

AP Solver6 #4 For Educators: *An Awesome Book*



Suggested Story Book Title: *An Awesome Book*

Author: Dallas Clayton

Solver6 SEL Topics of Focus: Social Awareness, Self-Awareness, Self-Management, Relationship Skills, Responsible Decision Making

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. 20-45 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: Dallas Clayton is an author, illustrator and creator. *An Awesome Book* was written to inspire and celebrate the imagination and does just that! We use the book to inspire educators and parents to enable the imagination of children to do great things!

Supplies Needed:

- Book: *An Awesome Book* by, Dallas Clayton
- AP Ideas for a Healthy Ocean Activity Sheet (1 sheet per student)
- AP *An Awesome Book* Sketch & Write activity sheet (1 sheet per student)
- AP Sea Creatures Activity Sheet (1 sheet per student)
- Cardstock, Water Color Paper or Art Canvas
- [YSA Kids In Action Guide age 5-12](#) (as a suggestion for the extension opportunity)

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- Pencil & eraser for each student
- Paint Brushes (fine and medium)
- Watercolors, Crayons & Colored Pencils, acrylic craft paint, Do a Dot art dotters
- Globe or map

Classroom Prep Work:

- **PRINT:** Activity Sheet(s) for each student
- **SUPPLIES:** Prepare all supplies and set out for student use. Pencils, erasers, paint brushes (fine & medium), paint palettes and do-a-dot art dotters, etc.
- **PREPARE:** Before teaching these lessons, please explore information on the challenges facing the health of our oceans. These challenges will affect the youth of today and tomorrow and needs all of our attention. You have the opportunity to give your students the skills to continue to explore how they can make a positive impact for these challenges. Use the information gained through our suggestions and your own research to discuss and inspire your student's activism through the lessons & extension offered. We suggest two articles: [The Ocean has issues: 7 Biggest Problems Facing our Seas, and how to fix them](#) by, Jaymi Heimbuch for Tree Hugger.com and [The Five Biggest Threats to our Oceans](#) by, Greg Stone for the Huffington Post.
- **Other suggestions for ocean resources:** [Download Now: Disney's Nature Oceans Educator Guide developed with National Geographic](#). (this resource is not AddyPres Solver6 intellectual property, it is a free resource offered by Disney & National Geographic and can be found online as well.)
- **We also suggest you WATCH:** *A Plastic Ocean* available on Netflix and *Chasing Coral*, also available on Netflix.
- **Read:** AddyPresLifeSTYLE Parenting Article: [Remember Dr. Seuss' The Lorax? We're There!](#)

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 your students, read our suggested storybook and have a discussion that INSPIRES.

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.

Civic Leaders: people who volunteer their time, skills, knowledge and enthusiasm to make the quality of life in communities better.

Community: a unified body of individuals.

Environmentalist: a person concerned about environmental quality and especially with controlling pollution and climate change.

Pollution: the action of making un-pure.

Eco-system: a system made up of an ecological community of living things interacting with their environment especially under natural conditions.

Habitat: the place or environment where a plant or animal naturally or normally lives and grows.

READ



An Awesome Book, by Dallas Clayton

DISCUSS

Use our story recommendation to inspire your student's value of imagination. Engage them with the understanding that *ideas are tools* that contribute to solving problems and, often the most creative ideas lend opportunities for real world solving, activism and civic leadership. Select discussion points based on age of students.

- a. Let's reflect on Dallas Clayton's, *An Awesome Book*. In it, we see great examples of imagination and creativity, like *candy cane machines*, *magic watermelon boats* and *musical baboons*! These aren't necessarily real things, but they have pieces of reality made interesting and fun through the illustrator's imagination.
- b. Our imagination is an amazing tool we can use that makes ordinary things EXTRAORDINARY! Allowing us to expand on ideas that we can pull REAL solutions from.
- c. We can use the tool of imagination when we have a problem to solve, that could lead us to solutions and ideas that we may not have discovered if

weren't interested enough in the topic to explore where our mind's creativity would lead us.

- d. Our imaginative ideas may or may not work to solve the problem, but just thinking them through could lead to a solution, and the more ideas we test, the more we learn. Using our imagination makes this learning fun!
- e. Let's look at the Musical Baboons from the story, for example. This imaginative idea could be the beginning of a concept you develop to support an environmental cause like protecting the health of our oceans. HOW? Look at the picture, this COULD make you think of putting on a concert to raise funds for your cause, beginning from just a fun sketch of baboons dancing around! Every action, first starts with an idea.
- f. Having a safe place to share our ideas is really important. We should always be respectful when others share their ideas. It takes courage to have a thought, and to share it. And it is good for our communities to have great thinkers sharing their ideas because this lead to solving community problems and drive others to think of ideas too.
- g. We wouldn't want to miss out on someone's idea that might just change everything, simply because they didn't feel comfortable enough to share it. And just because we don't have the same vision for something, doesn't mean it can't work. Listening to other's points of view might even lead us to ideas for solutions to things that will come much later, so keeping our minds open to imagination is a great quality!

We Express.

K-5 students are offered the opportunity to be creative and express themselves through ART! Be sure to show your students an example of a finished project before they begin. Allow the project & activity to instill perseverance in your students, taking time to contemplate, collaborate and discuss as they express.

K-5 ART PROJECT



Pre-project directive: (read all the way through before beginning) **Discuss:** We talked earlier about the health of our oceans. There are some challenges scientists & experts are facing in trying to bring our oceans to a clean and healthy place again...this will take *all of us* making responsible choices for many years, and working together. There are 4 challenges affecting our oceans we'll talk about. I'll mention what they are, without detail because we are going to creatively express some possible solutions through our imagination, just by hearing the challenge. You'll have the opportunity to express your ideas through an art project and your *creativity* just might offer the scientists ideas they never thought of before!



Offer your students 4 challenges that are contributing to the deteriorating health of our oceans and their ecosystems. (**overfishing, habitat destruction, pollution, and ocean warming due to emissions**- be sure to gain background on these issues through the suggested articles and resources in prep work and **BRIEFLY** discuss with your students.)

Step 1: Then, like author, Dallas Clayton, allow your students to individually or in groups, brainstorm solutions with *wild creativity*. Using our *Ideas for a Healthy Ocean Activity Sheet*, have your students draw or sketch their **solution idea(s)** for **ONE or more of the challenges you discuss**.

Step 2: Then, offer your students the opportunity to use the completed activity sheet to refine their art work and **transfer it onto canvas or water color paper**. With this artwork, you can create a wall display in your classroom or community that celebrates their creative ideas!

We SOLVE.

For Educators K-5: The AP Solveró SOLVE opportunity is a chance to build problem solving skills in your students! We offer students a sequence that can help them make responsible decisions. With this Solveró, we also suggest creating an extension opportunity and utilizing the **Youth Service America Kids In Action Guide** to inspire your students to create a call to action with their ocean experience!

AP Problem-Solving Sequence

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

DEFINE: What is the problem?

CONSIDER: How will your choice make you and others feel or contribute to a positive impact?

CHOOSE: without judgement or action, what is the *best* solution(s) and how can you work toward achieving this goal?

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

DISCUSSION

Revisit past discussions & definitions from above.

Discuss: Earlier we talked about the challenges facing the health of the ocean. These challenges have the opportunity to be solved because they are linked to human behaviors. If we change our behavior, we can work toward solving the problems. Let's look at a globe to get an idea of how these challenges affect all of us.

Show students a globe, pointing out that there is more water than land. Mention that there is a chain reaction that influences the health of the ocean and it's animal kingdom that begins with choices we make as humans on land. Making responsible choices is important for a healthy balance of both land and sea. Note: there is great opportunity to go in depth with the science of these impacts. **We suggest the Disney Nature Educators Guide: OCEANS, and we also invite you to contact us to assist you obtain and present current information resources.**

- o **STOP. LISTEN. BREATHE.** We make better choices and think more clearly when we are centered.
- o **DEFINE** the Problem: Human choices are making the ocean unhealthy. There are 4 main challenges. HUMAN CHOICES and behaviors are causing overfishing, pollution, habitat destruction and water warming. All of these things are making our ocean and it's creatures un-well.
- o **CHOOSE:** We had some creative ideas that might help solve some of these concerns. Let's remember these ideas while we work through a solution sequence. We can think about and discuss some possible solutions based on the 4 challenges.

Challenge #1: *Over Fishing* contributes to causing types (species) of fish to go extinct or endangered. When these fish are wiped out, other fish who rely on the food source they provide, starve as well, and this travels up the food chain. Many current human fishing practices, not only catch the targeted fish but also many other types. It is important to become aware of the fish that are endangered (define) and should not be fished and also how to make more *sustainable* (define) choices in the food we eat.

Challenge #2: *Habitat Destruction* is another byproduct of human behaviors & choices and is wiping out whole populations of plants and animals, or ecosystems. Currently, fishermen clear underwater forests to create shrimp farms, to support business and restaurant demand, this scraping of underwater mountain ranges is called *trawling*. Making sustainable (define) food choices will help fishermen start to make better choices for the health of the ecosystem, and find alternatives to trawling.

Challenge #3: *Pollution* sources that are affecting our oceans are coming from many sources, but most if not all, are related to human choices, so solutions are possible! Some of these sources are caused by how we transport (define) and spill toxic materials into the oceans and, others by irresponsible choices being made in agriculture (define). How humans clear land for agriculture & industry increases toxic and greenhouse gases

and makes the earth warmer. It also pollutes rivers and lakes that carry these chemicals out to sea. We need to think of ways that are responsible about how much meat is actually needed for human *consumption* (define), better practices for disposing of toxic materials, waste & shift to regenerative organic agriculture so chemicals don't reach our oceans. Did you know that eating less red meat or planting a regenerative organic garden in your back yard can assist in solving this challenge?!

Challenge #4: *Ocean Warming* may sound nice! I like going swimming in a warm sea, don't you?! BUT, the fish, plants and coral that live in the sea need a specific temperature to survive. When the temperature rises, the algae that keeps coral reefs alive doesn't survive and neither does the reef. The reefs are very important to both the animal kingdom and humans because they support a HUGE amount of sea life, the same sea life that humans rely on for food and to make a living. What is making the water warmer? The main cause is human choices affecting what scientists call the "greenhouse effect"¹. There is a natural balance to the earth's atmosphere, keeping it's temperature at a level that sustains life. 5 chemicals produced in overabundance, by human behaviors are creating a warming scientists call the greenhouse effect. What is a green house? (define) We can think of the earth as a green house and the atmosphere as the glass walls that encompass it. There are a balanced number of panes that create a healthy environment, with openings that allow this balance. Human behaviors of burning coal and oil to create energy, "producing more panes of glass, and causing the "inside of the greenhouse" or earth to get warmer and this makes the ocean warmer too, because it absorbs most of the excess heat produced. We need to think of solutions that can change the human behaviors that are "creating these new panes of glass to form". We can do this by using less energy. Simply taking your bike or walking to school instead of driving, can make a contribution to lowering emissions that are causing the green-house warming effect.

NOTE: please gain more insight on global warming from nasa.gov

- o **ACT:** As we've learned, the health of our ocean and planet is greatly determined by our own human behaviors and choices, we can ACT RESPONSIBLY by becoming more informed of these and other environmental challenges and help bring our ocean back to health! We can also inspire others to make responsible choices by informing them of the challenges and talking about ways they can change their behaviors to help too!

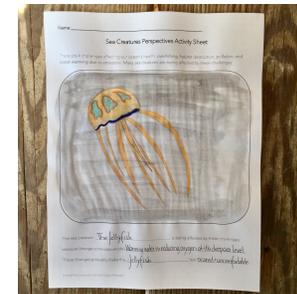
ACTIVITY

Using technology resources and the **YSA Kids in Action Guide**, work with your students to research solutions that are working to solve the ocean challenges listed or that need more research and allow your students to collaborate on these. Create small groups of students, offering each group a challenge topic to research and discuss a set of solutions for, allowing them to write, draw, create or build forms of communication that can be presented to the class. Prompt your students to think about what could happen if whole families, whole schools or whole communities come together to behave differently. What kind of impact can this action have to support a healthy ocean and its ecosystems? Have students brainstorm ways they can impact these solutions with *action* (the YSA guide can be helpful for this).

We CELEBRATE.

Build social awareness & relationship skills, by inspiring your students to celebrate the difference of others and view life through a different perspective. Also invite the celebration of stepping stones along the way, keeping your students motivated to persevere through the bumps!

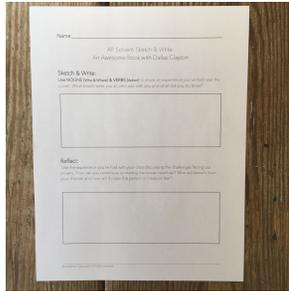
ACTIVITY:



Using the **AP Sea Creature Perspectives Activity Sheet** have your students research and choose a sea creature of interest that is being impacted by one of the challenges discussed as affecting the health of the oceans. Have students imagine what life may be like for this creature and it's family. Help your students research and step through some of the actual challenges this creature faces and what it must be like for them. Walk around the room as your students work, offering simple positive feedback on their choices. Offer your students an opportunity to discuss how their animal creature

is being affected by an ocean challenges and draw or paint an image of the creature to present. This opportunity to share can be in groups or as individuals.

We REFLECT.



Using a journal, or the **AP Solver6 #4 Sketch & Write Activity Sheet: An Awesome Book** prompt your students to reflect on their experience exploring the challenges that are affecting our world's oceans, how animals likely feel with these impacts, the need for creative solution ideas and the improved environmental health this attention can contribute to.

Additional Suggestions & Extensions 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 suggestion:

- **Post & share 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".
- Inspire more 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/ABC Be Inspired Campaign](#) with YSA offering a series of great resource kits to get you going!

- We offer the following Project Based extension utilizing the YSA & Disney Tools! After completing the Solver6 #4 *An Awesome Book* with Dallas Clayton series, expand on the WE SOLVE activity to inspire your students to create a **call to action** that will build awareness of the problems facing our oceans (or other environmental topic) and how we can all participate to improve these challenges, as individuals and as communities. We suggest the use of the Disney & National Geographic *Oceans* Educators Guide and the [NASA Global Climate Change](#) site to inform your students about the ocean and its inhabitants. Then further inspire students to research solutions that everyone can contribute to with a goal of tackling concerns that will bring our ocean's vitality back. Perhaps suggest an in-class project that guides students to create a film short that brings awareness to the problems of environmental concern(s) and directives for communities and individuals that can contribute to the solutions. We suggest contacting organizations that are doing the type of environmental work your students are interested in and utilizing the [Disney Citizenship Be Inspired Service Project Toolkit](#), to give your students a guided opportunity to brainstorm ideas, create teams, reach out to organizations and media, map their plan, act on it with a call to action and then celebrate all their hard work that engaged their community! Be sure to share with us!

