



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
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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. • 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.
Conversation Starters (7- 10 minutes)	<p>Conversation Starters: <u>For Younger Students</u></p> <ul style="list-style-type: none"> • I want you to think of a time you wanted to do or learn something new. Maybe you remember learning to ride a bike, tie your shoe, or jump off the swings. <p>Questions:</p> <ul style="list-style-type: none"> • 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? <p><u>For Older Students</u></p> <p>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.</p> <ul style="list-style-type: none"> • 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. I don't want to. • 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 in control. • They recognize they can't control everything, but they can control how they react to a problem. • This <i>growth mindset</i> 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



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	<p>at all the options. There has to be a way.</p> <p>Choosing how you react requires an understanding of what you do and do not control. You control yourself and your reactions.</p>
Introduction to Book and Reading (5-8 minutes)	<p><u>For Younger Students:</u></p> <ul style="list-style-type: none"> • Have them listen to how the OK Kid, feels about various experiences. • Give them time to really look at the illustrations before asking the discussion questions below. • Have them watch how the OK Kid chooses to react. <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.
Discussion Questions (3-10 minutes depending on grade level)	<ol style="list-style-type: none"> 1. Make a list of things <i>the OK Kid</i> tries. 2. How does <i>the OK Kid</i> feel about these activities? 3. Does <i>the OK Kid</i> have an <i>I can</i> (proactive) or an <i>I can't</i> (reactive) attitude? 4. How can trying again help you become successful? 5. How would you finish this sentence? <i>I am an OK</i> _____.
Group Activity Option 1: Grades: K-4 (10-15 minutes)	<p>The OK Pantomime Game</p> <ul style="list-style-type: none"> • Use a few minutes to brainstorm before starting. Tell the students you are going to act out: I'm OK at... • Act out something you like to do or something you want to try. • The other students have to guess what it is.
Option 2: Grades: K-8 (15-20 minutes)	<p>Being an OK Kid!</p> <p>Materials-Some equipment you might need: juggling balls or tissue 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. It's trying, not mastering. • Stress that they have control over how they react to trying the activity. • Stop after each activity to ask the students how they felt about the activity.
	<p>For more ideas, including role play ideas, please see Full Lesson plan.</p>
Three Minute Huddle (3 minutes)	<ul style="list-style-type: none"> • Think about something you have thought about doing, but haven't tried. • What would it be and what is the first step you can take to achieve it? • Share your idea with someone and give it a try!