

## **Lesson 5: (Not about) Perfection**

### **TEKS: Prekindergarten**

#### **Social and Emotional Development Domain (Self Concept):**

- I.A.2. Child shows self-awareness and can express pride in age appropriate abilities and skills.
- I.A.3. Child shows reasonable opinion of his own abilities and limitations.

#### **Social and Emotional Domain (Social Awareness Skill):**

- I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are different from her own.

#### **Language and Communication Domain:**

- II.D.1. Child uses a wide variety of words to label and describe people, places, things and action.

#### **Reading Domain:**

- III.D.1. Child retells or re-enacts a story after it is read aloud.
- III.D.4 Child will make inferences and predictions about text.

#### **Science Domain (Life Skills):**

- VI.B.1 Child observes, investigates, describes and discusses the characteristics of organisms.

#### **Mathematics Domain (Counting Skills):**

- V.A.7 Child uses the verbal ordinal terms. (sequence)

#### **Mathematics Domain (Classification and Patterns skills):**

- V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
- V.E.2 Child collects data and organizes it in a graphic representation.

#### **Social Studies Domain:**

- VII.A.1 Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.
- VII.A.3 Child connects their life to events, time, and routines.

#### **Fine Arts Domain (Dramatic Expression):**

- VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representation.

#### **Objectives:**

- Students will identify five examples of similarities and differences in people.
- Students will be able to name two or more of their own unique qualities and will develop skills to foster positive self-esteem.

**Activities:**

1. Introduce the Video (5 minutes)- The *(Not About) Perfection* video and discussion.
2. Shared Reading (15 minutes) – Read a short book, Brontorina, that explores the importance of being happy with yourself. (Author: James Howe)
3. Sequence It (20 minutes) – Students will recreate the sequence of events for a story.
4. I Can Do (15 minutes) – An activity to share skills and abilities.
5. Points to Ponder (10 minutes) – Options for further discussion.
6. Extension Activities (15 to 20 minutes) – Further exploration of concept.
7. Family Activity (20 minutes) – Family activity to be done at home and reported about at school.

**Materials:**

Introduction- Video: *(Not About) Perfection*

Shared Reading: Brontorina by James Howe, chart tablet and markers

Sequence It: chart tablet and crayons

**Extension Activities:**

Special Qualities: white paper plate – dinner size (one per child); white paper plate – dessert-size (one per child); yarn or string, crayons, hole puncher

All About Me!: construction paper booklet (premade), crayons, pencils

The Ants Go Marching: lyrics to the song The Ants Go Marching One by One

Self-Portrait: The Little Engine That Could, construction paper, crayons, pencils

Family Activity: construction paper, crayons, pencils

**Pedagogy:**

Remember to use Bloom's Taxonomy and Gardner's Theory of Multiple Intelligences. In this lesson, you might ask students to COMPARE how the story would have been different if Clara's mother hadn't been there to give her ballet shoes (Bloom). For an intrapersonal style of learner (Gardner), you might suggest that the students think about a character who had a problem and how they solved it in this story.

**Did You Know?**

Dr. Seuss, whose real name is Theodore Geisel, had his first book rejected 27 times.<sup>1</sup> It's a good thing that he was persistent. Think of all the wonderful books we would have missed if he had given up. Dr. Seuss was also the author of My Many Colored Days.

---

<sup>1</sup> <http://www.npr.org/2012/01/24/145471724/how-dr-seuss-got-his-start-on-mulberry-street>

**Brain Builder Vocabulary:**

persistence/persistent

response/respond

good citizen

perfection

determination/determined

**Other Resources:**

Houndsley and Catina by James Howe

How Do You Wokka-Wokka? By Elizabeth Bluemle

And Here's to You! By David Elliott

Stand Tall, Molly Lou Melon by Patty Lovell

5 to 6 It Takes Cooperation! by Ellen Booth Church

**(Not About) Perfection Activities****Introduction (5 minutes)**

1. **Before you watch the video**, welcome the students by saying, "Hello boys and girls. Today we are going to visit with the potatoes and learn more about ourselves."
2. Watch the *(Not About) Perfection* video.
3. In the classroom, post the brain builder vocabulary words on a large chart. Introduce the book and the poster with the vocabulary words.
4. **After you co-view the video**, talk with the students. Ask questions like, "How did the song make you feel? Why do you think the author wrote the song? Did it help for Russet, the potato, to call himself a dummy? Is it okay to call someone else a dummy? Why or why not? Is there something Russet could say to himself that is kinder or more helpful? How do you help yourself? What do you say to yourself? Do other people say them to you or help you?" Do not ask all of the questions, but select those that resonate with your students and that you want to explore further. Remember, you can revisit the questions and the video on multiple days.

**Shared Reading (15 minutes)**

1. Do a "picture walk" as you share the cover, title, author and illustrator and browse through a few pictures with the children. Ask them to share their thoughts about what they think the story might be about.

Encourage the children to make observations about the book.

Read the book Brontorina by James Howe.

Speak with the students and ask them to confirm or rebuff their predictions.

What did we understand from the reading?

Discuss how Brontorina was different from the other dancers. Did her differences bother her? Why or why not? As a class, make a chart titled **Brontorina versus Other Dancers**. Make a list of what made each of them unique. Then, make a list and identify how they were similar.

Talk about the character, the dancer, who helped Brontorina understand that it was okay to be herself. Why do you think the conversation made a difference to her?

Why do you think that Russet feels like a failure? What does Russet do that makes him feel better?

### **Circle Time: Sequence It (20 minutes)**

Materials: chart tablet and crayons

1. As a group, brainstorm the different events that happened in the book Brontorina. Make a list of at least FIVE events, in sequential order, on the chart tablet. You'll need this list for the class to refer to. (The story starts when -) (After that -) (The story ends -)
2. Each student will find a partner. Together, they will choose a scene from the story to act out. The audience will guess if the event happened at the beginning of the story, the middle of the story or the end.
3. Summary Questions:  
In the book, finding a large dance studio helps Brontorina feel good about herself and about being a dancer. In the video, who helps Russet and Yukon, feel better about themselves? Describe a time when you helped someone feel good about himself. Tell a partner about this experience.

### **Circle Time: My Special Skills (15 minutes)**

- Initiate a class discussion by sharing, "Each of you does some things well. These things are called skills, strengths or talents." Give different examples of special skills that you have observed that your students possess. Share, "I am going to read some things that we all do during the day. If you do them well, tell your neighbor why you think you are good at doing this skill. If you do not think you do this well, share your feelings about how it makes you feel. I will ask some of you to share your ideas after you talk to your friend." Ask the students to share how they can practice to work and build new skills.  
*List of skills to read: singing, running, following directions, exercising, sharing, cleaning up, creating art, completing school work, drawing, dancing, and being kind.*
- Different people enjoy different types of activities. It's important for each person to find healthy activities that they enjoy. Some people love to run and others hate to run. Some people prefer dancing to baseball and others prefer baseball to dancing. Tell students to COMPARE some activities you like with some you don't like. What makes you enjoy one versus the other?

### **Points to Ponder (10 minutes)**

1. Success does not happen without some failure. There is a sequence of steps to every story of success. For example: Were you able to walk without falling when you were first learning? Who guided you? How did they help you?

2. Have students think about other skills (both physical and mental) that they have learned. Discuss the steps for learning activities like skipping, stacking blocks, throwing a ball, climbing on a jungle gym or riding a tricycle.
3. Who helps you make difficult decisions?
4. Are you trying to learn a new skill? How are you practicing? What steps are you taking to learn the skill? Is someone helping you?
5. What do you do when you make a mistake? Do you give up or do you keep trying? Are you persistent? No one is perfect! Everyone makes mistakes. The important thing is to learn from our mistakes and to keep trying. Pay attention to what parts are working and what parts are not working. Change your approach if you need to; you can try different ways to solve the problem or master the skill. Be persistent. Encourage students to rethink how they might respond to their mistakes. For example, instead of crying and getting upset when you make a mistake, try again!

### **Extension Activities:**

#### **Writing/Art Center: Special Qualities (15 minutes)**

Materials: white paper plate – dinner size (one per child); white paper plate – dessert-size (one per child); yarn or string, crayons, hole-puncher

Children will create a simple mobile to illustrate one or more qualities they value in themselves. Give each child a dinner size paper plate. Ask each child to decorate the plate so that the picture resembles his or her own face. Each student will draw a picture of one or more things they like or value about themselves on a dessert-size plate (e.g. run fast, they are kind, they have red hair, they know the alphabet). Use a piece of string to attach the second picture to the "face" they drew. Have children explain their artworks to the class.

#### **Writing Center: All About Me! (15 minutes)**

Materials: construction paper book (premade), crayons, pencils

Each child will create a book titled I Like Me! Include their letter scribbles and drawings. Each page could include a title like: My favorite time at school..., My favorite game to play at gym is..., I help in the classroom when I..., I am special because..., etc. Help the children to write the text, as necessary, to show that letters build words and that words have meaning. Make sure to write the date on the book and encourage the child to write his or her name. Keep the books in the library area so that students can explore the classroom set and share their stories with their peers. Reading their book may help to build confidence, vocabulary and the desire to create more books.

#### **Math/Music Center: The Ants Go Marching (10 minutes)**

Materials: lyrics to The Ants Go Marching One by One

Introduce the song, The Ants Go Marching One by One to the students. Students will march with the numbers to act out numbers.

Students will listen to the job of the "little One" in each of the chorus lines. Why is he different? Why is he important to the song?

#### **Library/Art Center: Self Portrait (15 minutes)**

Materials: The Little Engine That Could, construction paper, crayons, pencils

Read the **Little Engine that Could** to the students. Get them to chant, “I think I can,” at appropriate times. Discuss the obstacles that the engine encounters and how they are approached and overcome.

In the Art Center, students can draw a self-portrait or scene that captures a time when they experienced a challenge and how they overcame or approached it. Then, sit with the children to talk about their drawing. Do not label for the child, but ask open-ended questions like, “Tell me about your drawing,” or “I noticed in your drawing that there is...” Talk with the child about others’ involvement. Did others support them or did they persevere without any assistance?

Remind your students how it is sometimes useful to work as a team and sometimes useful to work alone and do things by yourself. It is important to have both skill sets.

**Family Activity: (20 minutes)**

Materials: construction paper, crayons, pencils

The family activity will allow the child and their family to explore, at home, special strengths and skills that children have. Encourage the child to share what they learned at school- as you have talked about skills, qualities, talents and special strengths. Share the “Points to Ponder” with the families too. Families will create a portrait of their child (to include special skills and words that the family includes to describe the child’s strengths); they should bring this to school to share with their classmates.

Print this letter to share activity ideas for families to explore at home.

Dear Families,

In our class, we introduced the children to The Healthy Kids Project, brought to you by KLRN Public Television and Gottalook Productions. We explored the video, ***Not About Perfection***. (View it at: [www.klrn.org/healthy-kids](http://www.klrn.org/healthy-kids).)

Encourage your child to share what they learned at school; we have been talking about skills, qualities, talents and special strengths. Talk with your child about his or her special strengths and skills. Review these “Points to Ponder” as a family.

### Points to Ponder

1. Success does not happen without some failure. There is a sequence of steps to every story of success. For example: Was your child able to walk without falling when he or she was first learning? Who guided him or her? How did you help him or her?
2. Talk with your child about other skills (both physical and mental) that they have learned. Discuss the steps for learning activities like skipping, stacking blocks, throwing a ball, climbing on a jungle gym or riding a tricycle.
3. Who helps your child to make difficult decisions?
4. Are you trying to teach your child a new skill? How are you practicing and what steps are you taking? Who else is helping your child to learn the skill?
5. Ask your child, “What do you do when you make a mistake? Do you give up or do you keep trying?” Is your child persistent? Remind him/her that no one is perfect! Everyone makes mistakes. The important thing is to learn from our mistakes and to keep trying.
  - Pay attention to what parts are working and what parts are not working.
  - Change your approach if you need to; you can try different ways to solve the problem or master the skill. Be persistent.
  - Encourage your child to rethink how he or she might respond to his or her mistakes. For example, instead of crying and getting upset when you make a mistake, try again!

As a family, explore these activities together.

1. Work together to help your child draw self-portrait. Write words of skills and special strengths that your child possesses. Include skills that your child is proud of that he or she can do. Add physical characteristics that make your child unique.
2. Using a large piece of paper or large cardboard box, trace your child's body and then let your child decorate the hair, face, clothes, etc. Help your child add words that describe special qualities, skills, and strengths that your child possesses.

**Choose health. It feels great!**