

# LESSON PLAN: MY AWESOME BEST SELF

<b>Date:</b>	<b>Class:</b>	<b>Unit:</b>
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<b>LESSON TOPIC:</b>	Over the course of the book <i>Smack Dab in the Middle of Maybe</i> , the main character Cricket changed to become more like her Awesome Best Self. This lesson will help students identify qualities and goals that they want to develop and to make an actionable plan to implement change.
<b>AIM:</b>	Using the worksheets in the Building Grit Kit for Young Readers, students will learn steps they can take towards becoming their best selves.
<b>OBJECTIVES:</b>	Students will be able to: <ol style="list-style-type: none"><li>1. Critically examine literature to develop a list of things that Cricket did to become more like her Awesome Best Self.</li><li>2. Identify the tools Cricket used to become more like her Awesome Best Self.</li><li>3. Identify some of their own interests and ways they might pursue them.</li></ol>
<b>GET STARTED/ DO-NOW:</b>	As a class, complete the Group Activity: Becoming My Awesome Best Self on Pages 15 and 16 of the Building Grit Kit.
<b>MINI-LESSON:</b>	<ol style="list-style-type: none"><li>1. Ask the students to think about personal qualities that they admire. As a class, make a list of these qualities on the board. They might include words such as honest, kind, responsible, hard-working, determined, etc.</li><li>2. Next, ask the students to complete the exercise on the top of Page 17 of the Building Grit Kit: My Awesome Best Self. Tell the students that the adjectives listed can be ones that people already use or that they would like for people to use when describing them.</li></ol>
<b>MAIN ACTIVITY:</b>	For this activity, students will create their own vision board. <ol style="list-style-type: none"><li>1. Tell students what a vision board is. Show students examples of vision boards. Tell students that they will be creating their own vision boards.</li></ol>

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	<ol style="list-style-type: none"> <li>2. Ask students to think about the things they want to try or learn more about. Ask them to complete the second exercise on Page 17 of the Building Grit Kit: Things that Interest Me.</li> <li>3. Provide students with materials to create their vision boards. Instruct them to cut out or create pictures that can help remind them of the person that they would like to be. Also ask students to include images in their vision boards that reflect things that interest them. Students may create their vision board on a separate piece of paper or small poster board, or they can use Page 19 of the Building Grit Kit.</li> <li>4. Next, ask the students to complete the exercise on Page 20 of the Building Grit Kit. Ask the students to look at the list of things that interest them, either on their vision board or on Page 17. Instruct them to choose one thing to explore, following the instructions on Page 20. Ask them to write down a plan to learn more about it. The plan should be specific and include action items that the students can take each day. Ask them to work on their plan for a week.</li> </ol>	
<b>CLOSING ACTIVITY:</b>	Each student shares one thing on their vision board with the class.	
<b>EXTENSIONS:</b>	<p>Building Grit Kit Page 23: Write About It! At the end of the week, ask each student to write a letter to themselves. In the letter, they should describe what they are proud of about themselves and their work over the past week.</p> <p>Building Grit Kit Page 29: Getting from Here to Your Awesome Best Self Ask each student to complete the worksheet on Page 29 to identify habits that they can use to help them become more like their Awesome Best Self.</p> <p>Building Grit Kit Pages 31-32: Getting from Here to Even More Awesome Ask each student to complete the worksheet on Pages 31-32 to create a plan of things that they can do in the following week to become more like their Awesome Best Self. At the end of that week, ask each student to write a letter to themselves. In the letter, they should describe what went the way that the student expected and what surprised the student. Ask each student to include a reflection about what they would do differently next time.</p>	

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<b>CHECK FOR UNDERSTANDING:</b>	<p>Students' vision boards include positive characteristics and goals and reflect things that are of interest to the students.</p> <p>Students' plans are specific and actionable.</p>
<b>MATERIALS:</b>	<p><i>Building Grit Kit for Young Readers</i> by Jo Hackl</p> <p>Access to <i>Smack Dab In the Middle of Maybe</i>, by Jo Hackl (Random House Children's Books/Yearling Adventure)</p> <p>Vision board supplies, such as magazines, drawing paper, pens, pencils, markers, colored pencils, glue sticks, scissors, etc.</p> <p>Pencils or pens</p>
<b>TECHNOLOGY:</b>	<p>Computer/smartboard for displaying vision board examples</p>
<b>STANDARDS:</b>	<p>CCSS.ELA-LITERACY.SL.6.1-8.1 CCSS.ELA-LITERACY.SL.6.2-6.2 CCSS.ELA-LITERACY.SL.6.4-8.4 CCSS.ELA-LITERACY.SL.6.5-8.5</p>