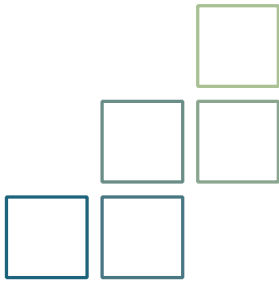


Grade 5 HOPE



LIVE LESSON Controlling Our Buttons





HOPE

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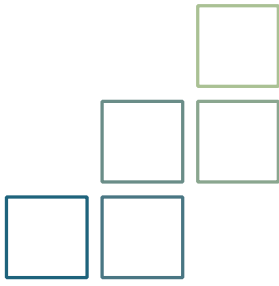
Grade 5 - LIVE

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





HOPE

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Grade 5 - LIVE

FACILITATOR OVERVIEW

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



GOALS:

The learning goals for this lesson are:

- Students will identify emotions in a variety of situations.
- Students will recognize how staying in the upstairs brain develops Hope.
- Students will utilize a problem-solving process to use when faced with a problem so that they are able to stay in the upstairs brain.

To reach the learning goals, the students will be completing one activity following a review of the learning from the previous Hope lessons.



ACTIVITY #1:

In Activity #1, all students will need a copy of the **Problem Situations** Handout. After reading the directions at the top of page #1 with the students, allow students approximately 10 minutes to complete page #2 of the handout.

When students have completed page #2, ask students to get into groups according to the PROBLEM SITUATION they chose. For example, if a student chose PROBLEM SITUATION #2, that student would join GROUP #2.

Instruct students to share how they worked through the PROBLEM SITUATION with the group.

If time permits, ask for student volunteers to share 1) their responses; 2) what they learned from the group discussion; 3) what *real-life* problem they could use page #2 with.



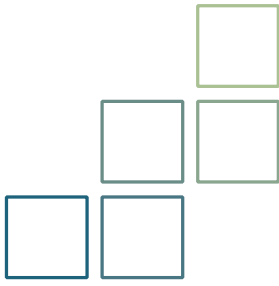
MATERIALS:

Activity #1 - Problem Situations Handout (copied 2 sided)



CLOSING:

To close the lesson, summarize key points provided in the lesson plan.



HOPE

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Grade 5 - LIVE

LIVE LESSON PLAN: How's My Mindset?

Introduction (5 minutes)

Review the learning from the Launch and Learn lessons and set the stage for the new learning of the current lesson.



SAY:

“Today we will be completing our third and final Hope lesson. Let’s review what we learned about Hope by thinking back to our first few Hope lessons.”



ASK:

“So, what is hope?” [Accept student responses]



SAY:

“Hope is a positive outlook—but it’s more than that. Hope is a goal we have control over, and it is realistic. Hope can be learned and developed.”



ASK:

“Why is it important to develop hope?” [Those who have high hope have better grades, enjoy what they have, and can overcome challenges].

“Why do you think hope leads to these positive things?”
[Accept all responses, but look for answers that emphasize creating strategies to navigate through or around the challenge(s)]



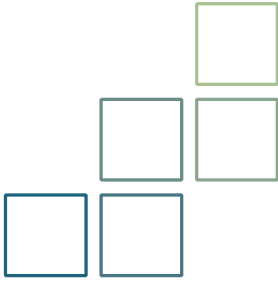
SAY:

“In the first Hope lesson, we learned that we have two parts of our brain - the upstairs brain and the downstairs brain.”



ASK:

“What is the upstairs brain responsible for?” [controls more complicated actions like good decision making, self-understanding, and empathy (which is being able to feel what others feel). We use our upstairs brain to make good decisions, learn new things and think of ways to reach a goal.]



HOPE

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Grade 5 - LIVE

“What is the downstairs brain responsible for?” [The downstairs brain is where our emotions are stored. This part of the brain is responsible when we feel strong emotions such as fear, anger, sadness, joy, and disgust.]

“What part of our brain is responsible for “fight, flight, or freeze”?” [downstairs]

“Which brain (upstairs or downstairs) is our hope located in?”
(Answer: upstairs brain).



SAY:

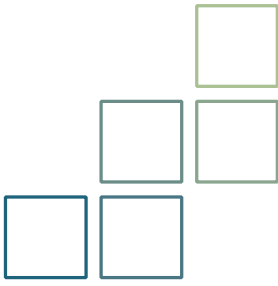
“After learning about the parts of the brain, we identified some emotions that we may feel when our “buttons” are pushed and learned that it can be hard to think of ways to solve our problems during these times. When this happens, it may result in frustration and losing hope. We called this “flipping our lid.” (Letting our emotions get control of us).

“Then in the second lesson, you identified a situation that made or makes you “flip your lid” then identified some stress (calming) strategies to use if your buttons get pushed and you ‘flip your lid’.

“Does anybody remember any of the stress strategies we could use if our buttons get pushed?” [take a deep breath, let it out slowly while counting to 10; tense your upper arms/fist, hold for 10 seconds, then slowly let go; (with permission) to take a walk for 10 minutes; find an adult to talk to (starting with, “I need...”)]

“Then, you worked through a THREE STEP PROBLEM SOLVING process that will help to stay in your upstairs brain so that you don’t FLIP YOUR LID!”

“Now it’s time for you to SHOW WHAT YOU KNOW about developing Hope.”



HOPE

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Grade 5 - LIVE



ACTIVITY #1: Show What You Know (15 minutes)



MATERIALS: Activity #1 [Problem Situations](#) Handout

Distribute the Activity #1 **Problem Situations** Handout.

Read the directions at the top of page #1.

Allow students approximately 10 minutes to complete page #2 of the handout.

When students have completed page #2, ask students to get into groups according to the PROBLEM SITUATION they chose. For example, if a student chose PROBLEM SITUATION #2, that student would join GROUP #2.

Instruct students to share how they worked through the PROBLEM SITUATION with the group.

If time permits, ask for student volunteers to share 1) their responses; 2) what they learned from the group discussion; 3) what *real-life* problem they could use page #2 with.



CLOSING:

To close the lesson, summarize the following key points:

- Hope is important for success in life and it can be learned and developed.
- Hope occurs when one can stay in the “upstairs brain” even if their ‘button’ is pushed.
- Staying in the upstairs brain is essential so that they can make good decisions and not let emotions take over.
- Using calming strategies will help them to stay in their upstairs brain so they are able to generate solutions to solve a problem, even when their button is being pushed.
- Using stress strategies can calm yourself down so that you can think through a problem instead of getting frustrated and “flipping your lid.”
- Use the ***Don’t Flip Your Lid*** or page #2 of the **PROBLEM SITUATIONS** handout whenever they feel their button being pushed.