

# Taking Action Lesson

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Subject: Morning Circle/Taking Action		Grade: 2
<b>Unit/Standard:</b> Significant events in a person's life shape who they are	<b>Learning Objective:</b> The impact of actions on others	<b>Materials Needed:</b> <i>Book Ron's Big Mission</i> by Rose Blue and Corinne J. Naden Chart Paper Sticky Notes Whiteboards/markers Markers
<b>Introduction/Warm-Up:</b> <ul style="list-style-type: none"><li>Connect <i>Ron's Big Mission</i> to previously read books in your class around unjust situations. Ask students to think about what actions took place in other books we have read.</li><li>Tell learning partner your idea and/or record your idea on a whiteboard.</li></ul>		
<b>Explicit Instruction:</b> <ul style="list-style-type: none"><li>Read <i>Ron's Big Mission</i> to the class while students are sitting on the rug next to their learning partner. Stop halfway through the book and have partner 1 tell partner 2 what unjust situations have happened in the book so far.</li><li>Finish reading the book. Discuss how characters took action for unjust situations.</li><li>Generate a list of unjust situations in our school community on chart paper</li><li>Give students sticky notes to record/post what action they might take in these situations.</li></ul>		

### Supported Practice:

- Have one set of learning partners merge with another to share ideas they recorded/ posted on their sticky notes. Then have teams practice role playing/taking action by using ideas they recorded on their sticky notes.
- Why was it important for Ron to take action?
- What might be challenging for you to take action?

### Individual Practice:

- Connecting back to the impact of actions on others, have students record on their own the effect of an action from the book *Ron's Big Mission* or from another time in their life.
- Record on sticky notes or on whiteboards

### Differentiation:

- Circulate the learning partnership as students are discussing and recording their ideas
- Scribe for students that need support
- Have sticky notes available for students to use throughout the week to record unjust situations, phrases they might use to take action and post these ideas on the chart

### Assessment:

- During Closing Circle for the week, refer to the chart the class created and reflect
- What actions have you taken/witnessed to make our school more inclusive?
- What actions have you taken/witnessed in unjust situations?

### Notes:

- Books you could use to connect during Introduction/Warm-up might include: *Hidden Figures the True Story of Four Black Women* and *the Space Race* by Margot Lee Shetterly, *Say Something* by Peter Reynolds and *It Began With a Page How Gyo Fujikawa Drew the Way* by Kyo Maclear and Julie Morstad.
- Students referenced the chart created before going out to recess, into lunchroom and going home to instil taking action.
- The lesson may take 20 minutes the first day. This is a lesson that is woven into morning and closing circles for a week.