



Wassmuth

CENTER FOR HUMAN RIGHTS

Home of the Idaho Anne Frank Human Rights Memorial

Summer Reading Program made possible with funding from Together Treasure Valley.

Lesson 1: Anne Frank and Upstanders

Book One: *Say Something* by Peter H. Reynolds

In this empowering new picture book, beloved author Peter H. Reynolds explores the many ways that a single voice can make a difference. Each of us, each and every day, have the chance to **say something**: with our actions and our words. Perfect for kid activists everywhere, this timely story reminds readers of the undeniable importance and power of their voices. There are so many ways to tell the world who you are...what you are thinking...and what you believe. And how you'll make it better. The time is now: SAY SOMETHING!

Book Two: *The Tree in the Courtyard: Looking Through Anne Frank's Window* by Jeff Gottesfeld

Told from the perspective of the tree outside Anne Frank's window—this book introduces her story to a young audience.

The tree in the courtyard was a horse chestnut. Her leaves were green stars; her flowers foaming cones of white and pink. Seagulls flocked to her shade. She spread roots and reached skyward in peace.

The tree watched a little girl, who played and laughed and wrote in a diary. When strangers invaded the city and warplanes roared overhead, the tree watched the girl peek out of the curtained window of the annex. It watched as she and her family were taken away—and when her father returned after the war, alone.

The tree died the summer Anne Frank would have turned eighty-one, but its seeds and saplings have been planted around the world as a symbol of peace.

Idaho Common Core Standards:

(K-2) VA.3.3.2. The student will be able to create artwork about self, family, and personal experiences.

(K-2) SS.4.3.2. The student will be able to identify ways to be helpful to family and school. (374.01b) 18
(K-2) LA.4.4.1. The student will be able to respond orally to identify a connection between the text and self.

Objectives: The student will be able to

- use actions and words to demonstrate and define an Upstander.
- create artwork that expresses his/her connection to Anne Frank and being an Upstander.
- recognize the Anne Frank statue and Chestnut Tree in the Idaho Anne Frank Human Rights Memorial.

Technology:

Idaho Anne Frank Human Rights Memorial: <https://annefrankmemorial.org/memorial-tour/>

Materials:

- carpet squares
- various colors of ink pads in flower colors
- post-it presentation pad or similar pieces of paper
- wet wipes
- tempera paints in brown, red, green, and yellow
- small paper plates or bowls
- large paint brushes
- one large bucket filled with water or sink access
- paper towels
- pencils, colored pencils, crayons
- journals

Prep Work:

Draw a tree trunk and branches on the presentation pad paper.

Fill a bucket with water.

Place carpet squares for seating.

Lesson:

Gather Activity: (5 Minutes)

Place the tree trunk and branches page on a table or post on a wall.

Direct students to the ink pads.

Help students ink one of their fingers with a color of their choice.

Have students use this finger to place flowers on the tree. (Students may place multiple flowers on the tree.)

Clean students' hands with the wipes.

Direct students to sit on the carpet squares.

Opening Discussion:

Ask students for their definition of an Upstander.

After listening to their ideas, explain that an Upstander is someone who uses actions or words to help other people.

Book One Reading: *Say Something* (10 Minutes)

Read the book aloud.

Reread the book, having students describe what characters' actions make them Upstanders.

Introduce the Upstander Hand: (5 Minutes)

To reinforce the Upstander concept introduced each week, conduct the following call and response activity. Introduce your hand as a prop in the activity. After you ask each question, help the children with response words if needed.

Teacher: Point to your index finger and ask, "What is an Upstander?"

Students: Point to their index fingers and answer, "Someone who helps other people."

Teacher: Point to your middle finger and ask, "Why be an Upstander?"

Students: Point to their middle fingers and answer, "To help other people."

Teacher: Point to your ring finger and ask, "What does an Upstander do?"

Students: Point to their ring fingers and say, "We use words and actions."

Teacher: Point to your pinkie finger and ask, "When does an Upstander act?"

Students: Point to their pinkie fingers and say, "Whenever they see something that is not right."

Teacher: Make a fist with your fingers and lift your thumb and ask, "Who is an Upstander?"

Students: Point their fist thumb to their chest and say, "I am an Upstander."

Follow-up questions to the Upstander hand activity:

Let's think of a time when you want to be an Upstander.

What might happen? What words or actions would you use?

Movement Activity: (8 Minutes)

Call and response: (Have students stand.)

If someone is lonely - Say Something!

If someone is sad - Say Something!

If someone is angry - Say Something!

If someone is bullied - Say Something!

If someone is afraid - Say Something!

Repeat quietly, loudly, jiggling, and jumping.

Book Two Reading: *The Tree in the Courtyard: Looking Through Anne Frank's Window* (10 Minutes)

Explain, before you read the book, that the tree is watching Anne Frank, a real girl who loved to write and who died in World War II.

Read the book aloud; have students look at the illustrations and discuss the action in the story.

Art Activity: (10 Minutes)

Have each student choose a color of tempura paint and paint one hand.
Use their hands to add “leaves” on the tree on which they have already put flowers.
Use the bucket of water to wash and the paper towels to dry hands.

Memorial Connection: (10 Minutes)

“Walk” students to the Anne Frank statue and then to the Chestnut Tree. If you do not have access to the Memorial, use the virtual tour link, <https://annefrankmemorial.org/memorial-tour/>

Click on the Annex and the Diary tab to view the Anne Frank statue and then explain that Anne is looking at the Chestnut Tree described in the book. Show students a picture of a horse chestnut tree. Talk about the leaves and how they resemble handprints, the size of the tree, and any other aspects of the tree that the students want to discuss.

Journaling: (5 Minutes)

Ask the students to think about what they learned today from the books or about being an Upstander. Have them write about or draw a picture in their journals to illustrate the lesson’s message. While students are journaling, talk about who Anne Frank was and in what ways she was an Upstander. (Using the words she wrote in her diary about what happened to Jews in World War II, she helped the world understand what happens when people are treated badly.) Offer assistance in writing down their words if necessary.

Assessment:Informal Observation

Listen to students’ answers to questions.
Note students’ interactions with each other.
Observe the students’ journal entries as they write.
Consider the levels of participation. Were the children engaged?

Formal Assessment

Read journal entries.
Did the journal entries reflect the connections between the lesson and the objectives?

Evaluation:

Did the lesson achieve the intended objectives? Do changes need to be made in any activities or in the timetable? Do different activities need to be chosen to connect better with the students?



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Lesson 2: Kindness and Being an Upstander

Book One: *A Sick Day for Amos McGee* by Phil C. Stead

Amos McGee, a friendly zookeeper, always made time to visit his good friends: the elephant, the tortoise, the penguin, the rhinoceros, and the owl.

But one day—"Ah-choo!"—he woke up with the sniffles and the sneezes. Though he didn't make it into the zoo that day, he did receive some unexpected guests.

Philip C. Stead's gently humorous tale of friendship and dedication is illustrated by his wife Erin E. Stead's elegant drawings, embellished with subtle hints of color.

Book Two: *Be Kind* by Pat Zietlow Miller

A picture book about the power of kindness.

When Tanisha spills grape juice all over her new dress, her classmate contemplates how to make her feel better and what it means to be kind. From asking the new girl to play to standing up for someone being bullied, this moving and thoughtful story explores what a child can do to be kind, and how each act, big or small, can make a difference--or at least help a friend.

Idaho Common Core Standards:

(K-2) VA.3.3.2. The student will be able to create artwork about self, family, and personal experiences.

(K-2) SS.4.3.2. The student will be able to identify ways to be helpful to family and school. (374.01b) 18

(K-2) LA.4.4.1. The student will be able to respond orally to identify a connection between the text and self.

Objectives: The student will be able to

- recognize and describe acts of kindness.
- notice small and big acts of kindness.
- use words and actions in being an Upstander.

Technology:

Idaho Anne Frank Human Rights Memorial: <https://annefrankmemorial.org/memorial-tour/>

Brain Dance: <https://www.youtube.com/watch?v=maNqp3g2H18>

Materials:

- carpet squares
- construction paper
- tape
- glue sticks
- stickers
- staplers
- large cardstock
- journals

Prep Work:

Have a phone or iPad set on the Brain Dance link for the movement activity.

Gather art materials for the paper-tearing activity--construction paper, tape, glue, stickers and large cardstock with **Kindness Is** written in large letters.

Have children's journals and markers on hand.

Place carpet squares for seating.

Lesson:**Gather Activity:** Upstander Hand (5 minutes)

Direct students to sit on carpet squares. To reinforce the Upstander concept introduced each week, conduct the following call and response activity. Introduce your hand as a prop in the activity. After you ask each question, help the children with response words if needed.

Teacher: Point to your index finger and ask, "What is an Upstander?"

Students: Point to their index fingers and answer, "Someone who helps other people."

Teacher: Point to your middle finger and ask, "Why be an Upstander?"

Students: Point to their middle fingers and answer, "To help other people."

Teacher: Point to your ring finger and ask, "What does an Upstander do?"

Students: Point to their ring fingers and say, "We use words and actions."

Teacher: Point to your pinkie finger and ask, "When does an Upstander act?"

Students: Point to their pinkie fingers and say, "Whenever they see something that is not right."

Teacher: Make a fist with your fingers and lift your thumb and ask, "Who is an Upstander?"

Students: Point their fist thumb to their chest and say, "I am an Upstander."

Follow-up questions to the Upstander Hand activity:

Let's think of a time when you want to be an Upstander.

What might happen? What words or actions would you use?

Opening Discussion:

Explain that today's stories are about kindness. Ask students for ideas about what it means to be kind. Have them share acts of kindness that they have performed. Use the children's responses to engage in further discussion of kindness.

Book One Reading: *A Sick Day for Amos McGee* (10 minutes)

Read the story aloud, pausing throughout for discussion and the introduction of new vocabulary. Include body movements as made by Amos.

Analyze the special relationships Amos had with each animal, including his understanding of their individual qualities.

Read aloud the page describing the action of the animals when Amos become ill.

Ask the children to identify the acts of kindness demonstrated in the story.

Ask the children to share acts of kindness they have done for animals and people.

Encourage the children to respond and build on each other's comments.

Movement Activity: (5 minutes)

Use Brain Dance link or other calming music; play a tape and instruct students to stand in a space of their own. Follow the instructions on the link or tape. Have students recall the animals from the book and ask them to move like one of these and in a way to help each other. Encourage creativity. Ask students to describe their actions.

Book Two Reading: *Be Kind* (10 minutes)

Read the story aloud to lead into the discussion about being an Upstander. Ask students what it means to be kind. Have students give examples of kind acts depicted in the story. Draw attention to the fact that the child in the story makes a point of using people's names and ask them to practice using their friends' names. Remind students that being kind can involve small acts or big acts. Discuss this and ask them for examples of each.

Art Activity: (10 minutes)

Discuss how acts of kindness often connect people or people and animals. Explain that today's activity will involve practice connecting paper with a variety of connectors like we connect with people or animals. Instruct them to tear paper and tape or paste the pieces together to show an animal or person from the books who gave or received an act of kindness. Connect all the kindness projects on a poster for display and name the poster **Kindness Is**.

Memorial Connection: (5 minutes)

"Walk" students to the Quote Circles. If you do not have access to the Memorial, use the virtual tour link, <https://annefrankmemorial.org/memorial-tour/>

Explain that the words on the quote wall in the Idaho Anne Frank Human Rights Memorial have been said by individuals who care about people. Use this quote as an example: "**Kind words can be short and easy to speak, but their echoes are truly endless.**" Have students explain what they think this quote means. Ask them to define an echo, where it goes, and how far. As a follow-up, have them

think about the echo that is created when they say a kind word. Have students suggest new kind words that have not already been used today. Suggest making echoes with their voices.

Journaling: (10 minutes)

Remind the students that the focus of today's lesson was kindness. Ask them to reflect back on the characters in the stories and decide who was kind and if they were Upstanders. Have them draw or write about kindness in their journals. Offer assistance in writing down their words if necessary.

Assessment:

Informal Observation:

Listen to students' answers to questions.

Note students' interactions with each other.

Observe the students' journal entries as they write.

Consider the levels of participation. Were the children engaged?

Formal Assessment:

Read journal entries.

Did the journal entries reflect the connections between the lesson and the objectives?

Evaluation:

Did the lesson achieve the intended objectives? Do changes need to be made in any activities or in the timetable? Do different activities need to be chosen to connect better with the students?



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Lesson 3: Diversity and Inclusion

Book One: *Julian Is a Mermaid* by Jessica Love

In an exuberant picture book, a glimpse of costumed mermaids leaves one boy flooded with wonder and ready to dazzle the world.

While riding the subway home from the pool with his abuela one day, Julián notices three women spectacularly dressed up. Their hair billows in brilliant hues, their dresses end in fishtails, and their joy fills the train car. When Julián gets home, daydreaming of the magic he's seen, all he can think about is dressing up just like the ladies in his own fabulous mermaid costume: a periwinkle curtain for his tail, the fronds of a potted fern for his headdress. But what will Abuela think about the mess he makes—and even more importantly, what will she think about how Julián sees himself? Mesmerizing and full of heart, Jessica Love's author-illustrator debut is a jubilant picture of self-love and a radiant celebration of individuality.

Book Two: *The Invisible Boy* by Trudy Ludwig

A simple act of kindness can transform an invisible boy into a friend...

Meet Brian, the invisible boy. Nobody ever seems to notice him or think to include him in their group, game, or birthday party... until, that is, a new kid comes to class.

When Justin, the new boy, arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine.

Idaho Common Core Standards:

(K-2) VA.3.3.2. The student will be able to create artwork about self, family, and personal experiences.
(K-2) SS.4.3.2. The student will be able to identify ways to be helpful to family and school. (374.01b) 18
(K-2) LA.4.4.1. The student will be able to respond orally to identify a connection between the text and self.

Objectives: The student will be able to

- explore the concept of personal expression.
- understand the importance of belonging.
- Recognize how to help others feel included.

Technology:

Idaho Anne Frank Human Rights Memorial: <https://annefrankmemorial.org/memorial-tour/>

Materials:

- four pieces of colored poster board
- markers
- crayons
- large piece of cardboard for mounting the mosaic
- presentation board
- chopsticks
- music and something to play it on
- carpet squares
- journals

Prep Work:

Prepare music for movement activity.

Precut mosaic pieces.

Place carpet squares for seating.

Lesson:

Gather Activity: Upstander Hand (5 Minutes)

Direct students to sit on carpet squares. To reinforce the Upstander concept introduced each week, conduct the following call and response activity. Introduce your hand as a prop in the activity. After you ask each question, help the children with response words if needed.

Teacher: Point to your index finger and ask, "What is an Upstander?"

Students: Point to their index fingers and answer, "Someone who helps other people."

Teacher: Point to your middle finger and ask, "Why be an Upstander?"

Students: Point to their middle fingers and answer, "To help other people."

Teacher: Point to your ring finger and ask, "What does an Upstander do?"

Students: Point to their ring fingers and say, "We use words and actions."

Teacher: Point to your pinkie finger and ask, "When does an Upstander act?"

Students: Point to their pinkie fingers and say, "Whenever they see something that is not right."

Teacher: Make a fist with your fingers and lift your thumb and ask, "Who is an Upstander?"

Students: Point their fist thumb to their chest and say, "I am an Upstander."

Follow-up questions to the Upstander hand activity:

Let's think of a time when you want to be an Upstander.
What might happen? What words or actions would you use?

Opening Discussion:

Ask students how they would feel if they could express themselves without concern for what others would think or say? Explain that this book is about a little boy named Julian who loves mermaids.

Book One Reading: *Julian Is a Mermaid* (10 Minutes)

Read the book aloud.

While showing the cover, ask students how they think Julian feels when he is a mermaid and to consider how they would dress or who they would want to be if they had the choice. Discuss whether they think Julian would be teased by others if he went to their school and if so, what Upstander action could they take.

Movement Activity: (8 Minutes)

Ask students to think about ocean animals, or mermaids or mermen, and choose one to "swim through the ocean" as one of these would. Play music as the students "swim." Encourage them to greet one other by saying hello, swim with another person, then choose someone new to swim with.

Book Two Reading: *The Invisible Boy* (10 Minutes)

Stand activity – have students stand if they can answer yes to any of the questions and sit down after each question. Use any questions that are pertinent to your students.

Example: Stand if
you have ever had pizza.
you have ever laughed really hard.
you have ever been scared to try something new.

Ask students if they have ever felt invisible, as if people don't really see them. Explain that the book they are about to read is about a boy named Brian who is experiencing just that.

Read the book aloud and note the illustrations:

that all the other students are in color, but Brian is in black and white.
that Nathan and Sophie are so big they come off the piece of school paper while Brian is small.
that Brian draws really good pictures and his drawings are in color.
that when Justin joins the classroom, Brian's smile is in color.
how Brian turns full color through Justin's friendship.

Ask how many kids did it take in this story to make Brian feel less invisible . (ONE)

Ask how can we identify someone who feels invisible? Record answers on a presentation board.

Ask for suggestions on how to make everyone feel included. Suggestions: an invitation to sit together, play together, be a friend, be a partner.

Art Activity: (10 Minutes)

On the precut mosaic pieces, instruct students to write or draw what actions they could take to make a difference for the people they know in their families, neighborhoods, or schools. Then put the mosaic together to see how the pieces fit.

Memorial Connection: (10 Minutes)

“Walk” students to the Quote Circles. If you do not have access to the Memorial, use the virtual tour link, <https://annefrankmemorial.org/memorial-tour/>

Focus on the south quote wall and read the Jimmy Carter quote, **“We became not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams.”** (speech given in Pittsburgh, PA on October 27, 1976)

Explain that he is talking about a mosaic picture just like they made.

Journaling: (5 Minutes)

Review the two stories emphasizing the support that Brian and Julian received. In a discussion, ask students to describe the Upstander actions. Instruct them to write or draw a picture in their journals of actions they could take to be an Upstander.

Assessment:

Informal Observation:

Listen to students’ answers to questions.

Note students’ interactions with each other.

Observe the students’ journal entries as they write.

Consider the levels of participation. Were the children engaged?

Formal Assessment:

Read journal entries.

Did the journal entries reflect the connections between the lesson and the objectives?

Evaluation:

Did the lesson achieve the intended objectives? Do changes need to be made in any activities or in the timetable? Do different activities need to be chosen to connect better with the students?



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Lesson 4: HOPE

Book One: *If Kids Ran the World* by Leo and Diane Dillon

All roads lead to kindness in this powerful final collaboration between Leo and Diane Dillon. In a colorful tree house, a rainbow of children determines the most important needs in our complex world, and following spreads present boys and girls happily helping others. Kids bring abundant food to the hungry; medicine and cheer to the sick; safe housing, education, and religious tolerance to all; and our planet is treated with care. Forgiveness and generosity are seen as essential, because kids know how to share, and they understand the power of love.

The book closes with examples of fun ways to help others--along with FDR's "Four Freedoms" and "The Second Bill of Rights," which illuminate these concepts.

A tribute to peace and a celebration of diverse cultures, this last collaboration by the Dillons captures the wondrous joy of all people, and the unique beauty within each one of us shines forth. If kids ran the world, it would be a better place--for grown-ups, too.

Book Two: *Malala's Magic Pencil* by Malala Yousafzai

As a child in Pakistan, Malala made a wish for a magic pencil. She would use it to make everyone happy, to erase the smell of garbage from her city, to sleep an extra hour in the morning. But as she grew older, Malala saw that there were more important things to wish for. She saw a world that needed fixing. And even if she never found a magic pencil, Malala realized that she could still work hard every day to make her wishes come true.

This beautifully illustrated volume tells Malala's story for a younger audience and shows them the worldview that allowed Malala to hold on to hope even in the most difficult of times.

Idaho Common Core Standards:

(K-2) VA.3.3.2. The student will be able to create artwork about self, family, and personal experiences.

(K-2) SS.4.3.2. The student will be able to identify ways to be helpful to family and school. (374.01b) 18
(K-2) LA.4.4.1. The student will be able to respond orally to identify a connection between the text and self.

Objectives: The student will be able to

- understand that one person can inspire hope.
- describe one way the world could be changed for the better.
- illustrate a hope held in his/her heart that would make the world a better place.
- connect the Malala quote to being an Upstander.

Technology:

Idaho Anne Frank Human Rights Memorial: <https://annefrankmemorial.org/memorial-tour/>

Materials:

- carpet squares
- cardstock hearts
- ‘Magic’ pencils – given to children to take home
- pencil sharpener
- journals

Prep Work:

Cut heart shapes from cardstock.

Place carpet squares for seating.

Lesson:

Gather Activity: Upstander Hand (5 Minutes)

Direct students to sit on carpet squares. To reinforce the Upstander concept introduced each week, conduct the following call and response activity. Introduce your hand as a prop in the activity. After you ask each question, help the children with response words if needed.

Teacher: Point to your index finger and ask, “What is an Upstander?”

Students: Point to their index fingers and answer, “Someone who helps other people.”

Teacher: Point to your middle finger and ask, “Why be an Upstander?”

Students: Point to their middle fingers and answer, “To help other people.”

Teacher: Point to your ring finger and ask, “What does an Upstander do?”

Students: Point to their ring fingers and say, “We use words and actions.”

Teacher: Point to your pinkie finger and ask, “When does an Upstander act?”

Students: Point to their pinkie fingers and say, “Whenever they see something that is not right.”

Teacher: Make a fist with your fingers and lift your thumb and ask, “Who is an Upstander?”

Students: Point their fist thumb to their chest and say, “I am an Upstander.”

Follow-up questions to the Upstander hand activity:

Let's think of a time when you want to be an Upstander.
What might happen? What words or actions would you use?

Opening Discussion:

Explain that today's books are about hope and ways to make the world a better place. These books show how someone can make a difference in the world. Have the students consider what they would do to make this a better place if they ran the world.

Book One Reading: *If Kids Ran the World* (10 Minutes)

Read the book aloud focusing on the action in each picture.

Ask the students to think about one hope they have to change the world and how they could get adults to listen to their ideas.

Movement Activity: (8 Minutes)

Ask the students to stand up and to form their hands into a heart shape, keeping their palms together.

Guide the activity using the following procedure:

"Think about the hope that you have to make the world a better place. Now, let's put our hope into our hands. How much hope can you hold?" Allow students to respond.

"Now, slowly open the top while still keeping your fingers curved in a heart shape. How much more hope can be held now in an open heart?" Allow students to respond.

"What happens to some of your hope when you open your hands?" (It flows out.)

"Now, let's open up our hands and spread that hope to everyone!"

Short creative movement activity.

Ask the students to think about hope again and walk that hope in zig-zag, snake, and heart shapes. Have the whole group form a large open heart shape and 'fill it with hope' and then let all of that collective hope out to all the people in the world.

Book Two Reading: *Malala's Magic Pencil* (10 Minutes)

Ask the students if they had a 'magic pencil,' what they would do with it to make the world a better place? Explain that this book is about a very special girl from Pakistan who has some very amazing ideas.

Read the book, *Malala's Magic Pencil*, by Malala Yousafzai.

Explain that Malala is a real person who is now an adult. At age 17, she was the youngest ever to be awarded the Nobel Peace Prize – an award given to her for her work advocating that all children get an education.

Reread highlights from the book.

Art Activity: (10 Minutes)

Hand out a 'magic pencil' and a piece of cardstock cut into a heart shape.

Review that both Malala and the children from Book One held onto hope. Ask the students to think about the hopes they hold in their heart and how they could speak up for what they believe in to try to help the world. Instruct them to use their own 'magic pencil' to draw their idea.

Memorial Connection: (10 Minutes)

"Walk" students to Malala Yousafzai's quote on the greenbelt side of the Information Kiosk. **"When the whole world is silent, even one voice becomes powerful."** If you do not have access to the Memorial, use the virtual tour link, <https://annefrankmemorial.org/memorial-tour/>

Lead into a discussion on small actions we can take to inspire hope. Review the definition of an Upstander and examine Malala's role as an Upstander. Ask for suggestions on ways we can be an Upstander.

*If the Wassmuth Center for Human Rights "Be an Upstander" posters are available, refer to the WHY poster.

Journaling: (5 Minutes)

Recap today's stories – how the world might be if kids were in charge and about Malala and her 'magic pencil.' Ask students to think of one action they could take to make the world a better place and write that action, or draw a picture to illustrate it, in their journals.

Assessment:Informal Observation:

Listen to students' answers to questions.

Note students' interactions with each other.

Observe the students' journal entries as they write.

Consider the levels of participation. Were the children engaged?

Formal Assessment:

Read journal entries.

Did the journal entries reflect the connections between the lesson and the objectives?

Evaluation:

Did the lesson achieve the intended objectives? Do changes need to be made in any activities or in the timetable? Do different activities need to be chosen to connect better with the students?



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Lesson 5: Love

Book One: *Woolbur* by Leslie Helakoski

Woolbur is a free-spirited, fluffy, one-of-a-kind sheep! He knows the most important accessories are confidence and fearlessness.

Woolbur is not like other sheep. He hangs out with wild dogs and even dyes his wool blue.

"Don't worry!" says Grandpaa when Maa and Paa fret that Woolbur is different. But when they tell their son to follow the flock, the opposite happens—the flock follows him! Soon everyone is copying his wild hairstyles and taking turns on the spinning wheel. Leave it to Woolbur to find a new way to step ahead of the herd.

Spunky, funky, and refreshingly distinct, Woolbur will strike a chord with anyone who's ever felt different. And that's all of us!

Book Two: *Love* by Matt De La Pena

"In the beginning there is light
and two wide-eyed figures standing near the foot of your bed
and the sound of their voices is love.

...

A cab driver plays love softly on his radio
while you bounce in back with the bumps of the city
and everything smells new, and it smells like life."

In this heartfelt celebration of love, Matt de la Peña and illustrator Loren Long depict the many ways we experience this universal bond, which carries us from the day we are born throughout the years of our childhood and beyond. With a lyrical text that's soothing and inspiring, this tender tale is a needed comfort and a new classic that will resonate with readers of every age.

Idaho Common Core Standards:

(K-2) VA.3.3.2. The student will be able to create artwork about self, family, and personal experiences.
(K-2) SS.4.3.2. The student will be able to identify ways to be helpful to family and school. (374.01b) 18
(K-2) LA.4.4.1. The student will be able to respond orally to identify a connection between the text and self.

Objectives: The student will be able to

- develop an appreciation of individual differences and respect those differences.
- develop an understanding of special talents in others.
- value the importance of listening to others' views and experiences.
- understand that love can be found in many areas of our lives—music, nature and the people around us.

Technology:

Idaho Anne Frank Human Rights Memorial: <https://annefrankmemorial.org/memorial-tour/>

Materials:

- strands of wool yarn in various colors
- drawing paper
- glue sticks
- scissors
- colored markers
- colored pencils
- scotch tape
- carpet squares
- journals

Prep Work:

Set up worktables with prepared materials.
Place carpet squares for seating.

Lesson:**Gather Activity:** Upstander Hand (5 Minutes)

Direct students to sit on carpet squares. To reinforce the Upstander concept introduced each week, conduct the following call and response activity. Introduce your hand as a prop in the activity. After you ask each question, help the children with response words if needed.

Teacher: Point to your index finger and ask, "What is an Upstander?"

Students: Point to their index fingers and answer, "Someone who helps other people."

Teacher: Point to your middle finger and ask, "Why be an Upstander?"

Students: Point to their middle fingers and answer, "To help other people."

Teacher: Point to your ring finger and ask, "What does an Upstander do?"

Students: Point to their ring fingers and say, “We use words and actions.”

Teacher: Point to your pinkie finger and ask, “When does an Upstander act?”

Students: Point to their pinkie fingers and say, “Whenever they see something that is not right.”

Teacher: Make a fist with your fingers and lift your thumb and ask, “Who is an Upstander?”

Students: Point their fist thumb to their chest and say, “I am an Upstander.”

Follow-up questions to the Upstander hand activity:

Let’s think of a time when you want to be an Upstander.

What might happen? What words or actions would you use?

Opening Discussion:

Ask students to recall a time when they felt different than everyone else. Assure them that all of us have experienced these feelings. Emphasize the importance of confidence and fearlessness in these situations.

Book One: *Woolbur* (10-15 Minutes)

Read the book aloud and encourage children to chant Woolbur’s phrase “I know, isn’t it great!”

Movement Activity: (5 Minutes)

Have the students get up and move or dance with a partner or in a small group to “I know, isn’t it great!”

Book Two Reading: *Love* (10-15 Minutes)

Read the book aloud. Ask the students to consider how the power of love connects us all. Explain that they are loved and that no matter where they go, love goes with them.

Art Activity: (10 Minutes)

Instruct each student to select a color strand of yarn. With a partner or in a small group, ask them to decide on what art piece they are going to create by combining their strands of yarn.

Memorial Connection: (10 Minutes)

“Walk” students to the Quote Circles. If you do not have access to the Memorial, use the virtual tour link, <https://annefrankmemorial.org/memorial-tour/>

Focus on the south quote wall and read the Dr. Seuss quote, “**Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.**” (from *The Lorax*). Read the Mother Teresa quote, “**Kind words can be short and easy to speak, but their echoes are truly endless.**”

Journaling: (5 Minutes)

Ask the students to write or draw a picture in their journals on the books read in this lesson or on the Memorial quotes.

Assessment:

Informal Observation:

Listen to students' answers to questions.

Note students' interactions with each other.

Observe the students' journal entries as they write.

Consider the levels of participation. Were the children engaged?

Formal Assessment:

Read journal entries.

Did the journal entries reflect the connections between the lesson and the objectives?

Evaluation:

Did the lesson achieve the intended objectives? Do changes need to be made in any activities or in the timetable? Do different activities need to be chosen to connect better with the students?



Wassmuth

CENTER FOR HUMAN RIGHTS

Home of the Idaho Anne Frank Human Rights Memorial

Summer Reading Program made possible with funding from Together Treasure Valley.

Lesson 6: Mindfulness

Book One: *I Am Peace: A Book of Mindfulness* by Susan Verde

When the world feels chaotic, find peace within through an accessible mindfulness practice from the bestselling picture-book dream team that brought us *I Am Yoga*. Express emotions through direct speech. Find empathy through imagination. Connect with the earth. Wonder at the beauty of the natural world. Breathe, taste, smell, touch, and be present.

Perfect for the classroom or for bedtime, Susan Verde's gentle, concrete narration and Peter H. Reynolds's expressive watercolor illustrations bring the tenets of mindfulness to a kid-friendly level. Featuring an author's note about the importance of mindfulness and a guided meditation for children, *I Am Peace* will help readers of all ages feel grounded and restored.

Book Two: *I Can Do Hard Things: Mindful Affirmations for Kids* by Gabi Garcia

Introduces children to the practice of listening to their quiet voices inside and using mindful affirmations to support them in navigating hard situations.

Additional Book: *The Someone New* by Jill Twiss

Jitterbug the chipmunk likes it when things stay the same. So when one day Pudding the snail comes into her woods, Jitterbug worries that everything will be different. What if Pudding spoils everything? What if there's no more room for Jitterbug?

With the help of her friends, can Jitterbug welcome the newcomer and learn that kindness is stronger than fear?

Idaho Common Core Standards:

(K-2) VA.3.3.2. The student will be able to create artwork about self, family, and personal experiences.
(K-2) SS.4.3.2. The student will be able to identify ways to be helpful to family and school. (374.01b) 18
(K-2) LA.4.4.1. The student will be able to respond orally to identify a connection between the text and self.

Objectives: The student will be able to

- use words to describe mindfulness.
- demonstrate breathing and calming techniques to achieve a peaceful feeling.
- use words and actions to show understanding of an Upstander's behavior.

Technology:

Idaho Anne Frank Human Rights Memorial: <https://annefrankmemorial.org/memorial-tour/>

Materials:

- storybooks on mindfulness and Upstander actions
- large cardstock or mural paper
- haiku poem written on cardstock
- pastels, colored pencils and markers
- journals
- carpet squares

Prep Work:

Become familiar with mindfulness.

Practice controlled breathing.

Memorize the guided meditation.

Have ocean music on phone to play during guided meditation.

Gather mural paper and pastels for the art activity.

Choose a pre-written haiku poem (see poem in art activity section) or do a group activity with the children creating a haiku poem.

Place carpet squares for seating.

Lesson:

Gather Activity: Upstander Hand (5 minutes)

Direct students to sit on carpet squares. To reinforce the Upstander concept introduced each week, conduct the following call and response activity. Introduce your hand as a prop in the activity. After you ask each question, help the children with response words if needed.

Teacher: Point to your index finger and ask, "What is an Upstander?"

Students: Point to their index fingers and answer, "Someone who helps other people."

Teacher: Point to your middle finger and ask, "Why be an Upstander?"

Students: Point to their middle fingers and answer, "To help other people."

Teacher: Point to your ring finger and ask, "What does an Upstander do?"

Students: Point to their ring fingers and say, "We use words and actions."

Teacher: Point to your pinkie finger and ask, "When does an Upstander act?"

Students: Point to their pinkie fingers and say, "Whenever they see something that is not right."

Teacher: Make a fist with your fingers and lift your thumb and ask, "Who is an Upstander?"

Students: Point their fist to their chest and say, “I am an Upstander.”

Follow-up questions to the Upstander hand activity:

Let’s think of a time when you want to be an Upstander.

What might happen? What words or actions would you use?

Opening Discussion:

Introduce the concept of mindfulness. Inquire if anyone has heard the term before. Explain that when we are mindful, we are accepting where we are right now, in the present moment. We accept our thoughts and feelings. We feel calm.

Book One: *I Am Peace: A Book of Mindfulness* (10 minutes)

Read the story aloud.

Read and reread page one and engage the children in the following dialogue:

“I wonder about something that happened in the past. What does that mean? How does the person in the book look? How is she feeling?”

Read on. Explain that the thoughts of the person in the story are like rushing water. Ask students what is happening with the boat?

Emphasize a key theme in the book: “I give myself a moment, I take a breath.”

Model deep breathing for the children, slowly in through the nose and slowly out through the mouth. Now repeat the breathing with the students.

Read the rest of the story and engage the children in a discussion on becoming peaceful, sharing kindness and noticing nature.

Ask how breathing, sharing kindness and noticing nature help the character in the book.

Movement Activity / Guided Meditation: (8 minutes)

Remind the students of how they practiced slow breathing during the story and that they are now going to notice some new aspects about their breathing. Have them sit comfortably on the carpet squares. Turn on the ocean music softly. Instruct students to close their eyes and put their hands on their tummies. Ask them to notice if their breathing is fast or slow.

Guide with the following instructions:

“Feel your hands as your breath fills your tummy; pretend your tummy is like an ocean wave going up and down, in and out. Imagine you have a little boat on top of your tummy and you want to give the boat a smooth ride. Breathe slowly in 1,2,3 and slowly out 1,2,3.” Encourage smooth, quiet, peaceful breathing. Ask if they feel calm.

“Now repeat after me; I’ll say it, then you say it to yourself. ‘You are wonderful.’ ‘You are wonderful.’ ‘You are special.’ ‘You are special.’ ‘You are peace.’ ‘You are peace.’”

Explain that they have practiced mindfulness and are in the present moment. Have them open their eyes and smile.

Memorial Connection: (10 minutes)

“Walk” students to the Quote Circles. If you do not have access to the Memorial, use the virtual tour link, <https://annefrankmemorial.org/memorial-tour/>

Remind them of the imagined ocean waves. Explain that they are going to see running water and a waterfall. (There are three waterfalls in the Memorial within the Quote Circles.) Ask them how does running water compare to our breathing? Discuss that water can have many meanings—feelings, life, nature, beauty, even tears.

Book Two: *I Can Do Hard Things: Mindful Affirmations for Kids* (10 minutes)

Read the book aloud. State that sometimes it is hard to know what to do in difficult situations. In this book, these boys and girls are using mindfulness to figure it out and are learning how to be Upstanders.

Discuss how to be confident in making decisions. While the book is being read, the children might comment on how it’s okay to feel our own feelings, to ask for help, to try again and to believe in themselves. Ask if they think it is easy to speak up. Discuss the meaning of apology and forgiveness - to trust their own voices. Have them explain how it helps to have friends around them. Ask them to choose one idea in the book that they could use to help others and instruct them to share that idea with the person sitting next to them.

Art Activity: (10 minutes)

Explain that on the mural they will be drawing ideas from our two books and thinking about mindfulness through a haiku poem. Introduce the haiku form through the following procedure: Haiku is a simple poem with three lines, five syllables in the first line, seven in the middle and five in the last line. “Sample: five claps, ‘Mind-ful-ness is calm.’ Seven claps, ‘We slowly breathe in and out.’ Five claps, ‘We are at peace now.’”

Have them draw ideas from the stories, the ocean, trees, birds, boats, friends, singing, meditating. Show some of the pages in Book Two, *I Can Do Hard Things* to provide ideas for the mural.

Journaling: (10 minutes)

Review the concepts of mindfulness, breathing, and guided meditation. Have the students draw or write their thoughts about how the people in today’s books were present, mindful, and helpful to each other. Ask them to think about who they might like to help and include this in their journals.

Assessment:

Informal Observation:

Listen to students' answers to questions.
Note students' interactions with each other.
Observe the students' journal entries as they write.
Consider the levels of participation. Were the children engaged?

Formal Assessment:

Read journal entries.

Did the journal entries reflect the connections between the lesson and the objectives?

Evaluation:

Did the lesson achieve the intended objectives? Do changes need to be made in any activities or in the timetable? Do different activities need to be chosen to connect better with the students?