

Reproducible Classroom Activities

Incorporating Language Arts, History, and Social-Emotional Learning opportunities

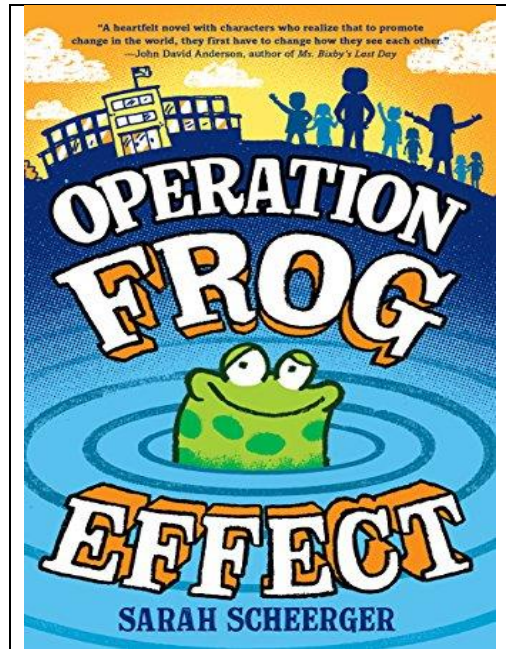


Table of Contents:

Capture the same moment using three different writing formats	Page 2-3
Standing Up and Standing Tall	Page 4
Friendship	Page 5-7
Understanding Characters	Page 8-10
Social Issues	Page 11-12
Giving Students a Voice	Page 13
Creating Diverse Character Voices	Page 14
Writing a KidChat post	Page 15
Creating a sample Blake entry	Page 16
Honesty	Page 17
Understanding the Whistler Activity	Page 18
Writing a Letter	Page 19
Classroom Activities and Note to Teachers	Page 20



Name: _____

Date: _____



Capture the same moment in your life using each of the three following formats: Movie script, Comic book, & Poetry. How does each format create a different tone?

Movie script



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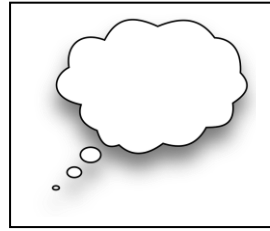


Name: _____

Date: _____



Comic Book:



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Poetry:





Name: _____

Date: _____



Standing Up and Standing Tall



Write about a time when you stood up for what you believe.

How did that feel? What did you learn?

Write about a time when someone stood up for you.

How did that feel? What did you learn?



Name: _____

Date: _____



Friendship: What does it mean to you?



Draw or define friendship.

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Write the qualities you look for in a friend.

Apply these qualities to the characters in this book. Who would you want to be friends with? Why?



Name: _____

Date: _____



Friendship continued

Which characters would you *not* want to be friends with? Why?

Apply these qualities to your own friends. Do your friends reflect the qualities you listed?

Apply these qualities to *yourself* as a friend. Are you the kind of friend you want to be?

Write about a time when friend groups shifted, how you felt about it, and how you handled it.



Name: _____

Date: _____



Friendship continued

Have you ever invited a peer to an event or included them in an activity or discussion just because it was the nice thing to do? Write about it. (If you have not done this, write about what kept you from doing so.)

Write about ways to fix a friendship after there's been a disagreement or hurt feelings.

Is there such a thing as an "un-fixable" friendship? What (if anything) could happen in a friendship to make it "un-fixable"? How do you decide whether to put more effort into a friendship... or just let it go?

Are there any changes you'd like to make in the area of friendship? If so, who can you talk to about this? Pick a trusted adult. What are your personal goals in this area?



Name: _____

Date: _____



Kayley is able to justify her hurtful behaviors and comments. She often has a reason why it's okay that she behaved as she did. What do you think about this? Has this ever happened to you or someone you know?

Cecilia connects to her grandmother in many ways, even though they live far apart. Some relationships are so important that they must be maintained, no matter the distance. Who in your life is that important to you? Whether they live near or far, this person is so important that you'd find ways to connect no matter what.

Blake faces a struggle with academics. In life people face many struggles, and we can't always tell that just by looking at them. Struggles often make us stronger and help us learn how to overcome adversity. What struggles do you face, and how do you think they will make you stronger?



Name: _____

Date: _____



Henry tries to be funny much of the time. Why do you think he does this? Does this way of interacting work for him? Does it ever cause problems for him? How do kids know when it's appropriate to be funny and when it's better to be serious?

Emily misses her dad, but is finally able to speak up about how she really feels. Share a time when you shared your true feelings with someone and they listened.

Which character do you think showed the most personal growth? Why do you think this? What kind of growth did he or she show?



Name: _____

Date: _____



Social Issues



Research current social issues. Write what you learned.

What social issue is the most important to you? Why?

What are some ways that people are trying to address this social issue?

What would you do about this social issue if you were in charge of the world?



Name: _____

Date: _____



Social Issues continued

Research Malala Yousafzai. How did her experiences shape her life choices?

The Homelessness Social Issue group tried to immerse themselves in a way that was unsafe. What could they have done that would have kept themselves safe but still helped them understand the issue of homelessness? Brainstorm safe ways to make a difference.

Write about your views on deportation. If you could change the current policies related to people who are not documented, what would you do?



Name: _____

Date: _____



Giving Students a Voice



Do you think there should be students on school boards? Write about it.

If you were on the school board, what would you change (about how schools run)? Be realistic.

What ways can you make your voice heard at your school or in your classroom?



Name: _____

Date: _____



Creating different character “voices”

Authors often create “cheat sheets” to help them keep track of the different nuances of each character. In OPERATION FROG EFFECT, there were eight different points of view. Create a “cheat sheet” for the different voices in OFE. Hint—in addition to the different formats used, think about word choice, reference points, tone, writing style, layers of diversity, etc.

Blake	Emily	Kayley	Sharon
Henry	Kai	Cecilia	Aviva

Now your turn to create character voices:

Brainstorm and create three character’s “voices” and find ways to make each voice diverse and different. How will your reader know that you’re writing from a different point of view?

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On a separate piece of paper, practice writing from each “Voice” that you’ve created.



Name: _____

Date: _____



Write a sample “Kid Chat” post.

Pick a topic relevant to kids today.



Large rectangular area with horizontal lines for writing a sample “Kid Chat” post.



Name: _____

Date: _____



Draw a sample entry from Blake

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Name: _____

Date: _____



Honesty:

Think of the most honest person you know. Who is that person? Do you admire him or her?



Self-evaluate. How honest do you think you are? How do you feel about this? Do you have any personal goals in this area?

Write about creative ways you can spare people's feelings and still be honest.



Name: _____

Date: _____



Whistler Activity:

What was the point of the Whistler Activity?



How would you feel if your teacher did the Whistler activity with your class? Why?

Do you think this lesson is applicable in today's world? Write about examples from history and/or present day.

What do you think the following quote means? "Those who cannot remember the past are condemned to repeat it." (George Santayana)



Name: _____

Date: _____



Writing a Letter

Write a letter to one of the main characters. What would you want to say to him or her if he was in your class?



Dear _____,

From,

On a separate piece of paper, write a letter advocating for a positive change at your school or in your community. Hint: when writing an important letter, it's often wise to ask another person to read it and give feedback. Writing a second/final draft can be helpful.

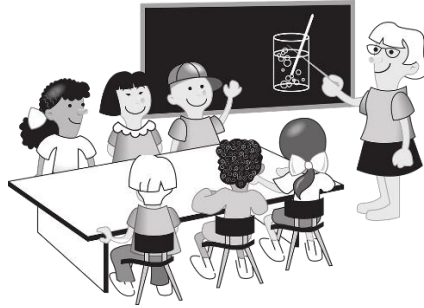


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Classroom Activities and Note to Teacher



Classroom Activities:

- **Create class mailboxes.**
Instruct students to use the mailboxes to write affirmations to each other. One option to protect feelings is to assign each student to write letters to another specific student (ie. Penpal). This will ensure every student has letters in his or her mailbox. Another alternative is to assign secret letter partners. Each student can pick a code name and write letters of affirmation to an assigned classmate, but do so anonymously. Students can be encouraged to write letters to their teacher. This opens communication, especially for shy students.
- **Assign Class jobs**
- **Letter Writing**
Extend letter writing as a way for students to make their opinions heard.
- **Egg Drop experiment**
Assign students to work with kids they don't typically spend time with.
- **Social Issues:**
As a whole class, identify a social issue you'd like to address to make the world a better place.
 - Step 1) Brainstorm potential issues.
 - Step 2) Select an issue on which to focus.
 - Step 3) Research this issue.
 - Step 4) Brainstorm concrete (and safe) ways to make a difference.
 - Step 5) As a class, with adult leadership and supervision, implement one of these ideas.

Notes to Teachers:

- **Disclaimer: Some of these activities and worksheets may bring feelings to the surface. Students can be invited to come to talk to their teacher or the school counselor if they have anything they'd like to talk about in private. Teachers can also review the written assignments for content and potential follow-ups.*
- Helpful Websites:
 - mindfulness in the classroom setting <http://www.mindfulschools.org/>
 - Social-Emotional Learning in classrooms <http://www.casel.org/>
- If you come up with a fun or creative activity to do in conjunction with Operation Frog Effect, I'd love to hear from you! Please contact me through my website: www.sarahlynnbooks.com