

LESSON E-UV-L3

There's A Big Beautiful World Out There

Unit V: Post 9/11: Challenges and Consequences

Grade Levels: K-2

Time: 30 Minutes



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Interdisciplinary Connections

Literacy

Objective

- Identify fears and ways to overcome fears

Lesson Materials

- *There's A Big, Beautiful World Out There* by Nancy L. Carlson
- chart paper
- marker
- optional: handout for the Taking Action and Giving Service activity

Lesson Plan

- Draw a two-column chart on the board or on chart paper.
- Ask the students to name things that frighten them. Record their answers in one column of the chart.
- Introduce the book *There's A Big, Beautiful World Out There* to the class. Read the story to the class.
- Review the fears that are identified in the story and the ways the author suggests to overcome them.
- Have the students look back at their list of fears in the chart. Brainstorm and discuss ways to overcome the fears. Record the students' ideas of ways to overcome fears in the other column on the chart.
- Discuss the lesson to be learned from this story.

Evidence of Understanding

Evaluate students' discussion and contributions to the chart with fears and ways to overcome them.

Taking Action and Giving Service

- Ask the students to have a conversation with a parent or another adult about things that frightened them when they were children. Encourage the students to use who, what, when, where and how questions to ask the adult about their experiences. Suggest the following questions:
 - Tell me about something scary or something that frightened you when you were little (or when you were my age).
 - When did this happen?

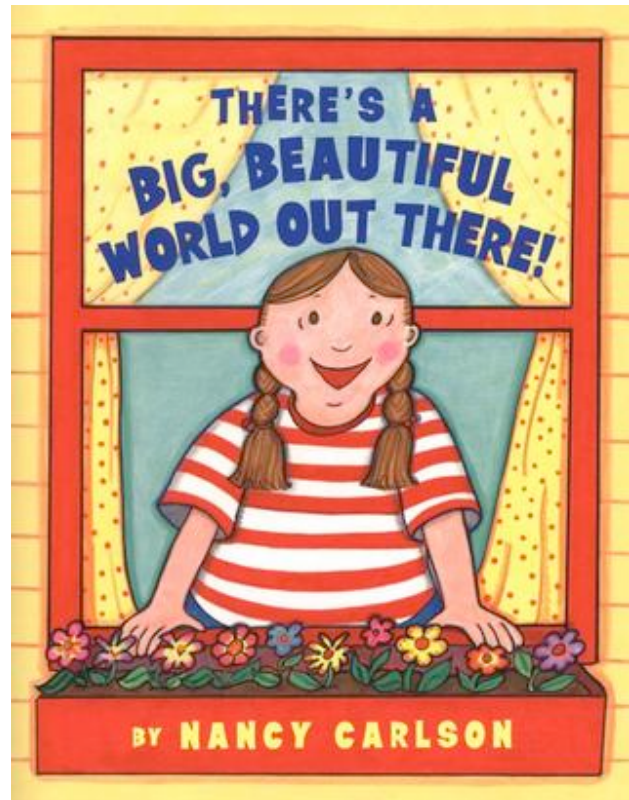


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There's A Big, Beautiful World Out There!
by Nancy L. Carlson
<http://www.nancycarlson.com>

How old were you?

Exactly what happened?

Where were you?

Who else was there with you?

What happened to make the fear go away?

How did you conquer the fear?

- Have the students report what they learned to the class.
- Have a class discussion about the ways in which fears reported from the adults are similar and/or different than the fears the students listed in their original list.
- Identify the ways the adults overcame their fears and how they were similar and/or different from the students' suggestions.
- Note to Teacher: You may want to prepare a short handout explaining the activity and using the questions above for the students to take with them to initiate and facilitate their conversations with adults.