ABC YEAR 2 LESSON #8
The OK Book
By Amy Krouse Rosenthal and Tom Lichtenheld

MESSAGE TO ABC
This book focuses on resilience. Resilience is an ability to bounce back, recover from adversity or return to your original form. We can help youth develop resilience. Resilience is built upon 7 building blocks: competence, confidence, support, positive values, contribution to others, coping strategies and personal power. The confidence and support of caring adults gives children the freedom to explore, try new things and find out what they like to do. Belief in the ability to change and grow is called a growth mindset. In this lesson, asset building adults will be spark champions and help youth identify and cultivate a growth mindset. A growth mindset allows a person to view challenging times as temporary. Using the building blocks of resiliency as a cornerstone, youth will be better prepared to overcome the challenges of new and difficult experiences.

Asset Information:
This book builds assets from 7 out of 8 categories:
• Support- #1 Family Support and #5 Caring School Climate
• Constructive Use of Time- #17 Creative Activities
• Commitment to Learning- #22 School Engagement
• Positive Values- #31 Healthy Lifestyles
• Social Competencies- #32 Planning and Decision Making,
• Positive Identity- #37 Personal Power, #38 Self-Esteem, #39 Sense of Purpose, and #40 Positive View of Personal Future.
• Boundaries and Expectations - #14 Adult Role Models, and #15 Positive Peer Influence

The goal for this lesson is for students to:
• Develop a growth mindset that embraces trying new things; being “OK” with enjoying, while pursuing mastery.
• Find joy in discovering new sparks and interests.
• Learn from mistakes to develop resiliency.
• Turn I can’t (reactive) attitudes into I can (proactive) attitudes.

LESSON
Conversation Starter:

Option 1: For Younger Students
Invite the class to play a game.
I want you to think of a time you wanted to do or learn something new- try a new skill, a new hobby, etc. Maybe you remember learning to ride a bike or throw a Frisbee, tie your shoe or
jump off the swings.

Here is how we will play this game:

1. I will ask a question.
2. Turn to a partner and share your answer with them.
3. When I clap my hands, please finish sharing.

Questions:
- 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?
- Is it OK with you to be just OK at something fun to do?

**Option 2: For Older Students**

Bring in 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.

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. They make choices out of impulse. 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 it
- I don’t want to
- That’s just the way I am
- There’s nothing I can do

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 with calm. They are cool and in control. They recognize they can’t control everything, but they can control how they react to a problem. This growth mindset 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 at all of our options
- I choose to
- There’s gotta be a way

In past ABC Lessons we have talked about having the power to choose how you react. **Choosing how you react** requires an understanding of what you do and do not control. You control yourself and your reactions. You can **use your lid** to control your reactions. You cannot control the tough situations, bad things happening and other people’s choices that we all face in life. But, **you do have control over how you react to these challenges.** Here is an example:

1. Draw 2 circles on the board or bring in a poster already made:
2. Ask students to talk about experiences and behaviors that fit inside each circle.

**In the inner circle:**
- You
- Your attitudes
  - *Clear thoughts*
  - *Positive Self-talk*
- Choices that you can make:
  - Be an *UPstander*
  - *Fill buckets*
  - Use your *GPS* and remember *to shift gears* if needed.
- How you respond
  - *Swim free*
  - *Use your lid*

**In the outer circle:**
- Other people
  - Family
  - Friends
  - Community
  - People
- Events
  - Weather
  - School
  - Sports
  - Life

3. What happens (how does it feel) when we spend time and energy worrying about things we can't control?

4. What happens (how does it feel) when we focus on our power to choose how we react?

**Option 3: Adaptation of activity for Younger Students:**
Substitute *I Can* for *Proactive* and *I Can't* for *Reactive*. Wear a hat with the words *I Can* attached to the visor. Instead of the circles on the board, stand inside a hula hoop and talk about controlling your thoughts, reactions and actions (the stuff inside the hula hoop) and not be able to control the thoughts of others (the stuff outside the hula hoop). Alternatively, wear a hat that has written on it: I am in control of me!
Read the Book:
At this point in the discussion, stop and read the book for younger students. Have them listen to how the main character, the OK Kid, feels about various experiences. How does the OK Kid choose to react? Read the book completely through the first time. Next, show the students selected pages. Give them time to really look at the illustrations before asking the discussion questions.

For Older Students:
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...

Remind students that Michael Jordan enjoyed playing baseball more than playing basketball. He dreamed of becoming a professional baseball player. But, Jordan was just an OK baseball player. He was a much better basketball player. Michael Jordan struggled to accept that he was just an OK baseball player. He came to accept that he just liked to play baseball and that was OK with him! His growth mindset allowed him to accept the disappointment of not playing baseball and find a bright spot in developing his basketball skills. He switched his dream and became an outstanding basketball player. One of the videos listed in the Salt in His Shoes lesson talks about his experience.

Discussion:
1. Make a list of the things the OK Kid tries.
2. How does the OK Kid feel about these activities?
3. Does the OK Kid have an I can (proactive) or an I can’t (reactive) attitude?
4. When you say I am OK at..... How does that make you feel?
5. What does the phrase, It’s OK to be OK mean?
6. Have you heard this phrase: “When at first you don’t succeed, try, try again?”
7. How can trying again help you become successful?
8. What can you learn with second chances?
9. Let’s talk about how to be OK with being OK: (refer to OK Kid Chart in resource section)
   o Do you like to try new things?
   o What things are easy for you to do?
   o Why is it sometimes hard to learn something new?
   o What are some things that need lots of practice?
   o What kind of positive self-talk (Growth Mindset) can you tell yourself the next time something is hard?
   o Have you ever tried something even though you didn’t think you’d like it? What happened?
   o What is something you haven’t tried that you would like to try?
   o What is something you can imagine yourself doing when you’re older? (In this case it might be good to have the children think in terms of “picturing yourself” or “making a picture in your head.”)
   o If you enjoy doing something, is it OK if you are just OK at doing it?
10. How would you finish this sentence? “I am an OK _________.

Project Cornerstone, ABC Year 2, Lesson 8, The OK Book
GROUP ACTIVITIES:
Choose one activity that you feel will work best with the students in your class. *Activities marked with an * may be especially suitable for students in grades 1-3.

*The OK Pantomime Game
Tell the students you are going to play a game where they can act out:
- I am OK at _____.
- Act out something you are good at.
- Act out something you want to try.
The other students have to guess what it is!

*The OK Book
Materials-Ok worksheet or blank paper about 1-5 sheets per students, construction paper
Tell the students they are going to make their own OK books. You can make the books ahead of time, or have the students assemble them. For the cover, have them write their name and OK Book. For example....John’s OK Book by John Smith.

Instead of a book, you can have them do a drawing and sentence using the worksheet or a blank paper where they write, I’m OK at ___________.

*Being an OK Kid!
Materials-Some equipment you might need: juggling balls or Kleenex or handkerchiefs, jacks, balls, Frisbees, hula hoops, yo-yos etc.

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 for the sake of trying and doing, not mastering. Talk about how trying something new may be out of their OK zone and more in their Dare to Try zone. Stress that they have control over how they react to trying the activity.

Create a signal that the students can flash after each of these activities that show if they were OK (OK signal, one thumb up) or felt a little more daring (two thumbs up). Stop after each activity to ask the students how they felt about the activity.

As you try an activity, ask if there are students who would like to be teachers or leaders and lead the class in an activity. You may have to choose a day when students bring in their own equipment and you dedicate some time to trying the new activity.

- OK climbs a tree. Ask students to show how they climb the jungle gym.
- Bring in small Kleenex or handkerchiefs to juggle. Add balls for advanced jugglers.
- Skipping, galloping, running and hopping are all fun ways to burn energy.
- Walk on the balance beam.
- Throw and catch softballs, basketballs, footballs, Frisbees, etc...
- Play Hide ‘n Seek.
- Do Tug-of- War.
- Do headstands, somersaults, and cartwheels.
- Find insects.
- Hula Hoops, jump ropes, yo-yos
Talk about the idea of trying something new. Ask them what else they would like to try? How did it feel to give the OK or dare to try signal? Did you find a new interest that you would like to learn more about?

**Dare to Try Zone**
Materials: Dare to Try Zone worksheet

Pass out the worksheet or draw the two circles on the white board. Explain that the inner circle is your OK zone. These are things you’ve tried and feel good about doing. You may be good or just OK at doing them or enjoy them. They are risk free and you feel comfortable and confident in trying them. Write the activities or experiences you have had in this inner circle.

In the Dare to Try circle, tell students to think of things that spark them. Everyone has sparks inside that are waiting for the opportunity to be explored. Sparks can be interests; something challenging; a new adventure; or something that carries a personal risk for you.

This will look different for every student. Have them write down as many things as they can. Put down ideas, places to go, people to meet, skills to learn. Have them look at your list and circle one thing you want to work on in the next few weeks. Remember the idea is to try it and see how it goes! Remind students that you can control your attitude and how you react to the challenges of trying this new thing. It is also OK to stumble and fail at something. Remind them to use their GPS that they learned about in *Salt in His Shoes/Long Shot*.

**🧣 Role-Play**
Materials: 3 cards per group with questions
Talk the students through some sample situations to help them evaluate which aspects of their lives they can or can’t control, and to think through how they can be proactive. There are several ways you might work through these situations. Some options:

Send students to their tables (groups of 4-5). Give each table a card that says, "What can you control? What can you not control? What do you choose to do?" Then read a situation aloud to the class. Have each table discuss answers to those three questions amongst themselves. Ask for one or two to share their answers.

OR

Put students in pairs. Write on the board, “What can you control? What can you not control? What do you choose to do?” Then read a situation aloud to the class. Have each pair discuss answers to those three questions together. Ask for one or two to share their answers.

OR

Q&A with the whole class in a large group discussion. (Probably less effective, but if you are short on time and only have time for one or two situations, this might be the easiest way to do it.)

OR

Find a way for students to act out the situations and their responses. You might have to carefully structure the situations to be something which can be externally acted out and not just internally thought through. Students might especially enjoy acting out a bad response (such as a temper tantrum) and then a good response (maturely handling the situation).
Situations:

- You have a friend who is really good at soccer. You’ve never really tried to play soccer before. You try it and find that you’re not very good at it. What can you control? What can you not control? What do you choose to do?

- You feel frustrated because it’s getting late and you still have a lot of homework to do. What can you control? What can you not control? What do you choose to do?

- You planned a pool party for your birthday, but it’s raining. What can you control? What can you not control? What do you choose to do?

- Your class is putting on a play. You really wanted a big speaking part, but instead you were given a smaller part. What can you control? What can you not control? What do you choose to do?

- You love to play wall ball at lunchtime, and you have a favorite ball to play with. When you finish your lunch and hurry over to get it, you find that someone else has already taken it. What can you control? What can you not control? What do you choose to do?

- You are in the middle of a great game on the Wii. Your mother walks in to tell you to turn it off because it’s time to go to bed. This sort of thing happens all the time, and you’re often frustrated that you don’t have more time to play. What can you control? What can you not control? What do you choose to do?

- You see a game that you really want at the store, but your dad tells you that he won’t buy it for you. What can you control? What can you not control? What do you choose to do?

- It seems like your best friend always seems to do better on tests at school than you do. What can you control? What can you not control? What do you choose to do?

CLOSING

Three Minute Huddle (Led by ABC Volunteer)
The exciting thing about The OK Kid is that he/she is happy exploring and trying new experiences and not bothered about making mistakes or feeling pressured to be an expert. This attitude helps The OK Kid develop confidence and resiliency. I want you to think about something you have thought about doing but haven’t tried. Something you’re excited about, something you want to start doing or do at a different level. What would it be and what is the first step you can take to achieve it? Turn to the person on your right and share your thoughts with them. Tell them one thing you will learn to be OK at!
SCHOOL WIDE EXTENSIONS

I Can Attitude
Encourage students to use proactive language. Notice, name and celebrate their use of phrases:
- I’ll try it or I’ll do it
- I can do better if I try again
- Let’s look at all our options
- I choose to
- There’s gotta be a way
- Look for solutions

Have special I Can badges made that yard duty, teachers, principal, secretary etc., can pass out when proactive words are used.
If you hear reactive language, ask your students for ways to rephrase the statement and make it a proactive statement. Instead of saying, I can’t, rephrase with I wish I could or I want to try.

Dare to Try Day or Week
Plan out lots of different activities that allow students to be creative and do something different. Examples would be:
- Try new foods. Have tasting parties where students can try a bite of unfamiliar foods. These could be harvest from gardens, store bought or donated food from restaurants.
- Ask the cafeteria to have a new dish of the day for a week or month and have students vote on their favorite.
- Coordinate with Funvisors (parent volunteers who bring fun to the play yard) to set up stations on the playground to have fun activities. Some suggestions are:
  - Hula Hoops
  - Building 3-D pyramids/cubes with magnetic tiles
  - Bubble blowing
  - Jump over lines drawn on the playground
  - Other suggestions are found under Being an OK Kid in the lesson plan or use some of the ideas from The OK Book.

School Quotes
Materials: computers with web access, quotation books, magazines, newspapers

Have students look for quotes that can be posted around the school. Have students look for quotes that really move them. The quotes can be famous or words from everyday people. Have the students make the quote into a poster, speech bubble, or use the OK sideways figure in their art work. Post the quotes to bulletin boards or classroom walls. Choose one a day and announce the quote of the day or week during morning announcements. Ask students to discuss or write what the quotes mean to them.

Year End Review
Below is a list of different ways to end the year and review all the books read this year.

Friendship Chains
You could make this a year-in-review activity, by showing the students a list that shows all 8
Year 2 books. Ask them to choose 1 book and write down the tools learned from the book. By adding links from the different books & lessons, you’ll have a "Project Cornerstone Friendship Chain" to hang in the room or around the school. This could be a great project to do in time for Open House!

**Play a Guessing Game or Game show**
Review all 8 books read this year. Put up a list, use the Elmo machine, or bring in the books to remind the students what they read. Ask them what they could recall about each book. You can also turn it into a game show format. Divide the class into teams and ask questions with prizes at the end for everyone.

**EXTENSIONS FOR TEACHERS**

**Three Minute Huddle** (Led by teacher)
Here are some ideas to use on a daily basis to promote self-confidence and *positive self-talk* in your students. As the most important role model in their school day, you show youth how to maintain a positive attitude and *growth mindset*! Look for that special “key” that unlocks a sense of confidence and helps youth risk developing competence when they try new skills.

- In the morning line, before walking into the classroom, have the students **stand tall** (shoulders back, smiles on faces, heads up), ready to learn.
- Practice a class “Confidence Walk” (step lively, eyes open and alert, with a smile).
- Model **positive self-talk** and encourage your students to use it. Listen for positive statements and reinforce them when you hear them.
- Encourage students to use **proactive language**. **Notice, name and celebrate** their use of phrases:
  - I’ll try it or I’ll do it
  - I can do better if I try again
  - Let’s look at all our options
  - I choose to
  - There’s gotta be a way
  - Look for solutions
  If you hear **reactive** language, ask your students for ways to rephrase the statement and make it a **proactive** statement. Instead of saying, I can’t, rephrase with I wish I could or help them look for other options.
- **Post the OK chart**. Before starting an activity, ask the class to pause and quietly think about the **OK chart** and decide on the best way to approach the new subject. They can have positive thoughts like, “I can do this!” “I have the skill to....”
- Look for ways to help students **bloom**. “Shine your light” on approximately correct behaviors that build confidence. Comment on students attempting new things, new skills learned or improved in class work or social interactions. Share these accomplishments with their parents. Send home **warm fuzzies**, when you can.
- Create an **It’s OK to be OK** bulletin board. On one side the students can display their OK papers. On the other side they can post ideas, pictures, posters of new things they would like to become OK at.
Classroom Enrichment

*OK Art
Materials: Drawing paper, paint, colored pencils, water colors, pastels, crayons, markers, beans, colored pasta, magazines, etc.

Decide what type of art project you would like this to be. Have students look at the illustrations in the book and how the work OK makes the figure trying all kinds of things. Pass out the art materials and have your students create their own OK figure with their specific OK action. They can paint, draw, do mosaics, collages etc...

Extension
What other words could be used like OK to become part of the art? Ask your students to experiment and create more word art.

*Dramatic Play
Materials: props, costumes, dress-up clothes, masks, puppets

Use dramatic play to let students act out a new activity or skill. Sometimes pretending allows youth to feel more comfortable and confident at trying new activities. Pull out your props and let students create. You can divide them into groups of 4 and give them a skill, task, activity to create a skit about. Some ideas might be: How to play football, ways to cook pancakes, how to fix a bike, Hula Hoop or Frisbee techniques, how to write a poem etc....

Homework

*It’s Ok to Be Ok Cards
Materials-run off the Ok card worksheet on heavy paper

Students and their families will create their own deck of OK cards. Each member of the family contributes to the worksheet.

*The OK Family Book
Materials-Ok worksheet or blank paper about 1-5 sheets per students

Have the students and their families make their own OK books. Each member of the family thinks about their OK activities and fills out a worksheet. Then as a family, they design their cover and assemble their book.
RESOURCES

Books:
- *Mindset: The New Psychology of Success, How We Can Learn to Fulfill Our Potential* by Carol Dweck
- Adding Assets Series: *Loving to Learn and Smart Ways to Spend Your Time* by Pamela Espeland and Elizabeth Verdick from [www.freespirit.com](http://www.freespirit.com)
- For parents to help their pre-teens and teens: *The 7 Habits of Highly Effective Teens* by Sean Covey
- For fun group games check out *Great Group Games* by Susan Ragsdale and Ann Saylor

Websites:
- Tom Lichtenheld has a website at [http://www.tomlichtenheld.com/childrens_books/ok.html](http://www.tomlichtenheld.com/childrens_books/ok.html)
- Information about sparks: [www.IgniteSparks.org](http://www.IgniteSparks.org) or [www.MVPARENTS.COM](http://www.MVPARENTS.COM)
- Fun Brain has lots of games organized by K-12 grades at [www.funbrain.com](http://www.funbrain.com)
- Family Games activities for the whole family at [www.familygames.com](http://www.familygames.com)

Video:
- Michael Jordan: [http://www.youtube.com/watch?v=gfvuF5qf9v0&feature=related](http://www.youtube.com/watch?v=gfvuF5qf9v0&feature=related)

Newsletters:
- *Ideas for Parents* Newsletters #2-7 Support, #14-19-Boundaries and Expectations, #21-24-Constructive Use of Time, #26 Time at Home, #28-School Engagement, #39-44-Social Competencies #45-49 Positive Identity Assets

21st Century Skills:
Here is a key to the 21st Century skills used in this lesson:

<table>
<thead>
<tr>
<th>21st Century Learning Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
</tr>
<tr>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Creativity</td>
</tr>
</tbody>
</table>
Dare to Try!

I am OK at these risk-free activities:

I Dare to Try these challenging, new things:

I Dare to Try…

I am OK at…
How to be *The OK Kid!*

Dream a little dream… Be creative…. What do you want to try?

**Imagine** yourself doing it!

**Ask** for help!

**Learn** how other people do it…

**Mistakes** lead to success.

**Have fun** while you are trying it!

**Try** it a new way.

**One step** at a time…

**Remember** things you already do well.

**Bloom** as you practice new skills.

**Attitude is everything!**
“I get better at this every day!”

Project Cornerstone, ABC Year 2, Lesson 8, *The OK Book*
Hi, I am_________. I like to try new things!

I'm an OK ________________.
I'm an OK

_______________.

I'm an OK

_______________.
I'm an OK

______________.

One day I might grow up to be an expert at

______________.
ABC YEAR 1: STUDENT TOOL KIT

❖ Have You Filled A Bucket Today?
  o Be a bucket-filler. Fill buckets by doing kind actions and deeds for yourself and others.
  o Don’t dip into other buckets. Bucket dipping happens when your bucket is low.
  o Use your lid to protect and guard the good thoughts and feelings inside your bucket.

❖ Simon’s Hook
  o Be a free fish. Swim free!
  o Do little or nothing! Don’t react!
  o Pretend to agree with the hook.
  o Change the subject; distract the student doing the bullying.
  o Laugh at the hook and make a joke of it.
  o Stay away from students you know to be hurtful. You may need to stop being friends with a secret bully and make new friends.
  o Use your lid to stop, think, and visualize what is happening.
  o Be in control. You have the power to choose how to react.

❖ Say Something
  o Be an UPstander!
  o Speak up. Reach out. Be a friend!
  o Refuse to join in with bully behaviors.
  o Use positive peer influence to help friends do the “right thing”.
  o Say something! Your silence is your agreement.
  o Say or do something when someone needs help.
  o Just standing by someone will make him/her feel better!
  o Help all kids join the fun. Invite someone new to play!
  o Everyone belongs at our school.
  o Help friends find positive things to do and say!
  o Laughing and joking with friends is fun. (But, laughing at a friend can hurt.)
  o Help kids “save face” when they are in a tough spot.

❖ Mr. Peabody’s Apples
  o Rumors stop with me!
  o Refuse to hear when friends are gossiping. Do not repeat the rumor or gossip to others. Say something positive about the target.
  o Ignore the hook. Change the subject.
  o Question the accuracy of the rumor. Go to the source.
  o “Gee, that really doesn’t sound like XXX. Do you think that is really true?”
  o Tell a trusted adult and discuss your options.
Nobody Knew What to Do
  o Tell and make a report.
  o Upstanders take action to keep school safe by saying and doing something.
  o Tell an adult when there is danger, an issue of safety or the right thing to do.
  o Making a report can help prevent something from happening or protect someone from getting hurt.
  o Ask an ally to go with you to make the report.
  o Tell as many adults as needed until someone helps you.

The Empty Pot
  o Act with positive values of integrity, honesty, perseverance, responsibility and courage.
  o Stand by your beliefs with others.
  o Stand up for your beliefs with courage and determination.
  o Being honest means telling the truth, even when it is not easy!
  o It is important to always do your best.

Chrysanthemum
  o Use I messages to explain how you feel.
  o Ask for support from caring adults. Let them know what makes you bloom.
  o Practice using an I message.
  o Fill buckets to help people bloom.
  o Use your lid to prevent wilting.

Recess Queen
  o Learn and use conflict resolution skills.
  o Targets can be empowered to become UPstanders!
  o Become friends with the Bully.
  o UPstanders on the playground can help improve your school’s climate.
  o Practice all the tools in your toolkit.
  o Be open to learning new things about fellow students.
Stand Tall Molly Lou Melon
- “Don’t focus on the bully; focus on the fact that you have the power to choose how you react!”
- Use your body language to stand tall, walk proud, smile big and sing loud.
- Remove mud thoughts by using clear thoughts and positive self-talk.
- Stop, think, and understand to prevent bucket dipping.
- Identify and name the caring adults that are your cheerleaders.

ONE
- It just takes ONE to make a difference!
- EVERYONE counts!
- Be a forgiving person and give a person a second chance.
- Offer opportunities to belong and be included.

Don’t Laugh At Me/If The World Were Blind
- Accept and understand differences.
- Become UPstanders by practicing intentional acts of caring and peaceful conflict resolution.
- Notice, name and celebrate students who are UPstanders.

Blue Day Book For Kids
- When you are having blue days you can change them to good days.
- Relax and take a time out before you act. Take slow, deep breaths and relax all of the muscles in your body.
- Think about ways to help yourself. Make a plan. Thinking helps you do something smart instead of making things worse.
- Do something to help change the way you feel. Do something you enjoy. Get active! Talk to a friend or an adult about your feelings.
- Be aware if your friend is feeling blue. Fill their bucket by being “there” to listen and help.

Salt In His Shoes/Long Shot
- Follow your sparks-dreams, interests and passions.
- Set a GPS for both short-term and long-term goals.
- Practice and work hard to achieve your goals.
- Identify your goal champions.
- Identify your role models (both famous and ordinary) and reflect upon their accomplishments.
My Secret Bully
- Identify your supportive adults.
- Get an adult when you need help and support.
- Role-play situations with a caring adult, so you can plan ahead for how to respond to the hooks.
- Use positive self-talk to remind yourself that the bullying is a hook.
- Understand friendship boosters and busters. Hang out with people who let you be YOU!

The OK Book
- Students will dare to try new things and be ok with enjoying new experiences.
- Students will find joy in discovering their talents by trying new things.
- We all have special talents and abilities that make us unique.
- Turn I can’t (reactive) attitudes into I can (positive) attitudes.

Enemy Pie
- Try to get to know people before making judgments.
- Look for common interests in new people you meet.
- Spending time talking and doing things is a great way to get to know someone.
- Be aware that friendships can bloom and wilt.
- Everyone has a special recipe for friendship pie.
Dear Parents,

Today’s ABC lesson made us think about the power we have to support and include every student at our school. As UPstanders, we give every kid at our school encouragement to belong and to feel safe.

Here are some ways we all can be an UPstander:

- Refuse to join in with bully behaviors.
- Use Positive Peer Influence to help friends do the “right thing.” (Asset # 15)
- Say or do something when someone needs help. (Just standing by someone will make him/her feel better!)
- Help all kids join the fun. Invite someone new to play!
- Everyone belongs at our school.
- Help friends find positive things to do and say!
- Laughing and joking with friends is fun. (But, laughing at a friend can hurt.)
- Help kids “save face” when they are in a tough spot.
- Always get an adult if there is violence or a weapon!

**UPstander Pledge:**
I am an UPstander.
I have the power to influence my peers.
I SAY something or DO something when you need help.
I am “there” for you.
I will help you get the help you need.
You are not alone.
I have your back.

I am an **UPstander**!

This is ME!

__________________________
(Name)
I am an UPstander!

This is what I can **SAY:**

This is what I can **DO:**
Dear Parent/Guardian:

Today in your child’s classroom, I read *The OK Book*, by Amy Krouse Rosenthal and Tom Lichtenheld. “*The OK Kid* loves to try lots of different things. Even though he’s not good at everything he tries, he has fun giving it all a go, because he knows that’s how he’ll find out what he’s really good at.” The OK Kid enjoys trying new things, even if he is *just OK* at doing them!

Your support and confidence give your children the freedom to explore, try new things and find out what they like to do. Belief in the ability to change and grow is called a *growth mindset*. Your attitude about change, taking risks, trying new things and being *just OK* at something you enjoy signals to your child whether it is OK to be *just OK*.

Building resilience and self-regulation are tough skills. By experimenting with new experiences, youth have opportunities to practice facing frustration, pushing through difficulties and gaining satisfaction over time. By practicing a *growth mindset*, you show youth that you believe in them, and in their ability to stretch and grow.

We discussed a *proactive* or *I can* attitude, too. This optimistic approach to trying new things gives youth practice focusing on things that they have control over; like their attitude about trying something new. **Please encourage your child to use positive self-talk by practicing and modeling the following phrases yourself; and noticing, naming and celebrating your child’s use of positive phrases and attitudes like:**

- I’ll give it a try, or I’ll do it!
- *I can* do better, if I try again...
- Let’s look at all of our options...
- I choose to...
- There’s got to be a way...

If you hear *reactive (I can’t)* language, ask your child to rephrase the statement to make it a *proactive* statement. Help your child practice turning an “I can’t” into an “I’ll try it!” Celebrate the risk, effort and resilience it takes to try something new and challenging.

Sincerely,

ABC Volunteer

Telephone/Email

**PS. Please sit down with your child and help them complete the OK Playing cards. As a family, fill out the last page together!**
It’s OK to be OK Playing Cards
Ask your family to fill out a page of “I’m OK” cards and “I want to try” cards. As a family, fill out the last page together!

I’m OK at ____________.
I’m OK at ____________.

I want to try ____________.
I want to try ____________.

Project Cornerstone, ABC Year 2, Lesson 8, The OK Book
Name ______________________________________

<table>
<thead>
<tr>
<th>We want to try ___________</th>
<th>We want to try ___________</th>
</tr>
</thead>
<tbody>
<tr>
<td>We want to try ___________</td>
<td>We want to try ___________</td>
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Project Cornerstone, ABC Year 2, Lesson 8, The OK Book