

ABC READER'S OUTLINE - COVID-19

Who Moved My Cheese? For Kids An A-Mazing Way to Change and Win! By Spencer Johnson, M.D. and Christian Johnson

| Topic | Details |
|--------------------------------------|--|
| Goals | <ul style="list-style-type: none"> • Learn that change happens to everyone. • Understand that people handle change in different ways. • Learn different ways to deal with change and become more resilient. • Discuss the students' upcoming change- what will be different, what will be the same, how they feel about the change. • Teach students that they have control over how they react to change. |
| Preparing for Lesson (45 minutes) | <p>Review lesson plan and read the book at least once.</p> <p>Contact Teacher</p> <ul style="list-style-type: none"> • Originally this lesson was designed for graduating students about changes they would experience with moving to middle school. It has been updated to include changes resulting from the COVID-19 pandemic. • Discuss with the classroom teacher the best focus for the lesson. <p>Prepare Parent Letter</p> <ul style="list-style-type: none"> • Attach a copy of the ABC Student Toolkit (from website). Create a short personal email to send to every parent and attach parent letter. |
| Conversation Starters (5-10 minutes) | <p>Option 1: Listen to Song</p> <p>Play one of these songs: Changes by David Bowie, Change by Taylor Swift, Change by Carrie Underwood, Waiting on the World to Change by John Mayer, or The Climb by Miley Cyrus.</p> <p>Ask these questions:</p> <ol style="list-style-type: none"> 1. There are many times in our lives when major changes take place. Can you think of some of those times? 2. How has your daily life changed? 3. What has been most difficult for you? 4. What do you like about this new normal? 5. What have you learned about yourself and how you handle change? <p>Option 2: Spaghetti Demo</p> <p>Materials: piece of spaghetti (or wooden pencil) AND pipe cleaner (or flexible straw)</p> <p>Tell students the definition of resiliency "Resiliency - The ability to adapt to change." Have</p> |



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



| | |
|---|--|
| | <p>students repeat this back to you.</p> <ol style="list-style-type: none">1. Hold up a piece of spaghetti AND a pipe cleaner.2. Ask the students: Do you think these are very resilient? Why? Why not?3. What happens if I bend them? Talk about how the pencil is not resilient and the pipe cleaner is.4. How have you bent like the pipe cleaner? How have you broken like the spaghetti?5. Discuss how people can choose to be resilient: We can face problems and find ways to adapt to them or change ourselves to allow us to bounce back. <p>Option 3: Collecting Thoughts for Middle School</p> <ol style="list-style-type: none">1. Before your lesson, have the teacher send an email to the students with the following prompts: Write one thing they are looking forward to about middle school. Write one thing that worries them about middle school.2. Have the teacher forward these responses to you before the lesson.3. Review them and group together similar responses.4. See the discussion section for what to do next with the papers. |
| Introduction to Book and Reading (15 minutes) | <p>Please note: You may see/hear different reactions from the students during this lesson. Everyone has a different reaction to changes. Focus first on the new normal and then address the change that is coming, moving to middle school.</p> <p>Before you read the book or show the video: Mention that the author’s 12 year old son had the idea for creating a kid version of his dad’s bestselling book for adults and helped his dad write this book.</p> <ul style="list-style-type: none">• Define Hemming and Hawing: “being hesitant and indecisive” (give an example). <p>Tell the students: “We’ve talked about how we react to change, now let’s watch how the characters of this book react to change.”</p> <ul style="list-style-type: none">➤ Consider showing this short 2 minute animated clip if you don’t have a copy of the book: http://www.youtube.com/watch?v=4COM2CL9TJE . Suggest to students that they download the book and read it with their parents at home. |
| Discussion Questions (5-20 minutes) | <p>Most of the questions for the discussion are found on page 61 of the book.</p> <ol style="list-style-type: none">1. Why did the characters have to change?2. How did each character feel and/or react?3. Which mouse showed the most resilience? Which showed the least?4. How does each character (Sniff, Scurry, Hem and Haw) react when cheese runs out?5. Do you think Hem changed? |



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



| | <p>6. Are you like Sniff, Scurry, Hem or Haw? (Sometimes we are like each of them.) 7. Could Haw change his friend Hem? Or can you only change yourself? 8. Was Haw a good friend 9. Which character were/are you most like at one week after the shelter in place? at four weeks? Currently? 10. How has dealing with this current dramatic change in your life prepared you for starting middle school?</p> <p>Collecting Thoughts Follow-up: (Option 3 from Conversation Starters above)</p> <ul style="list-style-type: none"> ➤ Keeping things anonymous, discuss similar answers and concerns. ➤ By sharing these responses, students will realize that they are not alone in their concerns. ➤ Ask questions and discuss solutions to their worries. ➤ Repeat with the responses to what they are looking forward to in middle school. ➤ Use the Pro and Con activity below to help with the discussion. ➤ If you are uncomfortable about discussing middle school, invite the teacher to join in. <p>Please note, all students are not going to the same middle school and this can be a sensitive issue.</p> | | | | | | | | | | | | | | | | |
|---|--|-----------------------|--------------|-----------------------|--------------|--|--|--|--|--|--|--|--|--|--|--|--|
| <p>Group Activity Option 1: (10-20 minutes)</p> | <p>Pros/Cons with Feelings Discussion</p> <ul style="list-style-type: none"> • Make a chart like the one below on the whiteboard or poster board. • Discuss with the students the pros and cons of going to middle school. • While discussing each pro and con, capture the feeling associated with the statements. • In order to more easily accept change, it's critical to understand the pros/cons as well as the feeling associated with each. • Ask the students, "Are there any other pros and cons?" and keep asking until the answer is no. <table border="1" data-bbox="493 1161 1822 1339"> <thead> <tr> <th>Pros of Middle School</th> <th>Pro Feelings</th> <th>Cons of Middle School</th> <th>Con Feelings</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> | Pros of Middle School | Pro Feelings | Cons of Middle School | Con Feelings | | | | | | | | | | | | |
| Pros of Middle School | Pro Feelings | Cons of Middle School | Con Feelings | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| <p>Group Activity Option 2: (15-20 minutes)</p> | <p>Listen to Your Body Explain to students that with the many changes going on, we may feel stress or anxiety without realizing what is happening. It is important to realize the signs. Signs include:</p> | | | | | | | | | | | | | | | | |



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



| | |
|-----------------------------------|---|
| | <ul style="list-style-type: none">• Loss of appetite• Irritability• Inability to sleep or wanting to sleep all the time• Feeling angry without knowing why• Loss of interest in school or activities <p>Have the students take a moment to think about whether or not they have been experiencing any of the above. Reassure students that there are steps they can take when they are feeling anxious. Try these:</p> <ul style="list-style-type: none">• Take some slow, deep breaths, in for a count of 4 and out for a count of 4. Try to breathe from your belly.• Be mindful. Focus on what you see, smell and hear now. Be present.• Keep a journal of how you are feeling.• Talk to someone. Share feelings with a parent, teacher or friend. You may find others share your concerns. <p>Have the students practice the deep breathing. Then take 2-3 minutes and have the students practice being mindful. Explain to the students that as they practice these techniques, they will notice the results.</p> |
| Three Minute Huddle (3-5 minutes) | <ul style="list-style-type: none">➤ Tell students:<ol style="list-style-type: none">1. All reactions to change are OK.2. Choose to react in ways that will let you deal with change most effectively.➤ Have students share one new thing they will commit to do when they are faced with a change.➤ Take this moment to make eye contact with and thank each of the UPstanders in the class. This maybe your last chance to read to this group of students. |