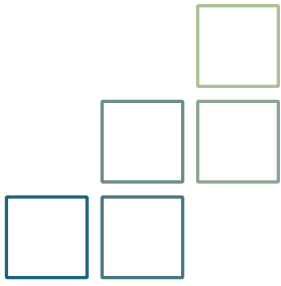


Grade 5 Hope

LAUNCH LESSON Recognizing Our “Buttons”





HOPE

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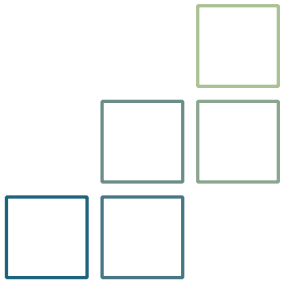
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INDICATOR OVERVIEW

Hope is one of the most researched resiliency indicators and one of the biggest predictors of academic achievement and personal/social outcomes in students. The scientific concept of hope describes a structured process where what is “hoped” for is transformed into a tangible goal to pursue. Once the goal is formulated, the individual then considers the best cognitive strategies (i.e., pathways) need to attain that goal, and they increase their motivation (i.e., agency) to pursue them. Both pathways and agency are necessary to attain a goal: Having pathways but no agency leads to wishful thinking, while having agency but no pathways lead to hopelessness. It is rare to attain a goal without first confronting some obstacle. In some cases, the obstacle is big enough that the initial goal, or “Plan A” cannot be met or needs to be revised. Hope describes how individuals can either work around the obstacle or choose to pursue a reasonable “Plan B”. Among students, those with low hope either give up after realizing their Plan A cannot be met, or they can’t formulate a “Plan B” but they have difficulty generating pathways or agency to pursue it.

Icon Guide





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FACILITATOR OVERVIEW

This is the first Grade 5 Hope lesson in a series of 3 lessons. This first lesson is the LAUNCH lesson, the second lesson is the LEARN lesson and the final lesson is the LIVE lesson where the students will be applying what they have learned about Hope.



GOALS:

The goals of this lesson are:

- Students will recognize that hope can be developed.
- Students will identify the part of the brain that is in control in various situations.
- Students will identify their own “buttons” that cause frustration.

To achieve the learning goals, the students will be completing two learning activities.

Begin by reminding students of the concept of hope. It is helpful to remind students that hope is not a “wish”, it is a skill that can be learned and developed.



ACTIVITY #1:

Introduce Activity #1 (Brain Matters) and distribute the “**Brain Matters**” handout which describes two key areas of the brain (colloquially referred to as the “upstairs” brain and the “downstairs” brain). Review Part 1 with the students, which describes the functions of each area of the brain. Ask students to complete Part 2 of the handout, further underscoring how each area of the brain is linked to hope and how it applies to their own lives.



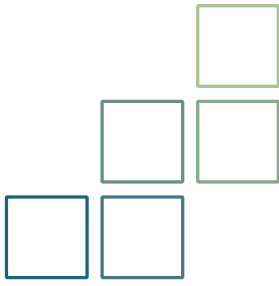
ACTIVITY #2:

For Activity #2 distribute the handout “**What Are My Buttons?**” to each student. Instruct students to complete the table by describing a situation that causes them frustration in the first column, describing how they react to the situation in the second column, and finally listing what part of brain that is in control in these situations in the third column. To complete the handout, the students brainstorm strategies that will help keep their upstairs brain in control.



MATERIALS:

Handouts for Activity #1 and Activity #2



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LAUNCH LESSON PLAN: Recognizing our “Buttons”

Introduction (3 minutes)



ASK:

“When you think of the word ‘hope’ what do you think of?”
[Accept all responses]. ***“For example, what are some things that you hope for at school?” “At home?”*** [Accept all responses]



SAY:

“It is very important to develop hope. Those who have high hope have better grades, enjoy what they have, and can overcome challenges.”



ASK:

“My question is, why do you think hope leads to these positive things?” [Accept all responses, but the facilitator should be looking for answers that emphasize creating strategies to navigate through or around the challenge(s)]



SAY:

“To summarize your responses, hope is a positive outlook—but it’s more than that. The difference between a “wish” and a “hope” is that a wish is often out of our control and may not be realistic. On the other hand, hope is a goal we have control over, and it is realistic. Hope can be learned and developed.”

“Let’s learn a little bit about the brain so that you can better understand how you can develop hope.”



ACTIVITY #1: **Brain Matters (15 minutes)**



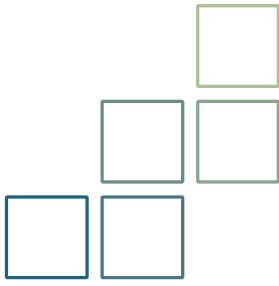
MATERIALS: **Brain Matters Handout** (one for each student)

Distribute “Brain Matters” handout to each student.



SAY:

“Let’s look at the picture of the brain on the first page of this handout. You will see that all of us have a part of the brain that is “upstairs” [the forehead] and “downstairs” [further down]. Both



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parts work together, but here is how they differ” [review the description of each].

[The key point of the overview of the brain is to highlight that when our downstairs brain is in control, our emotions can make it difficult to think through a problem.]

Ask students to complete Part 2 of the handout, then discuss student responses.

 **ACTIVITY #2:** [What Are My Buttons? \(15 minutes\)](#)

 **MATERIALS:** Activity #2 handout

 **SAY:**

“We can solve problems by staying in our upstairs brain, but sometimes it’s hard to do so, especially when we become frustrated. We all get frustrated and each of us have different reasons for getting frustrated. I call these “buttons” because when they get pushed, we get frustrated. Sometimes when these buttons get pushed our downstairs brain may take over. Let’s do an activity that helps you identify your “buttons”.”

Distribute **“What Are My Buttons”** handout to each student. Review the directions and allow students time to complete the handout.

After all students have completed the handout, ask for volunteers to share their responses.

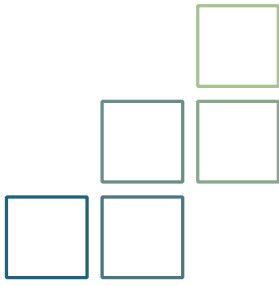
 **NOTE:**

COLLECT THE COMPLETED “WHAT ARE MY BUTTONS” HANDOUTS. THESE WILL BE USED IN THE NEXT HOPE LESSON (LEARN LESSON)

 **SAY:**

“Hope is the ability to stay in your upstairs brain - even when your button is pushed. If you can stay in your upstairs brain, you can control your emotions so that you can solve problems.”

“Remember that everyone has frustrations, but we all have different buttons. If you are aware of your buttons and prepare



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for moments when they get pushed, it will help you to stay in your upstairs brain.”

“In our next lesson, you will learn some tools to keep you in your upstairs brain even when you are frustrated. If you can do this, you can develop your hope skills.”

CLOSING:

To close the lesson, summarize the two activities, emphasizing that “hope” occurs when one is able to stay in the “upstairs brain” even if their ‘button’ is pushed and remind students why staying in the upstairs brain is essential but requires skill development which they will learn in the Learn lesson.