

Dear **TEACHERS & STAFF**

Thank you for your efforts to share the **NED®** message with your students.

Research shows positive attitudes and school climate can impact academic achievement as well as overall well-being. **NEVER GIVE UP, ENCOURAGE OTHERS** and **DO YOUR BEST®** is a simple reminder that students can understand. NED makes it easy to remember and reinforce.

You are invited to go online at www.thenedshow.com/curriculum to view and print off a complete packet of grade-level specific follow-up materials from The NED Show®. You will find lesson ideas that allow you to talk about the assembly, as well as suggested books and corresponding activities for daily read aloud and various writing prompt for journaling. Materials have been designed to meet Common Core State Standards and include sample assessment rubrics. Some activities are adaptable to various grade levels.

At All for KIDZ®, Inc., producers of The NED Show, we are working to partner further with educators and are regularly adding new lessons and activities to our website. You'll find quarterly contests with opportunities to win classroom tools and supplies. We welcome your feedback and invite you to share suggestions and new ideas. Take a moment and see how schools like Santa Fe Elementary in Kansas City, Missouri, and Turtle Creek Elementary in Delavan, Wisconsin, are inspiring others with their creative implementation of the NED message.

Thank you for your dedication and efforts to help our students become Champions at school and in life!

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The circus, roller coasters, round-the-world travel and those crazy aliens...NED's adventure on the way to your school was an entertaining tale that engaged students and left them with a memorable message. We encourage you to take a step further with the lessons shared to impart a deeper understanding of what it means to **NEVER GIVE UP**, **ENCOURAGE OTHERS** and **DO YOUR BEST**. This recap page and the curriculum that follows offers suggestions for helping students reflect on how NED's tips can be used at school, home and in life.

A few ideas to get you started

- 1 What are some benefits when you make the choice to never give up?
- 2 What happens to you and those around you when you give up?
- 3 Why should you encourage others?
- 4 Has someone recently encouraged you? Give an example.
- 5 Who can you encourage?

Ideas for going further

- 1 Using NED's tips from the assembly, make your classroom a NED zone. Brainstorm a list of champion attributes and behaviors that apply to each. Post them in the classroom to help remind students of choices that build strong, positive attitudes and champion behavior.
- 2 Invite students to complete the NED survey. Talk about each action step and what it means. Ask students to share an example of one thing they are already doing well and one thing they try to improve at. Keep the originals for later comparisons. Repeat the exercise again in a month and allow students to see if they have made any changes. Chart or graph their progress and discuss why they think there is or isn't a difference in their attitudes.

Visit www.theNEDshow.com/curriculum for additional grades & resources.

BIG IDEAS To Reinforce



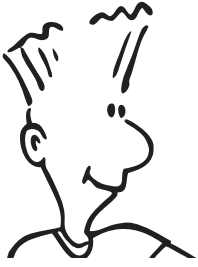
We make champion choices because it's the right thing to do.

We do the right thing because this is how people show love, care and respect for each other.

Doing the right thing encourages integrity and success.

By following NED's choices, we are respecting ourselves and caring for others.

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Let's create a **NED**® zone in our classroom and at home by building strong, positive attitudes! Take the test below and see how you are doing. Don't worry, you can improve, just like **NED** did!

	Always	Often	Sometimes	Never
I practice self-control at the appropriate times.				
I have a good attitude about learning at school.				
I use nice words when talking with others and try not to gossip.				
I do my homework or chores without being reminded.				
At school, when things get tough I persevere and keep on trying my best.				
I cooperate with others and take turns in class or at recess.				
I encourage and help others when they are in need.				
When I want to improve at school, I am willing to work hard and practice to achieve success.				
I show respect to others by the words I use, the tone of my voice and my gestures.				
I try my best at school and at home no matter what I am doing.				
I try to have fun and laugh every day.				
TOTAL				

How did you do? Add up your score:

Always - 3pts **Often** - 2pts **Sometimes** - 1pt **Never** - 0

25 - 33 points: You have a great attitude. You are a champion!

15 - 24 points: You are on your way, keep working at it!

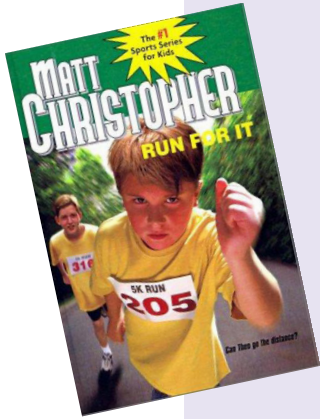
0 - 14 points: It's not too late to be a champion, you can start today!



Run for It

by Matt Christopher

Theo is thirteen years old and has hit a crossroad in his life. He is struggling with his weight and self-esteem along with the added sadness of an aunt who is battling cancer. Theo's best friend, Paul, challenges him to take control by joining him in his recreational sport of running. Initially Theo cannot believe that Paul would even suggest that he of all people could be a runner. But, with the encouragement of his friend and others, Theo learns that through hard work and positive thinking even the most impossible goals just might be within reach.



Suggested Activity

Individual
Intrapersonal &
Linguistic



Do a character study on Theo. How does his character evolve throughout the book? How does the goal of running a 5K and the encouragement Theo receives in working toward that goal change who he is throughout the story? Track Theo's changes on a character map in the form of a track or race path.

Student-Friendly Learning Target*



I can create a character map to show how a character changes in a story. This means I can use details from the text to illustrate changes in the character's development to the plot of the story.

*Student Friendly Learning Targets are designed to be posted in your classroom to help students know what is expected and what they should take away from the activity.

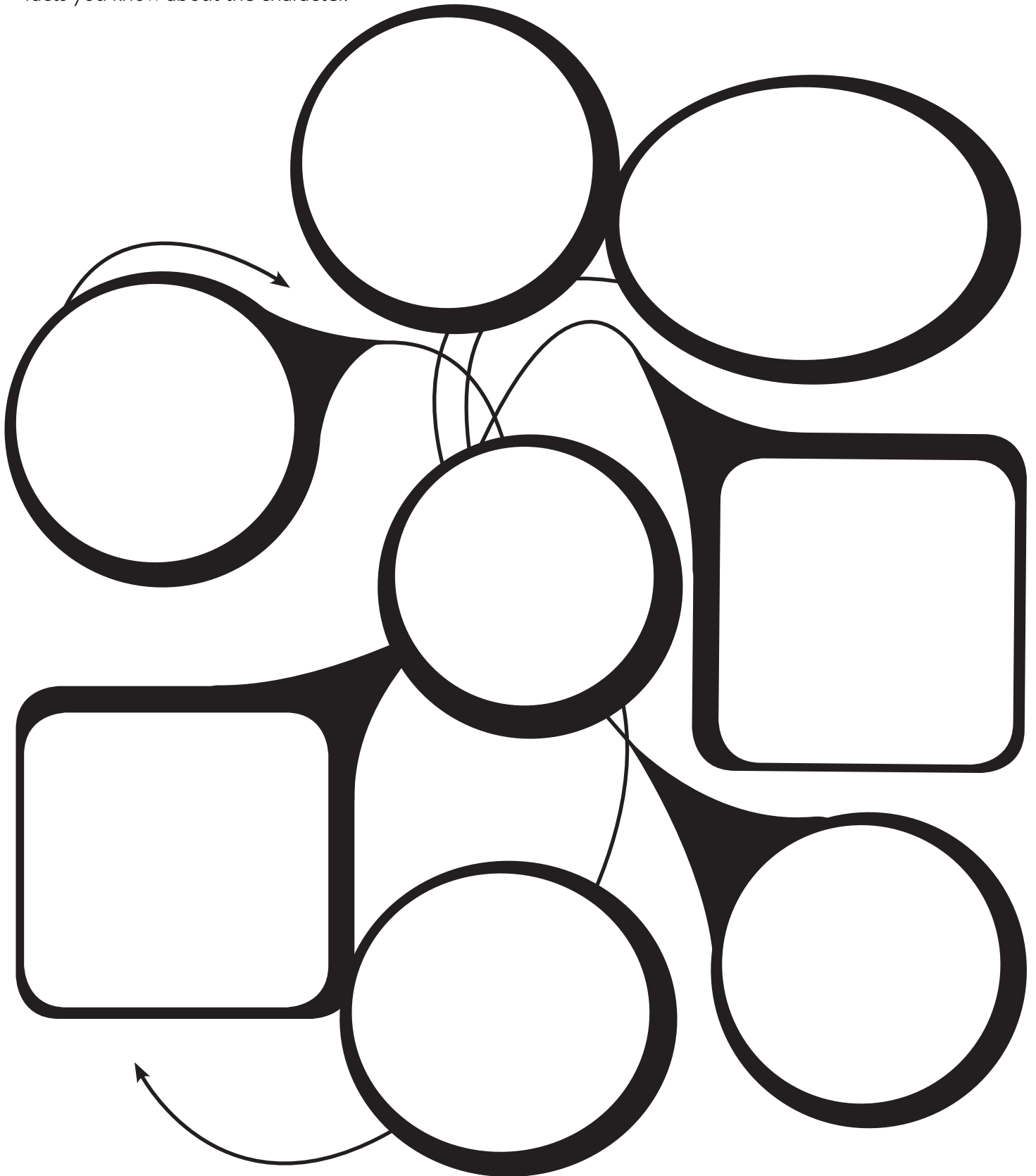
Common Core State Standards

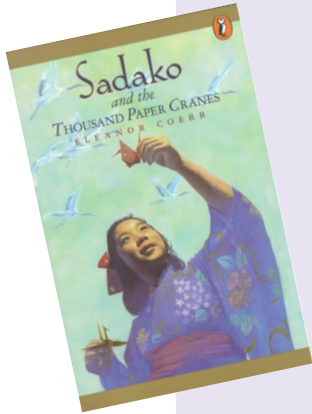
Grade 5: Reading:
Literature.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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Name: _____ Date: _____

Fill in the **Character Web** by identifying the main character in the center circle. In each shape, write facts you know about the character.





Sadako and the Thousand Paper Cranes

by Eleanor Coerr

Sadako is a star runner at her school until she is diagnosed with leukemia, known in her day as the 'atom bomb disease.' Life as she knows it changes and she chooses a challenge that finds her racing against time. Set in Japan in the 1940's, the book is based on the true story of a young girl who decides to fold one thousand paper cranes in an effort to verify a legend that says doing so can make a sick person healthy. Her attempt falls short, but her classmates step in and finish the task she started.

Student-Friendly Learning Target



I can determine the theme of a story. This means I can use details from the text to support my understanding of what the story was all about.

Suggested Activity

Individual Linguistic



Sometimes we are able to accomplish a goal even when it is not complete. How did Sadako accomplish her goal even though she was only able to make 644 cranes herself? How did Sadako's goal and her story of perseverance inspire others? Does this inspiration serve as encouragement to you? **Write a letter to Sadako** to let her know how her story serves as inspiration and encouragement.

Teacher note: If time allows, have students write their letters on square paper and provide students with the directions to fold their letters into paper cranes. Directions can be found at

<http://www.informeddemocracy.com/sadako/fold/folding.html>

If classroom technology allows, videos can be found at

http://www.dailymotion.com/video/x72dkf_how-to-make-an-origami-crane_school

Common Core State Standards

Grade 5: Reading: Literature.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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The Kid in the Red Jacket

by Barbara Park

When 10-year-old Howard has to move across the country, he's sure his life has been destroyed. He learns to adjust to a new town, a new school and to a 6-year-old neighbor girl that challenges his nerves, but eventually changes his attitude on friendship.

Student-Friendly Learning Target



I can find specific examples of a character's behavior and write about them.
I can demonstrate my understanding of empathy by creating a resource for new students at our school.

Suggested Activities

Individual Linguistic



Before reading the book, have students **choose one of NED's tips** that they will focus on throughout the story. As you read, invite them to list all the events in the book that apply to this behavior.

At the conclusion of the book, have them nominate Howard, Molly or Pete as the winner of the NED Head Award. Invite them to explain why they choose the character they did and why they were the best candidate for the award. Have students support their choices with specific examples from the story.

Individual or Group Interpersonal & Logic



Allow students to work in small groups or individually to **create a unique way to welcome new students** to your school.

Suggestions include:

- A survival guide that includes important information about overall school practices or something more detailed like tips for a specific grade or classroom
- A commercial that is videotaped and placed on a flash drive for teachers to share with new students
- A tour itinerary and map that includes audio recordings describing each stop on the tour

Common Core State Standards

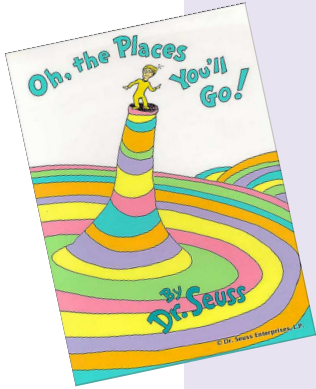
Grade 5: Reading: Literature
5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how the characters interact).

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Oh, the Places You'll Go!

by Dr. Seuss

The magic of Dr. Seuss shines as he relates a message of optimism and encouragement, while also being realistic and pointing out that things might not always go your way. The story follows the stages we may go through in life, including the challenges and difficulties that everyone faces. We are reminded of the potential we all have to overcome the struggles we face and of our individual ability to achieve great things.



Student-Friendly Learning Target



I can create a collage representing my abilities, challenges, and goals, and I can relate my work to the text.

Discussion Questions

Use for classroom discussion or as journal prompts

- What types of choices is the boy in the book faced with?
- What does he do when he doesn't like any of them?
- How does the author describe things that don't go as planned?
- Do you think you can always control the 'bang-ups' and 'hang-ups'?
- Do you think they happen to everyone?
- How does the author describe what happens when we face a 'slump'?
- What do you think the author means when he compares life to a great balancing act?
- What different things do you balance in your life?
- The author ends by saying your mountain is waiting. What does he mean by that?
What mountain is waiting for you?

Suggested Activity

Individual
Intrapersonal &
Kinesthetic



Give students a piece of paper and have them fold it into thirds. Using magazine or newspaper clippings, **glue appropriate words and pictures onto each section.** The first section represents choices and challenges they face every day. This could include routine things they do or activities they are in.

On the second section, place pictures that represent major challenges or 'slumps' they have overcome. Instruct them to use the third section to illustrate their goals for the future. What they see themselves doing in middle school, high school, college or in their careers.

Teacher Tip

This book can be used with even greater impact if your students are moving to a different building for middle school next year. Use it as an opportunity to make comparisons to the character in the book and how they are moving on.

Common Core State Standards

Grade 5: Reading: Literature 5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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Short Prompts

- 1 Write about how you have shown perseverance at school or in life.
- 2 What are five other words that mean the same thing as perseverance? (synonyms) Tell about them and how they are similar.
- 3 What are five words that mean the opposite as perseverance? (antonyms)
- 4 What is something that is still very difficult for you? How can you get better at it?
- 5 Tell about a family member or friend who has shown perseverance.
Teacher Note: Encourage students to give some background about their person and share what they have learned about perseverance and hard work by watching their friend or family member.
- 6 Is there ever a time when it wise not to persevere with something or at least make an adjustment in your plan?
Teacher Note: Sometimes, the wisest course of action is not to persevere. Albert Einstein said, "Insanity is doing the same thing over and over again and expecting different results."
The link is available at: <http://www.brainyquote.com/quotes/quotes/a/alberteins133991.html>

When what you're doing is not producing the desired effect, it might be best to find another way to approach the problem. Another example of it being wise not to persevere is the child in a toy or candy store who won't stop begging. Screaming "I want it! I want it! I want it!" followed by tantrums, or pouting, is not a good way to persevere with something you want.
- 7 How does encouragement facilitate perseverance? How have people in your life encouraged you?
- 8 When you see a friend working toward a goal, how can you encourage them? How does this encouragement benefit both of you?

Perseverance



per•se•ver•ance
[pur-suh-veer-uh ns]

Noun; steady persistence in adhering to a course of action, a belief, or a purpose; steadfastness.

From the American Heritage Dictionary

Synonyms:

persevere, persist, hang in, hang on, hold on, continue, uphold, carry on, bear on

From synonym.com

Antonyms

Apathy, idleness, indolence, laziness, lethargy

From answers.com

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Scenario Prompts



The following prompts are based on fictitious scenarios that students may be able to relate to. They can be used as a topic for discussion, as journal prompts or as writing topics to practice an assessed written response. A simple rubric can be found at the end of the follow-up curriculum materials.

Scenario 1

Every day at lunch recess, Taylor sees the boys in her class playing football. She desperately wants to join in, but she's afraid to ask. She knows she's a good player, but what if the boys won't let her in? On the other hand, what if she doesn't ask and then never gets to play? What should she do, gather her courage to ask if she can join in, or sit on the sidelines hoping someone will ask her? What should the players do if she asks them to participate in their game? What would NED do?

Teacher Note: It's important to look at not only Taylor's decision to as to participate, but the team as a whole. Should a team refuse players who want to play, or should they give everyone who wants to play a chance? Should sports teams play only to win, or also to encourage others in their game?

Scenario 2

Jesse has tried out for the school baseball team for the last two years. The first year he was cut during the first round of try outs. Last year, Jesse made the first cut but didn't make the final cut. Jesse is getting ready for try outs again this year. He has practiced all year and has improved a lot. How can you encourage Jesse as he prepares to get ready for try outs again this year?

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Audio Prompt



One of the most easily recognizable rock'n'roll songs from this century, this 1958 tune tells a story that can be tied to the characteristics of NED. Johnny finds something he is really good at, has encouragement from his mother and through practice and hard work finds success with his talent. Let students enjoy the upbeat tempo and lyrics and then challenge them to describe how what they heard relates to the NED message.

Johnny B. Goode

written/sung by Chuck Berry

Deep down Louisiana close to
New Orleans
Way back up in the woods
among the evergreens
There stood a log cabin made of
earth and wood
Where lived a country boy
named Johnny B. Goode
Who never ever learned to read
or write so well
But he could play the guitar just
like a ringing a bell

CHORUS
Go go
Go Johnny go
Go

Go Johnny go
Go
Go Johnny go
Go
Go Johnny go
Go
Johnny B. Goode

He used to carry his guitar in a
gunny sack
Go sit beneath the tree by the
railroad track
Oh, the engineers would see
him sitting in the shade
Strumming with the rhythm
that the drivers made

People passing by they would
stop and say
Oh my that little country boy
could play

CHORUS

His mother told him "Someday
you will be a man,
And you will be the leader of a
big old band.
Many people coming from
miles around
To hear you play your music
when the sun go down
Maybe someday your name will

be in lights
Saying Johnny B. Goode
tonight.

CHORUS

Questions



Play the song and invite students to share.

- 1 How could NED's message relate to this song?
- 2 If this song was about you, what would you never give up at? Who would be encouraging you? What would your best look like?

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Writing Rubric

Intermediate

	1 Strong	2 Okay	3 Not There Yet
Main Idea Score ____	There is a main idea in the piece which clearly states the writer's topic.	The piece does not have a clear main idea but sticks to the topic.	It's difficult to tell what the topic of this piece is.
Details Score ____	There are at least three details to support the topic (They are examples of show-not-tell).	Some details help the reader picture the topic.	The sentences in the piece do not help the reader picture the topic.
Conclusion Score ____	A conclusion is present that summarizes the main idea of the piece.	A conclusion is present, but it does not summarize the main idea of the piece.	A conclusion is not present.
Inventions Score ____	Reading this aloud would be a breeze.	Mistakes in punctuation and grammar do not interfere with understanding the piece.	There are many mistakes in punctuation and grammar which make the piece difficult to understand.
Format Score ____	The piece is indented. A left hand margin is used.	The piece is not indented. There is a left hand margin.	There is no margin.
Fluency Score ____	The sentences are written in complete thoughts. There are a variety of sentence beginnings.	The sentences are written in complete thoughts.	It's hard to tell where the writer's thoughts begin and end.

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