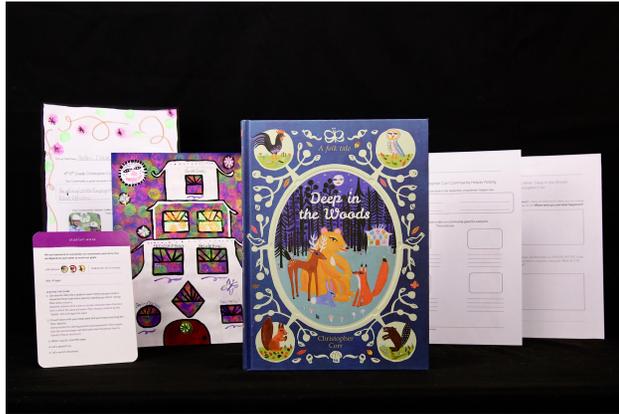


AP Solver6 #2 For Educators: Deep In the Woods 1



Suggested Story Book Title: Deep In the Woods

Author: Christopher Corr

Solver6 SEL Topics of Focus: Friendship, Social Awareness, Relationship Skills.

Recommended Age Group: K-5 (adapt discussions and projects to age of child(ren))

Classroom Time Allotment: Each section offering is designed to use approx. 25-45 mins. to complete, except the Center offering, which is 3-5 mins. It is recommended that the Solver6 series be completed throughout one week's time and partnered with the Solver6 For Families, building your family-school partnership!

About the suggested storybook & author: Christopher Corr's Story book, *Deep In the Woods* offers a message of community so simply told that will allow all your students to reflect on similar life experiences when a challenge presented itself and required the help of many to solve. Children will have the opportunity to visualize how different we all are, that these differences may require us to change our mindset and work together, and when we do, we can build stronger friendships & more glorious communities! Christopher Corr is an artist, illustrator, writer, educator and author based in London, where he studied at the Royal College. His vivid illustrations will capture and entrance you in his retelling of a classic, *Deep In The Woods*. The story will surely inspire the beauty of community, problem solving, artistic expression and kindness in your students!

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Supplies Needed:

- Book: Deep In the Woods by, Christopher Corr
- Activity Sheet: Gr. 4-5 only Christopher Corr Community Helper Sheet
- Activity Sheet: K-5 Sketch & Write Sheet
- Gr. 4-5 Designate a classroom wall with a framed, black or colored papered area to create the community school house project within.
- Gr. 4-5 only, Magazines to cut out images of "community helpers" or access to computer with printer to print images
- Gr. 4-5 only Legal sized paper to design window frames (one sheet per group)
- K-3 only dark blue or black Card Stock Paper (one sheet per student)
- Pencil & eraser for each student
- Paint Brushes (fine and medium)
- White, purple, black & pink acrylic craft paint
- Do a Dot dotters in neon color set
- Ultra fine tip black Sharpie markers (about 5 for a classroom of 24)

Classroom Prep Work:

- **PREPARE:** Gr. 4-5: Classroom or resource center wall for class project. The paper backdrop will need to have a house shape and several windows.
- **PRINT:** Gr. 4-5 Christopher Corr Social Awareness Community Helper Activity Sheet for each break out group of students
- **SUPPLIES:** prepare all supplies and set out for student use. pencils, erasers, paint brushes (fine & medium), paint palettes, magazines (4-5th grade only) and do-a-dot art dotters.
- **PREPARE:** an example or print the image of our project example to show students

We CENTER.

K-5: WE CENTER before beginning our Solver6 activities! It is now well established that social emotional skills, including the ability to build self-awareness and self-management play an integral role in academic and life success. Mindfulness is an exceptional tool. We suggest a 3-5 min **STOP. LISTEN. BREATHE** centering practice with our **AP Centering Practice Sequence:**

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1. **STOP. We stop what we are doing.** Have students stop what they are doing and sit in a comfortable position.
2. **CENTER. We pay attention to our body, thoughts & feelings.** Demonstrate & prompt students to NOTICE how their body, their thoughts or emotions feel, in the moment. Ask students to let the thoughts and feelings go, after they notice them, and put their focus on their breath.
3. **BREATHE. I breathe to calm down and make good choices.** Have students focus on the up and down motion of their belly when they breathe in through their nose and then out through their mouth. Careful to focus only on their breath and to refocus if they notice their mind drift back to any other thoughts.
4. **Continue for 1-5 minutes** of calm, quiet time. Then, ask students how the practice made them feel and how they were able to keep focused on their breathing. Remind them that they can use this helpful tool at school, at home and in life's activities, and even introduce it to their families!

We also suggest: [Mind Yeti](#) online guided practice, or if your students need to get the wiggles out instead, we suggest [GoNoodle](#)

We're INSPIRED.

K-5: DEFINE the following terms with students, then read and follow discussion prompts.

Social Awareness: Being socially aware gives you the ability to understand and respond to the needs of others. When you are socially aware, you understand how to react to different social situations, and effectively modify your interactions with other people so that you achieve the best results.

Empathy: the feeling that you understand and share another person's experiences and emotions: the ability to share someone else's feelings.

Community: a unified body of individuals.

Respect: to feel admiration for someone or something: to regard someone or something as being worthy of admiration because of good qualities: to act in a way which shows that you are aware of someone's or something's rights, wishes, or quality.

READ: Christopher Corr's, *Deep In the Woods* (recommended K-5th Grade).

DISCUSS

(select discussion points based on age of students)

- a. Discuss examples of how the mouse, in the beginning of the story, showed *respect* for the little wooden house.
- b. Discuss how the environment of the house "felt" when the mouse discovered it in the beginning of the story and, then, how it "felt" when all the different forest animals moved into it, before the bear came. What activities made the house "come alive"? Was this from the actions of one animal or the joint contribution of all?
- c. Discuss the diverse qualities of all the animals. Do they all look the same? Do they all contribute the same qualities to make the house lively?
- d. Discuss what was different about the bear than all the other animals. Were the other animals welcoming to the bear? Did the other animals help the bear feel "part of the group"?
- e. When the bear comes upon the house and sees all the other animals, how does he feel? How do we know this?
- f. Have you ever been in a situation that you felt left out? How did you assert your wish to be included? [offer solutions. Ex. seek an adult to help you, pause and think about ways to communicate to others respectfully.]
- g. What happened because the other animals weren't welcoming? How did it make EVERYONE feel?
- h. What was the BIG PROBLEM and HOW was it solved? Who contributed? How did the bear's *different* qualities end up contributing to the *better* solution?
- i. What was the end result? How did the characters work together? What did the characters do to show appreciation for everyone's hard work, how did they celebrate? [Team work and a growth mindset: A house that was, in the beginning, thought to be the *perfect* house, ended up *not-so-perfect*, because it couldn't accommodate for all. The characters had to shift their perspective of what was *perfect* in order to come to *better* for the *common good* of all.

We Express.

K-3 students are offered the opportunity to express themselves through ART! 4-5th grade students are offered an artistic expression that will inspire civic leadership. Be sure to show your students an example of the finished art project or activity before they begin.

Allow the project & activity to instill perseverance in your students, applying layers that need to dry before the next layer can be added, taking time to contemplate, collaborate and discuss. *Note our image example shows windows that are a little small for little hands to write or draw their qualities, we didn't want to influence student responses with our ideas... be sure to direct your student to make the windows large enough to share (write) qualities that will make a great school campus or better world, within the windows!

Gr. K-3 ART PROJECT

- Distribute one sheet of colored cardstock paper to each student. Direct students to be creative in designing a school house with creatively shaped windows. Let students know that once they have designed their school house, each window will have a drawing or idea written inside the window. The idea or drawing will display a quality that will make the school house great for all students. Allow students to break out into groups to discuss the challenges they've seen on their campus, and the solutions that might improve these challenges as they collaborate ideas for their windows. Give students a few examples of qualities and prompt your students to share some of their ideas. EX. *recycling bins to keep the school house clean and contributing to the health of the planet, a friendship bench for students who need a friend to play with, smiling teachers who make students feel happy and welcome.*



- **Step 1:** Use Do a Dot art dotters to cover entire cardstock page. LET DRY COMPLETELY.



- **Step 2:** Use pencil to sketch design of school house and windows over DRY Do a Dot paint.



- **Step 3:** Using paint, children can paint their school house, outlining the shapes and leaving gaps for the do a dot paint to show through. Let Dry Completely for next step.



- **Step 4:** Use paint to add details to the school house. Children should feel free to do their own version of the details, whatever inspires them. Be sure students leave room to write or draw the qualities that will make their school house great for all.



- **Step 5:** Use an ultra-fine tip, black Sharpie to write or draw (may require adult assistance), depending on space, student's qualities for their school house to be a great place for all.

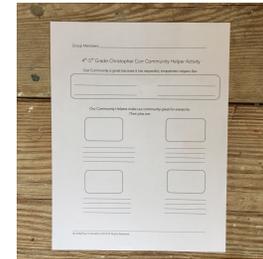
While paint dries between each step, use these opportunities to DISCUSS the story again with the points found in the Solveró discussion prompts.

Grade 4th-5th COMMUNITY ART PROJECT



Step One: (See supplies list and classroom prep) Using the prepared, papered wall, do a dot datters & paint, as a class, your students will collaboratively design and pencil & paint, onto the papered wall, a *community school house*.

Communicate to your students that this *school house* will later represent a state with smaller communities that inspire the kind of state it is as a whole. Inspire your students to “think outside the box” on the shape & structure of their school house’s design, perhaps suggesting culturally interesting features. The house will need to be large enough to incorporate one window per group, (legal paper size) that will represent a group’s ideas to make each community great. Each window will become a “community” display, utilizing each group’s activity sheet and individual window design.



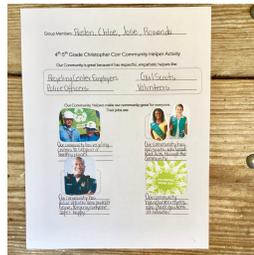
[Use AP Deep In the Woods1 Community Helper 4th-5th Grade Activity Sheet]

Step Two Break Out: After reading and discussing *Deep In The Woods* & painting the class school house/state on a bulletin board, have your class break out into groups, or “communities”. **Students will collaborate and discuss what makes communities interesting, what makes them great for everyone, WHO the community helpers are and what they do to help.** Encourage students to be creative in *what kind of community they want to create*. What is their vision of a community that exhibits *empathy, joy and respect* for all? Give Examples: *Our community has recycling centers to help our planet or our community has girl scouts who spread kind acts or our community has fire men who protect us.* Teacher or adult can walk around contributing to group discussions, guiding toward service based suggestions that help others and the diversities of people who can contribute in kind ways.

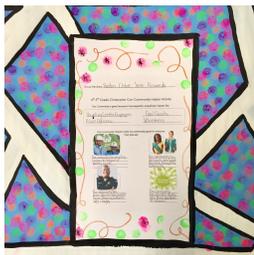
TIP: 5th graders may be able to use current events to find community helpers like volunteers for fire disaster relief, ocean clean-up crews, or corporations that are taking strides to be responsible in their people & planet practices as inspiration for their community helpers. Integrating the opportunity to utilize technology in

this research may be an effective tool for the activity, in both research and imagery that represents the community leaders your students would like to feature.

Step Three Assign Tasks: In their "communities" students should designate tasks for each person in the group. Each group will need someone to write ideas down, fill out the activity sheet, design the window frame, cut and paste magazine tear-outs (or printed imagery), and hang the final product on the class bulletin sized *school house design/state*.



Step Four: Begin group collaborations: Each group will work to fill out their activity sheet with community helpers, cut and paste imagery and **design & sketch** a *window frame* (shape and details) using the legal sized sheet of paper. Once the **Activity Sheet**, is complete, students should trim around the edges of the activity sheet and paste it to the legal sized paper, creating a clean frame around the activity sheet, that students will design. (see activity sheet).



Step Five Design a Frame: Allow time for students to be creative and individual in how they design their Community Helpers Activity Sheet's frame.



Step Six Display Group Work: Groups will display their window design by taping or pasting their complete, *framed, activity sheet window* onto the class' community school house/state, representing a nation full of little communities.

Step Six Reflect: Take time as a class to discover and reflect on the types of communities each group has designed and what kind of a world it would contribute to!

We SOLVE.

K-5: The AddyPres Solver6 SOLVE opportunity is a chance to build problem solving skills in your students. We offer students a sequence that they can apply to solve problems with responsible decisions. We suggest writing this sequence on the board.

AP Problem-Solving Sequence

STOP. LISTEN. BREATHE. To your mind, body and feelings.

DEFINE: What is the problem?

CONSIDER: how your choice will make you and others feel.

CHOOSE: without judgement or action, what is the best solution?

ACT: It's ok if your first choice doesn't go as planned, your brain grows with each try!

DISCUSSION

Revisit the Solver6 **We're Inspired** discussion points to walk through the following problem- solving sequence with your students:

- **Experience:** In the story, *Deep In the Woods*, What happened because the other animals weren't welcoming to the bear? [he felt frustrated and left out so he looked for *irrational, aggressive* ways to get into the house and feel included.] Let's see if we can use our problem solving steps to go through Bear's experience again, and if it leads us to a better solution.
- **STOP. LISTEN. BREATHE.** If Bear had done this, he would have calmed his emotions so he could make a better choice.
- **DEFINE:** The BIG PROBLEM was when the house crashed down and this made everyone feel sad. Do we think Bear considered how others might feel about his climbing all over the house? What other, better choice might he have made if he had?
- **CHOOSE:** Sometimes it is our lack of pausing before we make a choice that creates the problem we must solve. HOW did the animals solve the problem of their house coming down with the best solution?
- **ACT:** After the bear had a moment to reflect, and saw all the animals were sad from his action, what did he do? Who else contributed to his action solution?
- What were the Bear's different qualities? How did these *different* qualities end up contributing to the *best solution*?
- In the end, the BIG PROBLEM took thought and consideration to mend and actually lead the animals to a BETTER SOLUTION FOR ALL, which teaches us that having the optimism to explore a challenge may lead us to something better than we even knew existed!

K-5 ACTIVITY

Prompt your students to think about what might have happened in the story if the bear had behaved differently, from the start of seeing the other animals. Discuss that his *aggressive* behavior of climbing all over the house was perhaps, *socially unacceptable*, and possibly not the best choice he could have made. Ask your students to offer more *socially acceptable* behaviors that could have also lead to a good outcome. Present to students the concept that treating others as we'd like to be treated usually steers us in socially acceptable directions.

Have students draw a sequence of images that would show a different ending to the story. Allow your students to choose to start from the point in the story where the

bear makes the choice to climb on the roof and breaks the house or from the point in the story where the bear already made the choice to climb on the roof and the house is broken with all the sad animals. Then allow time to discuss the different ways your students solved the problem they chose.

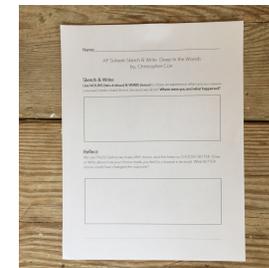
We CELEBRATE.

K-5: Showing your students the value of *celebrating* the stepping stones of accomplishment, along the way, will build optimism and perseverance! As you work with your students, offer simple positive feedback with follow up. Ex. *Jose, I like your idea to include new friends at your lunch table each day! I think this will build new friendships for you, and a strong school community for all of us. Or Susie, I like that you chose pink to represent kindness in your picture, sprinkling it like confetti all over the sky!*

We REFLECT.

Using a journal, or the **AP Deep In The Woods1 Sketch & Write Activity Sheet**, prompt your students to reflect on their experience with *Deep In the Woods*.

The **Sketch & Write Activity Sheet** prompts students to use NOUNS (Who & Where) & VERBS (Action) to share (draw, write or discuss) an experience they've had that is similar to the Bear Character's in *Deep In the Woods*. Students will be prompted to reflect on a choice that could have been better. Allow students to reflect on their own experience or use the book's characters to reflect on the story.



[Use: AP Deep In The Woods1 Sketch & Write Activity Sheet]

Additional Suggestions for Impact

Make these projects come to life with your ideas! Change it up, make it yours, then share your project's beauty with the world, we offer the following responsible technology suggestions and extension opportunities:

- **Post & share images** of your class' projects on social media #AddyPresInspires, and we'll be sure to respond to your class' efforts! Be sure to make the social media experience more about *the opportunity to share with our communities for common good* than the importance of "likes".
- Follow your project up with a brain break opportunity. We suggest [Susan Kaiser Greenland's Stadium Wave Activity](#), using teamwork to coordinate movements and notice how we depend on others to reach our goals. This activity series is part of the Susan Kaiser Greenland Mindful Games Activity Cards set, a fantastic resource for teachers!
- Inspire Service Learning opportunities for your students! We suggest the **Youth Service America Kids Action Guide** as a tool and would be glad to hear from your students to offer our assistance on a project they would like to accomplish to improve their classroom, campus, community or world! We also suggest the [Disney Inspires Campaign](#) with ABC and YSA offers great resource kits to inspire *your* students!