

PRISM Lessons

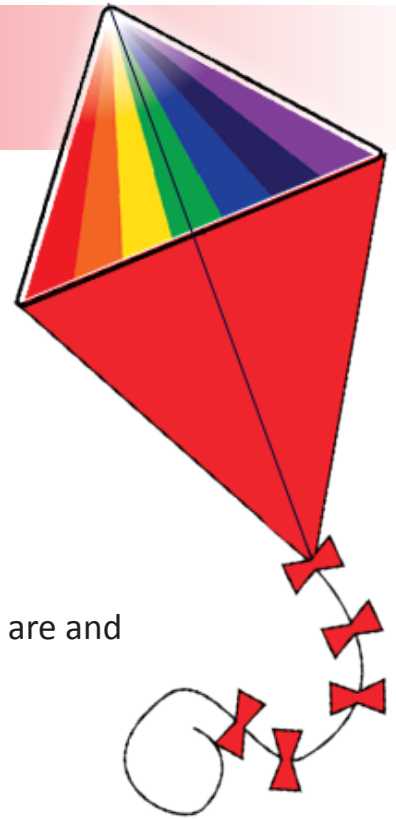
Grades K-6

Phactor Red: The Rule of I ... More!



Objectives

- Discuss and begin identifying what Anchors are and what they do.



Materials

Activity 1 — What Are Anchors?:

- Color photocopy of Dr. ROY (at the end of these Activity pages; 1 per class)
- Board space in classroom to draw a giant kite figure
- Permanent Markers
- Kite-making materials:
 - * Plastic bag
 - * Scissors

- * Tape
- * Kebab Skewers
- * Kite Template (see end of these Activity pages)

Activity 2 — Seeing Anchors in Stories:

- Trade Book(s) — Choose a story that has a main character supported by one or more adults.



Red Lesson – Activity I

What Are Anchors?

Review

Ask students to turn to a partner and describe what it was like when they told the Web of Support to someone outside of school.

- How did it go?
- What did it feel like?
- How did people respond?
- What kinds of questions did the people have?

After a couple of minutes, ask students to share about their experiences.

Activity

1) Have students take out their drawings of ROY. Ask them to tell you what Red stands for and repeat back to them.

Yes, Red is the Rule of 1...More.

[Teacher's Reminder: Tap your heart three times to emphasize the pause before saying "More"]

Ask if anybody remembers what that means. Let them share their understandings.

2) Post the picture of Dr. ROY on the board and draw a comment bubble by his picture. In the bubble, write **Red: The Rule of 1...More!** Explain that Dr. ROY wants to help us learn more about the color red and the Anchors that can support us.

3) Share and explain to students:

Do you know that myself and other adults who work here at the school are happy you are part of our school, too? Just like at home and in your family and community, you have adults here who care about you. There are adults here at school who you may know or may have not met yet, who will also help you learn, play, take care of you, and support you. It's important to have adults who care about you, isn't it?

4) Re-explain to students that Anchors are caring and connected adults in our lives.

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Red Activity I, continued



Then tell students:

So today and in the next few weeks, we will talk about and explore:

How do these Anchors make you feel good about yourself, bring out what is best about you, and support you when you need it, even when you are sad or when things are hard?

Raise your hand, if you can remember a time when an Anchor or adult supported you. I'll give you a couple of minutes to think about it; raise your hand when you have thought about an Anchor in your own life.



5) Ask students:

Please turn to your neighbor and share your experience. You have 2 minutes.

6) After they have shared, reiterate and voice some of the answers you heard about Anchor support.

7) Ask everyone to please stand, close their eyes and pretend/picture yourself in an open field, the sun shining, the wind blowing your hair back, and someone hands you a kite!

What are you going to do with the kite? Visualize you helping it take off. Now, watch it go higher and higher! Suddenly, you accidentally let go of the string! What might happen to your kite?

(Allow for a few responses)

8) Draw a giant kite on the board.

9) Explain:

Do we agree that kites need someone to hold onto the string, so they don't fly away, get stuck in trees, or crash-n-burn? Well, we are like those kites, except we are really big kites and we need support to keep us flying





Red Activity I, continued

high. We need “Anchors”! Anchors are the adults in our life, who support us, so we can keep flying high: They hold the string tight, and, as we become ready, they give us room and extra string to fly higher and

higher.

10) Ask:

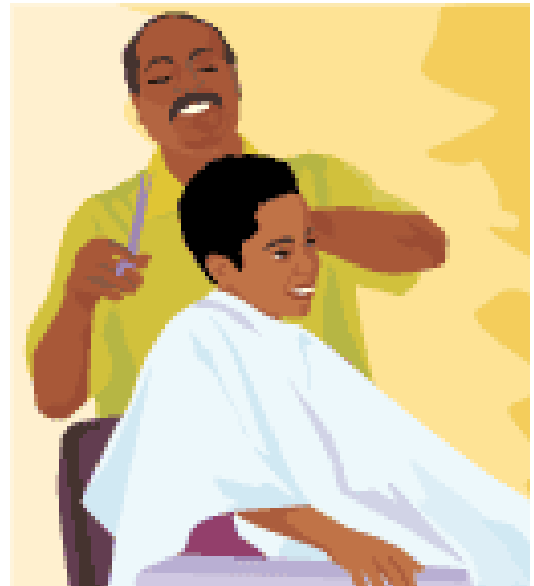
Who can we think of in our families that might be good Anchors?

Allow students to provide examples and draw strings from the kite to those named or you can allow the students to draw the strings/names. Examples: a birth, adoptive, step, or foster mom; a birth, adoptive, step-, or foster dad; grandmother, grandfather, aunt, uncle, or cousin.

11) Continue this line of inquiry:

Did you know that some Anchors aren’t in our families, but they are important people in our lives? Can we think of any other Anchors or adults that help hold onto our kite strings?

Allow students to provide examples and draw strings from the kite to those named or allow the students to draw them.



Examples: a neighbor, teacher, coach, family friend, Sunday School teacher, or Dad and Mom’s best friend.

What is the first color/phactor in our full-color Prism? Right! Red is the “Rule of 1...More”

“Red is the Rule of 1...More” means that we know we have caring adults or Anchors in our lives, who will support us in growing up resilient, healthy, happy, and strong.

12) Remind students:

Red Activity I, continued



The statement, “Red is the Rule of 1...More” means that we know we have caring adults, or Anchors, in our lives, who will support us in growing up resilient, healthy, happy, and strong. Anchors like us, guide us, and generally support us in life.

For example, Anchors come to our important events, talk with us, help with homework, tend to our scraped knees, support us as we make choices, and they say positive things to us to make us see the good in ourselves.

Let’s see if we can identify some Anchors in our next activity — making kites!

13) Demonstrate the steps in making a kite. (See **Sample Kite-making Instructions** at the end of these Activity pages). Have students gather the materials to make their own kites.

Once the kites are made, ask students to write the names of one adult they get support from on the kite — whether inside or outside of their family. If they have more Anchors — great! — but for this activity, we are looking for the name of just one adult that supports them. As each student writes the adult’s name on the kite, ask students to share what their adult does to support them.



14) Homework:

When sharing their kites with adults outside of school, ask students to explain why they listed the names they did on the kite and what those adults do to support them.

Also, ask students to explain why they made a kite to represent the adults in their lives — why do we call these adults Anchors?

15) Assessment/Reflection (5 min.):

The next day, have students complete a journal entry in their **My Full-Color Life** binders about the conversation they had with their adult regarding Anchors in their own lives.



Dr. ROY



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Red Activity I, continued



Sample Kite-making Instructions

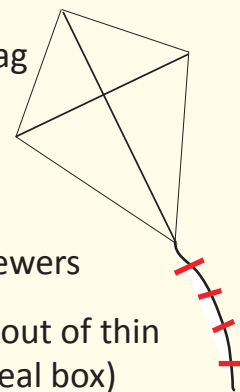
For K-2, the lesson leader may want to prepare the kite cut out (Steps 1-6) prior to the step for attaching skewers.

You can use any kite that works for your situation or preference, such as available materials or student skill. There are many options for making simple kites on the internet.

This sample is adapted from Ena Green's video at https://www.youtube.com/watch?v=IlzJa4poU_c.

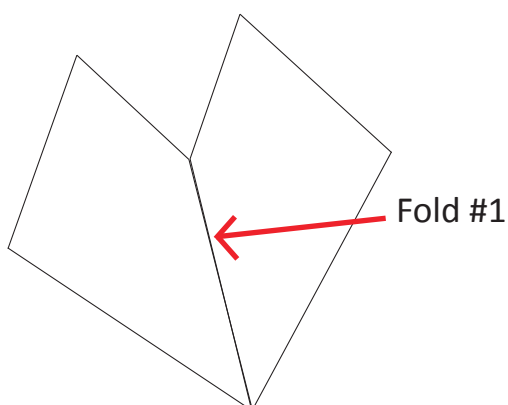
Materials (per student):

- 1 Plastic Shopping Bag
- 1 pair of Scissors
- Some Clear Tape
- 2 Wooden Kebab Skewers
- 1 Kite Template (cut out of thin cardboard, like a cereal box)



Construction Steps:

- 1)** Fold plastic bag in half and place the template on top so that the "folded" markings run along the folded side of the bag (see "Fold #1" on template).
- 2)** Cut the bag out around the template. Save the remaining bag material for later.
- 3)** Remove template and unfold the bag to make sure it looks like this:



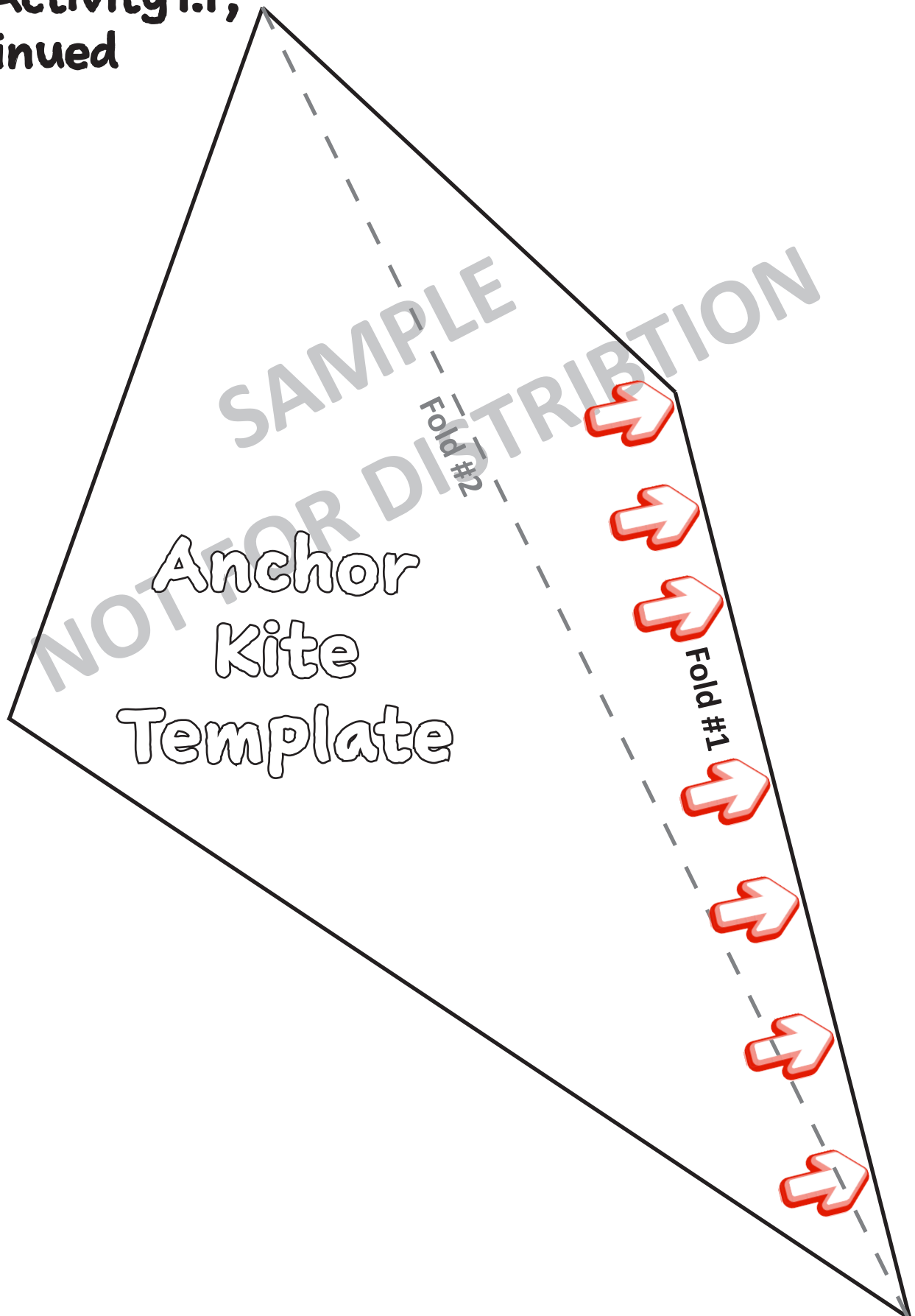
- 4)** Refold the bag cutout. Then, make a new fold similar to the one shown on the template labeled, "Fold #2".

- 5)** Open cutout, keeping Fold #2 in place on the outside (table side). Tape the length of the kite fold on the inside (side up) to hold the fold in place.
- 6)** Place two skewers in a cross-shape on top of the cutout and tape them onto the cutout.
- 7)** Flip over cutout. Add tape to Fold #2's pointy area to reinforce where the string will be attached.
- 8)** Cut strips from the remaining bag material to make and attach a tail.
- 9)** Finally, make a small hole through the area reinforced in Fold #2. Thread and attach the kite string.
- 10)** Now, go fly!

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Red Activity I.I, continued



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Red Lesson – Activity 2

Seeing Anchors in Stories

- 1) Choose a grade-level appropriate story that includes adults supporting youth.
- 2) Read aloud the story and discuss the main characters, plot, and moral of story.
- 3) After reading, ask students:

What does Red stand for in our Prisms?

Have everyone repeat it together as a group.

Can you identify any possible Anchors in the main character's life?

(Make a list on the board and place a dash beside each.)

- 4) Then ask:

What are the adults doing for the main character that show them to be good Anchors?

List those actions/characteristics on the board beside each name.

5) Homework:

- a) Read another story at home tonight. (You may want to assign a specific story.)
- b) In that story, identify the Anchors.
- c) Share it with a household adult, and discuss how those Anchors supported the young person in the book or how the Anchors might support the character later.
- d) Then, have the family member guess what an Anchor is and does.

6) Assessment/Reflection (5 min.):

The next day, have students complete a journal entry in their **My Full-Color Life** binders about the conversation they had with their adult regarding Anchors in the story or in their own lives.



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