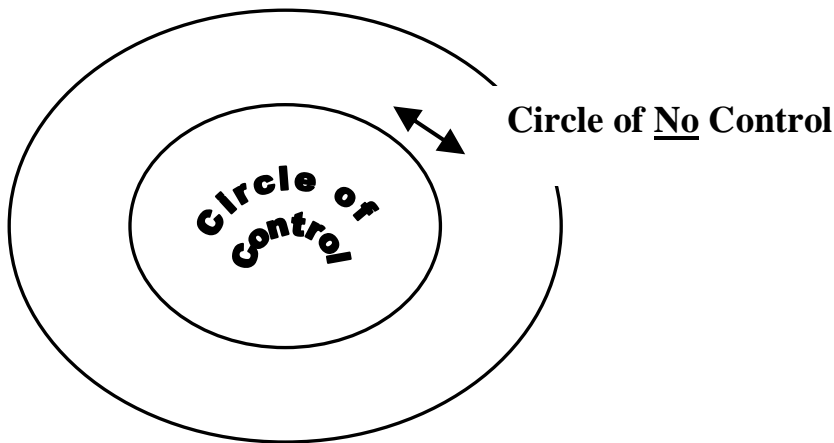
Some people are like the water, (shake water up and open it), they are *proactive*. They have a *growth mindset*. When shaken up, they react with calm. They are cool and in control. They recognize they can't control everything, but they can control how they react to a problem. This *growth mindset* allows 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
- I choose to
- There's gotta be a way

In past ABC Lessons we have talked about having the power to choose how you react. *Choosing how you react* requires an understanding of what you do and do not control. You control yourself and your reactions. You can *use your lid* to control your reactions. You cannot control the tough situations, bad things happening and other people's choices that we all face in life. But, **you do have control over how you react to these challenges.** Here is an example:



1. Draw 2 circles on the board or bring in a poster already made:



2. Ask students to talk about experiences and behaviors that fit inside each circle.

In the inner circle:

- You
- Your attitudes
 - *Clear thoughts*
 - *Positive Self-talk*
- Choices that you can make:
 - *Be an UPstander*
 - *Fill buckets*
 - *Use your GPS and remember to shift gears if needed.*
- How you respond
 - *Swim free*
 - *Use your lid*

In the outer circle:

- Other people
 - Family
 - Friends
 - Community
 - People
- Events
 - Weather
 - School
 - Sports
 - Life

3. What happens (how does it feel) when we spend time and energy worrying about things we can't control?

4. What happens (how does it feel) when we focus on our power to choose how we react?

Option 3: Adaptation of activity for Younger Students:

Substitute *I Can* for *Proactive* and *I Can't* for *Reactive*. Wear a hat with the words *I Can* attached to the visor. Instead of the circles on the board, stand inside a hula hoop and talk about controlling your thoughts, reactions and actions (the stuff inside the hula hoop) and not be able to control the thoughts of others (the stuff outside the hula hoop). Alternatively, wear a hat that has written on it: *I am in control of me!*

Read the Book:

At this point in the discussion, stop and read the book for younger students. Have them listen to how the main character, *the OK Kid*, feels about various experiences. How does *the OK Kid* choose 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.

For Older Students:

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...

Remind students that Michael Jordan enjoyed playing baseball more than playing basketball. He dreamed of becoming a professional baseball player. But, Jordan was *just an OK* baseball player. He was a much better basketball player. Michael Jordan struggled to accept that he was *just an OK* baseball player. He came to accept that he just liked to play baseball and that was OK with him! His *growth mindset* allowed him to accept the disappointment of not playing baseball and find a bright spot in developing his basketball skills. He switched his dream and became an outstanding basketball player. One of the videos listed in the *Salt in His Shoes* lesson talks about his experience.

Discussion:

1. Make a list of the things *the OK Kid* tries.
2. How does *the OK Kid* feel about these activities?
3. Does *the OK Kid* have an *I can* (proactive) or an *I can't* (reactive) attitude?
4. When you say *I am OK at.....* How does that make you feel?
5. What does the phrase, *It's OK to be OK* 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 *be OK* with being OK: (refer to *OK Kid Chart* in resource section)
 - Do you like to try new things?
 - What things are easy for you to do?
 - Why is it sometimes hard to learn something new?
 - What are some things that need lots of practice?
 - What kind of *positive self-talk* (*Growth Mindset*) can you tell yourself the next time something is hard?
 - Have you ever tried something even though you didn't think you'd like it? What happened?
 - What is something you haven't tried that you would like to try?
 - What is something you can imagine yourself doing when you're older? (In this case it might be good to have the children think in terms of "picturing yourself" or "making a picture in your head.")
 - If you enjoy doing something, is it OK if you are *just OK* at doing it?
10. How would you finish this sentence? "*I am an OK* _____."

GROUP ACTIVITIES:

Choose one activity that you feel will work best with the students in your class. *Activities marked with an * may be especially suitable for students in grades 1-3.

***The OK Pantomime Game**

Grades K-6

Tell the students you are going to play a game where they can act out:

- *I am OK at* _____.
- Act out something you are good at.
- Act out something you want to try.

The other students have to guess what it is!

***The OK Book**

Grades K-6

Materials-Ok worksheet or blank paper about 1-5 sheets per students, construction paper

Tell the students they are going to make their own OK books. You can make the books ahead of time, or have the students assemble them. For the cover, have them write their name and *OK Book*. For example....*John's OK Book* by John Smith.

Instead of a book, you can have them do a drawing and sentence using the worksheet or a blank paper where they write, *I'm OK at* _____.

***Being an OK Kid!**

Grades K-6

Materials-Some equipment you might need: juggling balls or Kleenex or handkerchiefs, jacks, balls, Frisbees, hula hoops, yo-yos etc.

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* 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.

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. You may have to choose a day when students bring in their own equipment and you dedicate some time to trying the new activity.

- 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.
- Hula Hoops, jump ropes, yo-yos

Talk about the idea of trying something new. Ask them what else they would like to try? 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?

Dare to Try Zone

Materials: Dare to Try Zone worksheet

Pass out the worksheet or draw the two circles on the white board. Explain that the inner circle is your *OK zone*. These are things you've tried and feel good about doing. You may be good or just OK at doing them or enjoy them. They are risk free and you feel comfortable and confident in trying them. Write the activities or experiences you have had in this inner circle.

In the *Dare to Try* circle, tell students to think of things that *spark* them. Everyone has *sparks* inside that are waiting for the opportunity to be explored. *Sparks* can be interests; something challenging; a new adventure; or something that carries a personal risk for you.

This will look different for every student. Have them write down as many things as they can. Put down ideas, places to go, people to meet, skills to learn. Have them look at your list and circle one thing you want to work on in the next few weeks. Remember the idea is to try it and see how it goes! Remind students that you can control your attitude and how you react to the challenges of trying this new thing. It is also OK to stumble and fail at something. Remind them to use their *GPS* that they learned about in *Long Shot*.



Role Play

Grades 3-6

Materials: 3 cards per group with questions

Talk the students through some sample situations to help them evaluate which aspects of their lives they can or can't control, and to think through how they can be proactive. There are several ways you might work through these situations. Some options:

Send students to their tables (groups of 4-5). Give each table a card that says, "What can you control? What can you not control? What do you choose to do?" Then read a situation aloud to the class. Have each table discuss answers to those three questions amongst themselves. Ask for one or two to share their answers.

OR

Put students in pairs. Write on the board, "What can you control? What can you not control? What do you choose to do?" Then read a situation aloud to the class. Have each pair discuss answers to those three questions together. Ask for one or two to share their answers.

OR

Q&A with the whole class in a large group discussion. (Probably less effective, but if you are short on time and only have time for one or two situations, this might be the easiest way to do it.)

OR

Find a way for students to act out the situations and their responses. You might have to carefully structure the situations to be something which can be externally acted out and not just internally thought through. Students might especially enjoy acting out a bad response (such as a temper tantrum) and then a good response (maturely handling the situation).

Situations:

- You have a friend who is really good at soccer. You've never really tried to play soccer before. You try it and find that you're not very good at it. What can you control? What can you not control? What do you choose to do?
- You feel frustrated because it's getting late and you still have a lot of homework to do. What can you control? What can you not control? What do you choose to do?
- You planned a pool party for your birthday, but it's raining. What can you control? What can you not control? What do you choose to do?
- Your class is putting on a play. You really wanted a big speaking part, but instead you were given a smaller part. What can you control? What can you not control? What do you choose to do?
- You love to play wall ball at lunchtime, and you have a favorite ball to play with. When you finish your lunch and hurry over to get it, you find that someone else has already taken it. What can you control? What can you not control? What do you choose to do?
- You are in the middle of a great game on the Wii. Your mother walks in to tell you to turn it off because it's time to go to bed. This sort of thing happens all the time, and you're often frustrated that you don't have more time to play. What can you control? What can you not control? What do you choose to do?
- You see a game that you really want at the store, but your dad tells you that he won't buy it for you. What can you control? What can you not control? What do you choose to do?
- It seems like your best friend always seems to do better on tests at school than you do. What can you control? What can you not control? What do you choose to do?

CLOSING

Three Minute Huddle (Led by ABC Volunteer)

The exciting thing about *The OK Kid* is that he/she is happy exploring and trying new experiences and not bothered about making mistakes or feeling pressured to be an expert. This attitude helps *The OK Kid* develop confidence and resiliency. I want you to think about something you have thought about doing but haven't tried. Something you're excited about, 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!

SCHOOL WIDE EXTENSIONS

I Can Attitude

Encourage students to use *proactive* language. *Notice, name and celebrate* their use of phrases:

- I'll try it or I'll do it
- I can do better if I try again
- Let's look at all our options
- I choose to
- There's gotta be a way
- Look for solutions

Have special *I Can* badges made that yard duty, teachers, principal, secretary etc., can pass out when *proactive* words are used.

If you hear *reactive* language, ask your students for ways to rephrase the statement and make it a *proactive* statement. Instead of saying, I can't, rephrase with I wish I could or I want to try.

Dare to Try Day or Week

Plan out lots of different activities that allow students to be creative and do something different. Examples would be:

- Try new foods. Have tasting parties where students can try a bite of unfamiliar foods. These could be harvest from gardens, store bought or donated food from restaurants.
- Ask the cafeteria to have a new dish of the day for a week or month and have students vote on their favorite.
- Coordinate with Funvisors (parent volunteers who bring fun to the play yard) to set up stations on the playground to have fun activities. Some suggestions are:
 - Hula Hoops
 - Building 3-D pyramids/cubes with magnetic tiles
 - Bubble blowing
 - Jump over lines drawn on the playground
 - Other suggestions are found under Being an OK Kid in the lesson plan or use some of the ideas from *The OK book*.

School Quotes

Materials: computers with web access, quotation books, magazines, newspapers

Have students look for quotes that can be posted around the school. Have students look for quotes that really move them. The quotes can be famous or words from everyday people. Have the students make the quote into a poster, speech bubble, or use the OK sideways figure in their art work. Post the quotes on bulletin boards or classroom walls. Choose one a day and announce the quote of the day or week during morning announcements. Ask students to discuss or write what the quotes mean to them.

Year End Review

Below is a list of different ways to end the year and review all the books read this year.

Friendship Chains

You could make this a year-in-review activity, by showing the students a list that shows all 8

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Building Year books. Ask them to choose 1 book and write down the tools learned from the book. By adding links from the different books & lessons, you'll have a "Project Cornerstone Friendship Chain" to hang in the room or around the school. This could be a great project to do in time for Open House!

Play a Guessing Game or Game show

Review all 8 books read this year. Put up a list, use the Elmo machine, or bring in the books to remind the students what they read. Ask them what they could recall about each book. You can also turn it into a game show format. Divide the class into teams and ask questions with prizes at the end for everyone.

EXTENSIONS FOR TEACHERS

Three Minute Huddle (Led by teacher)

Here are some ideas to use on a daily basis to promote self-confidence and *positive self-talk* in your students. As the most important role model in their school day, you show youth how to maintain a positive attitude and *growth mindset*! Look for that special "key" that unlocks a sense of confidence and helps youth risk developing competence when they try new skills.

- ❖ In the morning line, before walking into the classroom, have the students *stand tall* (shoulders back, smiles on faces, heads up), ready to learn.
- ❖ Practice a class "Confidence Walk" (step lively, eyes open and alert, with a smile).
- ❖ Model *positive self-talk* and encourage your students to use it. Listen for positive statements and reinforce them when you hear them.
- ❖ Encourage students to use *proactive* language. *Notice, name, and celebrate* their use of phrases:
 - I'll try it or I'll do it
 - I can do better if I try again
 - Let's look at all our options
 - I choose to
 - There's gotta be a way
 - Look for solutions

If you hear *reactive* language, ask your students for ways to rephrase the statement and make it a *proactive* statement. Instead of saying, I can't, rephrase with I wish I could or help them look for other options.

- ❖ Post the *OK chart*. Before starting an activity, ask the class to pause and quietly think about the *OK chart* and decide on the best way to approach the new subject. They can have positive thoughts like, "I can do this!" "I have the skill to...."
- ❖ Look for ways to help students *bloom*. "Shine your light" on approximately correct behaviors that build confidence. Comment on students attempting new things, new skills learned or improved in class work or social interactions. Share these accomplishments with their parents. Send home *bucket filler grams*, when you can.
- ❖ Create an *It's OK to be OK* bulletin board. On one side the students can display their OK papers. On the other side they can post ideas, pictures, posters of new things they would like to become OK at.

Classroom Enrichment

***OK Art**

Materials: Drawing paper, paint, colored pencils, water colors, pastels, crayons, markers, beans, colored pasta, magazines, etc.

Decide what type of art project you would like this to be. Have students look at the illustrations in the book and how the word OK makes the figure trying all kinds of things. Pass out the art materials and have your students create their own *OK* figure with their specific *OK* action. They can paint, draw, do mosaics, collages etc...

Extension

What other words could be used like *OK* to become part of the art? Ask your students to experiment and create more word art.

***Dramatic Play**

Materials: props, costumes, dress-up clothes, masks, puppets

Use dramatic play to let students act out a new activity or skill. Sometimes pretending allows youth to feel more comfortable and confident at trying new activities. Pull out your props and let students create. You can divide them into groups of 4 and give them a skill, task, activity to create a skit about. Some ideas might be: How to play football, ways to cook pancakes, how to fix a bike, Hula Hoop or Frisbee techniques, how to write a poem etc....

Homework

It's Ok to Be Ok Cards

Materials-run off the Ok card worksheet on heavy paper

Students and their families will create their own deck of *OK cards*. Each member of the family contributes to the worksheet.

***The OK Family Book**

Materials-Ok worksheet or blank paper about 1-5 sheets per students

Have the students and their families make their own *OK books*. Each member of the family thinks about their OK activities and fills out a worksheet. Then as a family, they design their cover and assemble their book.

RESOURCES

Books:

- *Building Resilience in Children and Teens* by Kenneth R. Ginsburg, MD, MS Ed, FAAP with Martha Jablow- A great book for parents and caring adults to give children roots and wings.
- *Mindset The New Psychology of Success, How We Can Learn to Fulfill Our Potential* by Carol Dweck
- Adding Assets Series: *Loving to Learn and Smart Ways to Spend Your Time* by Pamela Espeland and Elizabeth Verdick from www.freespirit.com
- For parents to help their pre-teens and teens: *The 7 Habits of Highly Effective Teens* by Sean Covey
- For fun group games check out *Great Group Games* by Susan Ragsdale and Ann Saylor

Websites:





- Tom Lichtenheld has a website at http://www.tomlichtenheld.com/childrens_books/ok.html
- Information about sparks: www.IgniteSparks.org or www.MVParents.com
- Fun Brain has lots of games organized by K-12 grades at www.funbrain.com
- Family Games activities for the whole family at www.familygames.com

Video:

- Michael Jordan: <http://www.youtube.com/watch?v=gfvuF5qf9v0&feature=related>

21st Century Skills:

Here is a key to the 21st Century skills used in this lesson:

21 st Century Learning Skills	
	Collaboration
	Critical Thinking
	Communication
	Creativity