



PROJECT
CORNERSTONE

Asset Building Champions

CHAMPION YEAR



Book of the Month

Title: Clovis Keeps His Cool

Author: Katelyn Aronson

Illustrator: Eve Farb

Publisher: Page Street Kids

Key Phrase

Keep your
cool!



BOOK SUMMARY

Clovis used to struggle with his temper, but ever since he took over his grandmother's china shop, he's been learning how to manage it. However, when rivals from his football days tease him at the shop, Clovis faces a big challenge to keep his cool and is unable to use his coping tools. The result is the destruction of the tea shop. After he loses his cool, Clovis honors his grandmother's memory by *reconsidering and giving second chances* to his rivals. Clovis offers himself a second chance at *keeping his cool* and the result is a discovery of how *offering second chances* can lead to building new relationships.



FRAMEWORK

Social Emotional Learning (SEL):

Self-Management (ability to harness one's emotions, thoughts, and behaviors effectively to achieve goals)

Developmental Assets:

- Social Competencies - #32 Planning and Decision Making, #35 Resistance Skills, and #36 Peaceful Conflict Resolutions
- Positive Identity - #37 Personal Power
- Support - #2 Positive Family Communication
- Boundaries and Expectations-#16 High Expectations, #14 Adult Role Models
- Positive Values - #31 Healthy Lifestyles

Developmental Relationships:

Challenge Growth: Expect my Best, Hold Me Accountable, Reflect on Failures

Share Power: Respect me, Collaborate



GOALS

- Students will recognize emotions by looking inside themselves and in others to identify and connect with feelings being expressed.
- Students will allow the feelings to stand and move through them in appropriate ways.
- Students will learn ways to *reconsider, resolve conflicts, and offer second chances*.
- Students will understand the different ways people express their emotions and how to respond to these expressions in an empathetic manner.



KEY IDEAS

The author, Katelyn Aronson, writes, "In this story, grace is something of a legacy bestowed on Clovis by a loved one. It isn't until he embraces forgiveness for himself that he can extend it to his rivals." By the end of the story, Clovis demonstrates the strategy of *reconsidering before he responds*. This strategy is a cognitive process that influences your feelings and how you express them. It helps regulate emotional responses by changing how a person thinks about a behavior or situation before reacting. Learning this skill is key to being able to *give second chances* to yourself and others.

Empathy is the ability to understand and share feelings, perspectives, and experiences of others. When we empathize with others, we can *stop and think* about the situation. To understand more, we can ask clarifying questions, such as, "Can you help me understand how you see this?" However, this should be done without telling the person how they should feel or are feeling. It is better to ask, "I am imagining that you feel this way, am I right?" Empathy allows us to connect with others and plays a crucial role in building and maintaining healthy relationships.



CONVERSATION STARTERS

K-6

A Day with RED and GREEN

Materials: 1 red and 1 green balloon, Emotion Iceberg handout (Grades 3-6) *

Take a feelings survey. Ask students to give a thumbs up or down:

- Have you ever been angry?
- Does anyone feel angry now? (If yes, have students smell flowers and blow out candles.)
- Have you ever had a bad day? How did you feel? (sad, mad, frustrated, teary)
- Is anyone having a bad day today?

I'd like you to meet RED. Use a red balloon and inflate it a little at a time as you tell the story of a bad day. This is a story of RED's day:

- We arrived as the bell rang and RED was late for school. (Blow up the balloon.) Ask students to name the emotion that RED felt.
- At recess, someone cut in line. Then, the whistle blew, and RED didn't get a turn. (Blow up the balloon.) Ask students to name the emotion RED felt.
- When RED arrived home, they found out that someone let their pet frog out of the box, and it was missing. (Blow up the balloon.) Ask students to name the emotion that RED felt.

Ask students, "What will happen if RED keeps getting full?" "How much more can happen?" Walk around and have students lightly touch the balloon to understand the stress.

"What might happen if you encounter someone who feels like RED?" You can either hold up the balloon to block your vision or pop the balloon.

Now I want you to meet GREEN. Bring out a green balloon and blow it up. Hold it so the air does not escape.

- Retell the story, but add ways to accept the feeling and move through it.
- For example, say when GREEN arrives late to school, "GREEN was worried they would be in trouble. Their tummy started to feel all rumbly, but then they remembered to: (Have students do one of these as you blow up the balloon.)"
 - take 5 breaths
 - do belly breathing
 - smell the flower and blow out the candles
 - *take 5* - count to 5 slowly and take deep breaths
 - trace my hand with a finger moving over each finger while breathing slowly
- Each time, as you do some of the calming techniques, let air out of the balloon until it is calm and deflated.
- Ask students to discuss what to do when they see another person become RED. How can they show empathy for the person and help them become GREEN?
- After reading the book, the "I Get Angry When" handout is a good follow up activity.

Grades 3-6 Adaptation:

- Tell students you are going to talk about anger. Anger is a big emotion.
- Blow up a red balloon a little bit and talk about a time you felt really angry. Ask them to think of a time they felt angry and share with the group.
 - Blow up balloon with each example.
 - Then just sit quietly and be in the moment for 15-25 seconds. Think about the example.
- Show the Emotion Iceberg Handout so only the top part is revealed. Ask, "What do you think this person is feeling?"
- Answers may be mad or sad. "That's a big general feeling. Could you be more specific?"
- Make a list on the board to come back to during the discussion. Show the bottom part and discuss the different emotions named.
- We need to name our specific emotions so that we can be intentional about our behaviors. When we dig a little deeper and try to discover what is the underlying emotion, it gives us information about our triggers and how to manage that emotion.
- Take 2-4 calming breaths before reading the book.



READ THE BOOK

Ask the students to listen to this story and see what they notice about Clovis' emotions. Watch what he says and does. Take note of how his anger escalates in the story and then what happens next.

Reconsidering is a cognitive process that influences your feelings and how you express them. When you encounter a stressful situation, here are *ways to reconsider*:

1. Talk it out with yourself. Is your *bucket low or full*? Do you have a *lid on your bucket*?
2. Try to apply a growth mindset. You can change your own attitude and outlook.
3. Consider other reasons for behaviors or situations.

4. Make active efforts to improve your own mood.
5. Another way to state reconsidering is to *stop, think, and choose how to react*.
(Kindergarten to 2nd grade students may understand this better.)

As we read this book, look for ways that Clovis used one of these strategies. Every time you see or hear him *reconsider*, give a thumbs up.



DISCUSSION QUESTIONS

K-2

1. Who was the caring adult in Clovis' life?
2. What did this caring adult teach him?
3. Who was teasing Clovis? What happened?
4. How do you feel when you get angry? What signs does your body show?
5. After Clovis lost his cool, what did he do?
6. What does Clovis do to *keep his cool*?
7. Have you tried *reconsidering* or *stopping, thinking, and choosing to react*? When did you try this? Tell us about it.
8. How do the football players react after having tea with Clovis?
9. What tools do you use to help when you experience strong feelings? (Show Positive Mood Changes Handout)
10. Do you remember how to make a *genuine apology*? (Review the steps here.)

3-6

1. What technique did Clovis use to control his reaction when he was being teased?
2. Have you ever used reconsidering *tools* to control your own reaction to strong emotions?
3. When Clovis could no longer control his emotions, what stopped him from harming the football players?
4. How does Clovis forgive himself?
5. How did forgiveness and *second chances* change the relationship between Clovis and the football players?
6. Have you ever found yourself in a similar situation as Clovis? What happened?
7. Now that you have heard about *reconsidering and second chances*, how could you apply them to your life?
8. When others are showing their emotions, how can you respond with empathy? What can you say or do to acknowledge their feelings?



ACTIVITY OPTIONS

K-6

Mindfully Moving through Feelings

Materials: paper, markers, crayons, or colored pencils

Emotions are messengers that give us feedback on something we need. It is important to acknowledge and understand our emotions rather than suppressing or ignoring them. We can feel emotions in our body and our minds. Think about different emotions you have felt such as happiness, sadness, anger, fear, or excitement. What physical feelings might you experience with these emotions?

Think about the following questions:

- What are some emotions you have felt recently?
- How do you react when you experience strong emotions?
- Can you think of a time when you felt overwhelmed by your emotions? How did you handle it?

Explain that we will be doing an activity to explore different emotions mindfully.

- Write down different emotions on separate sheets of paper.
- Have the students choose one emotion at a time. Ask the students to sit comfortably, close their eyes, and take a few deep breaths.
- Invite students to recall a time when they experienced that specific emotion. Encourage them to notice how it felt in their bodies and minds.
- After a moment of reflection, ask them to draw or write on their paper what comes to their mind when they think about that emotion. Depict that emotion through colors, shapes, words, or symbols.
- Repeat with other emotions as time allows.
- Allow students to explain the meaning behind their drawing, any mental or physical sensations associated with the emotion, and any insight gained from the activity. As part of the debrief, discuss ways to recognize, understand, and show care for others experiencing these feelings.

Second Chance Jar/Bag

K-6

Materials: Containers (a jar or a lunch bag) for each student, slips of paper, pencil, decorative materials

Explain what a *second chance* means. Emphasize that it's about giving someone another opportunity even if they made a mistake or behaved in a way that was hurtful to others.

- Provide examples of situations where someone might deserve a *second chance* such as when a friend says something hurtful, when someone forgets to include others in a game, or when a sibling accidentally breaks a toy.

Have students decorate a jar, paper bag, or small container with stickers, markers, cool down phrases etc.

- Encourage the students to think about people in their lives who might deserve a *second chance*. They can draw the person, write down the names of those individuals on slips of paper, or write a brief note about why they want to give that person a *second chance*.
- Fold the papers and put them in the jar or bag.
- Explain that the *Second Chance Jar/Bag* will serve as a visual reminder as a way of giving others another opportunity.
- Conclude the activity by discussing how *second chances* can positively impact relationships, promote forgiveness, and create a more understanding and caring school.

Calming Counting Bag

K-2

Materials: paper lunch bags, markers, crayons, stickers, sequins etc., cotton balls or pompoms

Have students write "Calming Counting Bag" on the bag. Then have them draw and write ways to stay calm to decorate their bag. (Prewrite the titles for kindergarteners.)

- Give each student 10 cotton balls or pom poms to use.
- Role play how to use the Calming Count Bag.
- Give them a scenario from the Conversation Starter or make up a new one.
- Walk them through these steps:

- Stop (think quietly how they would feel in that scenario.)
- Think (name their feeling.)
- *Reconsider* as they count each cotton ball with slow breaths.
- Check in with your body After 10, ask if they feel calm.
- Feel calmer? If not, check your body reactions, and recount slowly.

3-6

Reconsidering Role Play

Materials: blue tape to make lines, chart paper or white board, makers

Brainstorm different tools they have learned to regulate their emotions. Write their ideas on a board or chart paper. Here are some tools that can be implemented:

- | | |
|-----------------------------|--|
| ✓ Recognize anger triggers | ✓ Walk away |
| ✓ Stop and Take 5 | ✓ Take deep breaths |
| ✓ Say, "I need a minute..." | ✓ Count down... <i>SLOWLY</i> |
| ✓ Wave anger away | ✓ Get active! |
| ✓ Use visualization | ✓ Talk it out with <i>olive branch</i> phrases |

In a large area divide the class in half. Have students stand facing each other with about 4 feet between lines.

- Tell students we are going to practice ways to *reconsider* our behavior when faced with difficult emotional situations. Enforce a "no touching rule" to keep everyone safe.
- Ask students in Line A to take the role of the instigator. The students in Line B will take the role of the target.
- Read an *Activity Prompt* from below.
- Invite students in Line B to act out their first, impulsive reaction.
- Pause the activity and ask students to return to their lines.

Reconsider This! Lines A and B now have the chance to *reconsider* their actions.

- Give students a moment to think about it. Then, ask Lines A and B to re-play the action after *reconsidering* their options and use one of the above techniques.
- When finished, ask students to return to their pre-activity seating area. Many may have experienced unexpected consequences of *reconsidering* their impulsive first reaction. Have one or two pairs share their experience with the group.

Activity Prompts:

1. Your teacher asks everyone to line up. Two students ignore the direction and now you must miss 5 minutes of recess!
2. You're walking down the hall when someone pushes you from behind. You smash into the wall and fall to the ground. When you look up, the person who pushed you is laughing.
3. You are reading in the library when someone comes from behind you and takes your book. You are trying to get it back when the librarian orders you to go to the office, no questions asked.
4. You are shooting hoops at lunch when a basketball comes at you and hits you in the head. The person who threw the ball comes up and says, "Sorry- accident." It is another student that you do not get along with, and they are smiling.

K-6

Heart Full of Feelings

Materials: crayons, markers, pencils, Heart Full of Feelings handout for each K-2 student or white construction paper for 3-6 grades

Do a picture walk of the book. Have students look at the body language and facial expressions and colors used for the illustrations.

- What clues do they see that help them connect with the emotions expressed in the story?
- Write down the feeling words.

Show students the handout. Discuss how some feelings are associated with some colors. From a box of crayons, hold up a crayon and ask what feelings it makes them think of. (There are no correct or wrong answers).

- Have students decorate their heart with the emotions they are feeling that day. Each heart will look different.
- Each column is a place to write the feeling word. Encourage students to use block letters and different graphics that go with the feeling.

(Older students can draw their own hearts, write words decoratively, and cut them out on plain construction paper instead of using the handout.)



CLOSING

This month, ask students to practice *reconsidering* before acting or *forgiving and giving second chances* to experience emotions and move through them. Taking this skill from the classroom to the playground is a big step.

Materials: Print out the handout, *Positive Mood Changes*, or *Olive Branch Phrases* handout. Choose one of the topics below to focus on. Ask everyone to close their eyes. Have them think of ways that Clovis *reconsidered his feelings* into calmer controlled feelings.

1. Choose one *reconsidering tool* from *Positive Mood Changes* handout to help you *stop, think, and react* in stressful situations.
2. Practice making a *genuine apology* to offer forgiveness and second chances to reconnect with a new person and to build a positive relationship.
3. Use *olive branch phrases* to diffuse a possible social conflict.

Have students turn to a partner and share what specific tool they plan to practice on. If you have time, you can call out some ideas and have students raise their hands if that is their plan of action.



SCHOOL WIDE EXTENSIONS

Cool Down Spot

Set up designated areas on campus and in classrooms where students can go to calm down when they are upset. Involve students in designating these *Cool Down Spots*. Place signs on campus to designate the area. Assign student peace monitors or conflict managers to check in with students and offer help. Work with the yard duty or a volunteer adult to be trained and assigned to monitor the student patrol or designated as the go-to adult when needed by students or other adults.

Student Conflict Management Areas (Peace Stations)

Set up areas where students involved in a conflict can go to use peaceful resolution skills to deal with their conflict. Student conflict managers can assist at *Peace Stations*. This can be an area on the playground.

- If students are not calm enough, redirect them to a *Cool Down Spot* first as students must be calm to work through the conflict.

- The most important contributions the kids make on the playground are as positive role models and good listeners. As they walk about, they can give *positive tickets* when they see *UPstanders* in action
- When they see peers in need, they can approach the kids with offers of support.
- Review the conflict manager script on the website for the conflict managers to use if they see kids in need of support.

Plant a Social Emotional Garden

Materials: herbs, gardening tools, water, area to plant, cheesecloth or cotton fabric and ribbon to make sachet

Social and emotional herb gardens offer students a sensory learning experience and chance to explore feelings. There are countless benefits to gardening with children, including spending time in nature, experiencing life cycles in real time, and improving attention.

- Select strong smelling herbs like chamomile, lavender, mint, rosemary, lemon balm, and sage.
- Designate an area for students to plant herbs. Encourage students to reflect on the planting experience and note how interacting with the herbs impacts their energy.
- Because it will take time before herbs can be harvested, obtain dried versions of the same plants.
- Cut cheese cloth or fabric into 3–4-inch squares. Have students put their selected dried herbs into the square, bring corners together and tie with ribbon to create a sachet.
- After creating calming or energizing sachets, the students can write about their special blends, draw pictures of the herbs they chose, and record how the scents of the herbs affected their emotions.