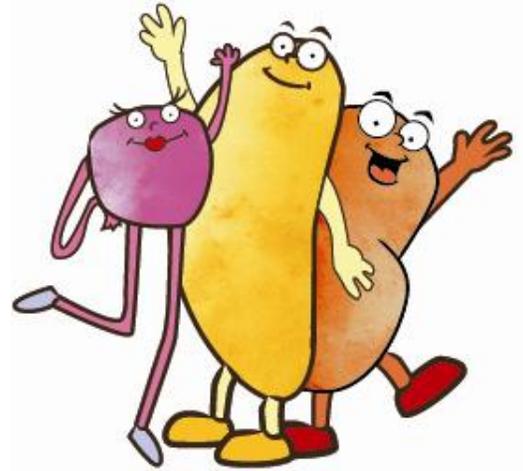


(Not About) Perfection Activities

Introduction (5 minutes)

1. Play the *(Not About) Perfection* video.
2. Key discussion questions:
 - **¿Cuál es la idea central de este video?**
 - **¿Qué te hizo sentir la canción?**
 - **¿Por qué crees que la escribió su autor?**
 - **¿Le sirvió a Russet llamarse a sí mismo tonto? ¿Sería aconsejable calificar de tonto a alguien más? ¿Cuál es la diferencia? ¿Qué otras cosas podría haberse dicho Russet que fueran más amables o más estimulantes? ¿Qué te dices tú a ti mismo? ¿Cómo puedes volver la crítica más amable o más estimulante?**

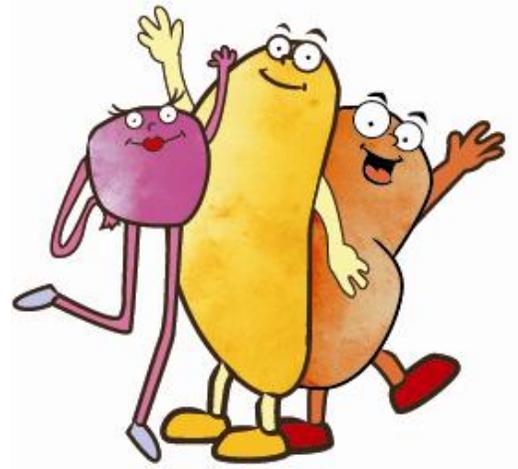


Shared Reading (15 minutes)

1. Read *Stand Tall, Molly Lou Melon* by Patty Lovell.
2. Discuss the main idea of the book and the author's purpose. ("Be yourself, you don't need to be perfect!")
3. Discuss how Molly Lou was different from other children. **¿Le molestaban esas diferencias? ¿Por qué no?**
4. Discuss who helped Molly Lou understand that it was okay to be herself. **¿Qué consejo le dio su abuela? ¿Por qué crees que eso hizo para ella la gran diferencia?**
5. Discussion questions:
 - **¿Alguna vez te ha preocupado que otros no te aprecien porque eres diferente a ellos?**
 - **¿Cómo te sientes cuando cometes un error?**
 - **¿Esperas ser perfecto?**
 - **¿Conoces a alguien que sea perfecto?**
6. Summary Questions:
 - **¿Por qué siente Russet que es un fracaso?**
 - **¿Qué hace Russet que lo hace sentir mejor con si mismo?**

Points to Ponder (5 minutes)

1. Success does not happen without some failure. There is a sequence of steps to every success. For example: Were you able to read when you first tried? First you learned each letter of the alphabet, next you learned the sounds that each letter makes, then you learned to “sound out” some small words by putting these sounds together, etc.
2. Have students think about other skills (both physical and mental) that they have learned. Discuss the steps for learning activities like skipping, memorizing a song, throwing a ball, adding numbers, climbing on a jungle gym or spelling a new word.
3. Can you think of any sports or games where each and every player made perfect plays every time? The objective of a sport or game is to get over your mistakes and focus on the goal.
4. Who helps you make decisions that are tough? Do you have any goals? What do you do to accomplish those goals?
5. What do you do when you make a mistake? Do you give up or do you keep trying? Are you persistent?
6. No one is perfect! Everyone makes mistakes. The important thing is to learn from our mistakes and keep trying. Be persistent.
7. Different people enjoy different types of activities. It's important for each person to find some healthy activities that they enjoy. Some people love to run and others hate to run. Some prefer dancing to baseball and others prefer baseball to dancing. Tell students, "COMPARE some activities you like with some you don't like. What makes you enjoy one versus the other?"
8. The only people who are perfect are those who don't try anything new! Explain that everyone makes mistakes and that people can learn from them. Encourage students to rethink their responses to their mistakes. For example, instead of crying and getting upset when you make a mistake, try again!



Sequence It (20 minutes)

1. Brainstorm with students the different events in the book *Stand Tall, Molly Lou* and list these on the board for the class to refer to for this activity.
2. Pair up students and have them choose an event to illustrate. Students work together to create an illustration and write a sentence that describes what is happening in their illustration.
3. When all students have completed their pictures, display them on the board, and have the class work together to sequence the story events correctly.
4. Summary Questions:
 - En el libro, es la abuela de Molly Lou quien la ayuda a sentirse bien consu misma. En el video, ¿Quién ayuda a Russet y a Yukon a sentirse mejor consu mismos? Cuente de una ocasión en que tú hayas ayudado a alguien a sentirse mejor consu mismo.**

I Don't Give Up! (20 minutes)

1. Brainstorm with students about different, simple mistakes they may have made in the past. List these on the board. Discuss options for positive responses to these mistakes.
2. Have each student to choose a mistake to illustrate.
3. Give each child a large sheet of white/Manila construction paper. Instruct them to fold it in half. The fold can go either direction, but note that folding width-wise will provide more room for drawing.
4. On the first page of the book, students illustrate their chosen mistake and write a sentence to describe it.
5. Have students flip to the next page and illustrate a positive response to that mistake.
6. Summary Questions:
 - **¿Qué errores cometieron Yukon y Russet que los hicieron sentirse mal?**
 - **¿Está bien que las papas no sean siempre perfectas? ¿Cuáles son algunas de la opciones saludables que toman mientras SP canta?**

Kindergarten Activities

Option One:

TEKS: Oral & Written Conventions: 16(B)

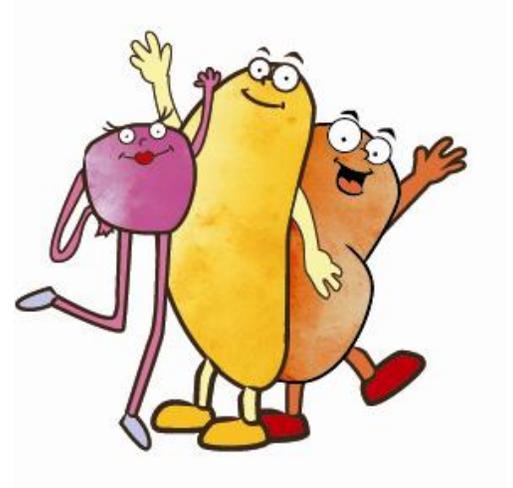
1. In this activity, children will be creating a simple mobile to illustrate one or more qualities they value in themselves. Give each child a plain, white paper plate. Ask each child to color the plate so that the picture resembles his or her own face.
2. Have students draw a picture of one or more things they like or value about themselves. These can be drawn on a dessert-sized white plate or a 5"x7" sheet of paper. (Ideas: they can run fast, they are kind, they have red hair, they know the alphabet, etc.)
3. Use a piece of yarn/string to attach the second picture to the "face" they drew. Have children explain their artworks to the class.

Materials: white paper plate - dinner size (one per child); white paper plate – dessert-size (one per child); yarn/string, colors

Option Two:

TEKS: Oral & Written Conventions: 16(B)

Initiate a class discussion. Have class sit in a large circle. Student by student, go around the circle, and have each child stand and describe something they like or value about themselves.



Second Grade Activities

Option One:

TEKS: Writing: 21(B)

Students create a t-shirt showing a personal quality or skill they like about themselves.

1. Give each student a large, 11"x18" piece of construction paper and provide them with a simple T-shirt pattern to trace (attached).
2. Have students illustrate a personal quality/skill on the shirt.

3. Students will write a few sentences to describe their quality/skill.

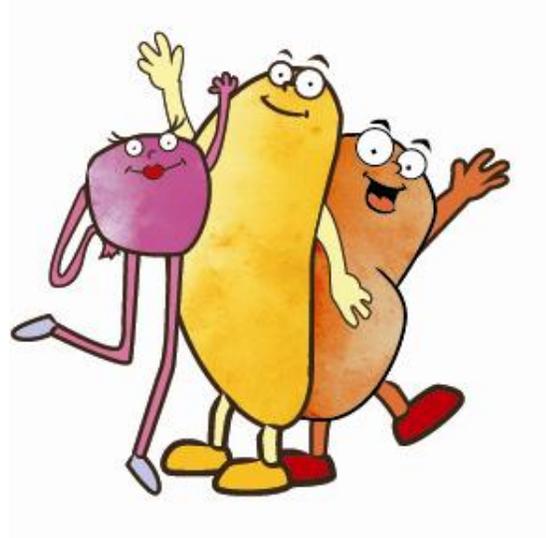
Materials: large (11x18) sheet of white/Manila construction paper for each student, colors

Option Two:

TEKS: Writing: 17(A,B,C,D,E); 19(A)

Have students create a book about the things that make them unique! These may be physical characteristics, special abilities, or personality traits. Share books with the class upon completion.

Materials: large (11x18) sheet of white/Manila construction paper for each student.



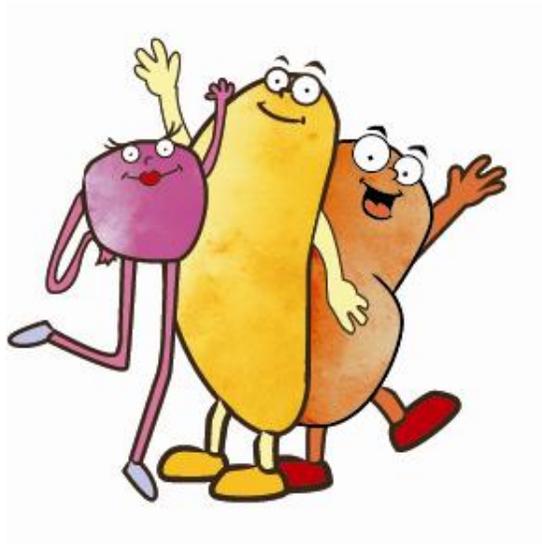
(Not About) Perfection Lyrics

It's not about perfection
It's about the right direction
Take a step today
And you'll be on your way
It's not about perfection
You can make a correction

Put both feet on the ground
And turn yourself around

Just one step in the right direction leads you down the path
Just one step in the right direction is how we do the math

It's not about perfection
It's about the right direction
Put both feet on the ground
And turn yourself around



(Not About) Perfection Lyrics
(Spanish Translation)

No te preocupes de la perfección
Se trata de la dirección
Da un paso hoy
Y serás un ganador
No se trata de la perfección
Se trata de la dirección
Los pies en la tierra
Cambiará tu vida entera

Un pasito dirigido ese es el camino
Cada viaje empieza con ese primer pasito
No se trata de la perfección
Se trata de la dirección
Los pies en la tierra
Cambiará tu vida entera

