

Teachers Notes: Without Me

Lesson: Introduction to Without Me

Grade Level: Grades Prep to Six

Lesson Goal: To illustrate how our first reactions can mislead us, how important we are to others and our actions affect others in their lives.

Materials:

Book: Reading of Without Me

Paper and staples to make journal or provide ready-made journal.

Card stock and pencils for Without You cards.

Paint.

Time Frame: 1 X 60–minute lesson (or can be extended and explored more)

*Allow extra time for complimentary activities & crafts.

Instructional Strategies:

Discussion

Choral Reading

Responsive interaction

Modifications/Accommodations:

Expectations:

Oral Communication: Active Listening

Identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks.

Oral Communication: Clarity and Coherence

Communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information.

Note: I suggest teachers and councillors use Without Me in conjunction with Edward de Bono's six thinking hats, to build on effective evaluation skills.

Before Reading:

1. Access prior knowledge by asking students if they have ever got in trouble or had an argument that made them feel like they didn't belong or that they wanted to run away somewhere else?
2. What happened?
3. Other questions to consider:
 - "What do you think would really happen if you did run away?"
 - "Would anyone worry or miss you?"
 - "What would you miss out on if you left?"

- “Why would they miss you or worry about you?”
4. “Do you think it is safe to run away?”
 5. Tell students that they will be reading a story entitled, “Without Me”. They will need to listen very carefully for the reasons why the boy should not run away.

During Reading:

1. [First page] Ask students, “Can you guess why he wanted to run away?” (Illustration on the first page of the child in time-out after drawing on the wall.)
2. Prompt children to put their hands up if they do any of the things in the book eg: feed animals, read with a parent, help their parents, play games with sibling they especially enjoy together.
3. Ask do you think he’ll leave for good? Where would he go?

After Reading:

1. After reading through ask the students, Ask the students’ “What do you think the boy learned in this book?”
2. Also students did they notice the second story in the pictures (The dog and baby interaction). If this is missed, it is an opportunity to read again and search for the second story.
3. Use this to demonstrate, that sometimes we don’t notice everything that is happening around us in our family or group, and perhaps it is a good idea to think again to search for the truth in situations—to understand what really is happening.
4. Talk about emotions and how they last for different amounts of time, how sometimes we need to wait until emotions die down before making important decisions eg: over-eager & impatient, angry and reactive, disappointed and wanting to escape.
5. Ask students, “Can you think of a time where you felt like doing something drastic, but then waited long enough to change your mind?” How did you feel when you made a different decision? Was it a better decision after you waited?
6. Ask students, “When you feel angry and make a quick decision, what happens next?” (Explore effects)
7. Think about another group you belong *in* (group of friends, sports team, church group etc.) What are the valuable things you bring to the group?

Complementary activities include:

1. Painting as an activity for children to express emotions through art, emotions with the paint or drawing equipment.
 - Paint how you feel when you are upset – short time-frame (rough and messy)
 - Then paint all the good things that happen in your group/family – allow longer time-frame. (reflective and more considered)
2. Introducing personal appreciation journals for each student. Use the journals to document all the wonderful things about themselves and others in their lives.
3. Encourage students to help others feel like they belong too: Make a Without Me card for someone/s:

To Sam,

If I were without you, I wouldn't have fun playing cricket. I like how you take turns and give me an extra go when I miss.

*Thank you for being my brother,
John*

4. *Role Play: Stop Think Game*
Create situations for one or 2 students to role play in front of class. Secretly instruct the actors of the short role play. Ask the audience to shout out STOP! THINK! at the point where the actors should stop moving forward in a decision.

Example:

Scenario No 1: 1st actor pretends they are angry with a sibling because (2nd actor) did 1st actor react out of anger.

Scenario No 2: Actor 1 is a driver passing actor Number 2 who is playing ball. The ball rolls out onto the road, where a car is coming.

After a couple of example ask the children to think of one themselves.