Taking Action Lesson
Jean Fleenor | 2nd Grade Teacher | Wade King Elementary | Bellingham, Washington

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<tr>
<th>Subject: Morning Circle/Taking Action</th>
<th>Grade: 2</th>
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<td><strong>Unit/Standard:</strong></td>
<td><strong>Learning Objective:</strong></td>
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<td>Significant events in a person's life shape who they are</td>
<td>The impact of actions on others</td>
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<td><strong>Materials Needed:</strong></td>
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<tr>
<td>Book Ron’s Big Mission by Rose Blue and Corinne J. Naden</td>
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<td>Chart Paper</td>
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<td>Sticky Notes</td>
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**Introduction/Warm-Up:**
- Connect *Ron’s Big Mission* 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.
- Tell learning partner your idea and/or record your idea on a whiteboard.

**Explicit Instruction:**
- Read *Ron’s Big Mission* 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.
- Finish reading the book. Discuss how characters took action for unjust situations.
- Generate a list of unjust situations in our school community on chart paper.
- Give students sticky notes to record/post what action they might take in these situations.
**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.