

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.

Discussion Questions following the assembly

- 1 Why shouldn't you give up?
- 2 What happens when you encourage others?
- 3 What happens when you are encouraged?
- 4 Why should you do your best and how does it feel when you do?
- 5 What does it look like when someone is practicing NED's tips?
- 6 How do these behaviors create champions?

Ideas for going further

- 1 Use the worksheet to give students examples of historical figures who have displayed champion behavior and think about goals they would like to set for themselves.
- 2 Challenge each student to find someone they believe is a champion and research that person. What behaviors did that person demonstrate? What made that person a champion? Who saw that person as a champion?
- 3 Have students write three goals they would like to achieve and action steps for how they might accomplish each. Save these sheets and have students revisit at the end of each week for the next month to see how they are doing.

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

BIG IDEAS To Reinforce



Our own individual actions and character make us a champion.

Being a champion isn't the same as being famous or well-known.

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NED'S NEWS

NEVER GIVE UP · ENCOURAGE OTHERS · DO YOUR BEST

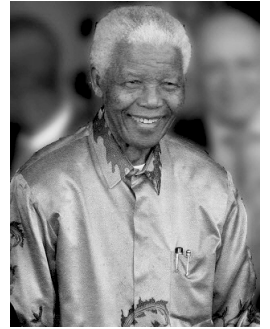
When we follow NED's advice, we can be CHAMPIONS. Champions take one step at a time. They work hard, set goals and take actions so they can do well in life. You can be a champion!

Helen Keller was blind, deaf and mute, yet she was a champion! Helen worked with a tutor through very frustrating and confusing steps to gain success in communication. She did not give up. She learned what things were by feeling their shape and what they were called by having them spelled into her hand. She had to do this over and over to achieve success. Helen did not give up. Others encouraged her to do her best. She practiced long hours, set goals with her teacher and took action. Over time, Helen not only learned to communicate, but went on to become a teacher



and an author. She passed on to others the skills she learned. Helen was a champion!

Nelson Mandela was born in South Africa, a country divided by apartheid (a system that separates people based on their skin color). He believed that the people in his country were not treated justly, so he organized protests, speeches and campaigns against the unfairness. The government blocked him from leaving the country and imprisoned him many times for his protests. He was sentenced to jail for 27 years because he publicly spoke of his concerns about the separation of white and black people (also called segregation). While he was in prison, more and more people and countries joined his cause. In 1994 apartheid officially ended in South Africa. Nelson Mandela, once a prisoner, became the president of the country. He said, "Nothing is black or white." He sacrificed his freedom to fight for a rainbow of color in his country. Nelson is a champion!



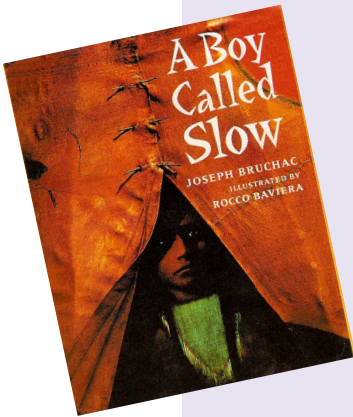
What would you like to be a champion at? _____

What specific goals do you need to set in order to become a champion at that? List some of them here:

- 1.
- 2.
- 3.

If you are having trouble setting goals, just think of them as steps you take to get to your ultimate destination. For example, if your goal is to spend less time watching TV and more time reading books, you can set a time or date for achieving your goal, so that you can track your progress.

I will achieve my goal of _____ by _____ (give a date) to help me on my way to becoming a champion at _____



A Boy Called Slow

by Joseph Bruchac

This beautifully illustrated story tells the tale of how Native American legend, Sitting Bull, earned his name. Children of the Lakota Sioux tribe earned their names based on how they were perceived by the tribe members. As a boy, Sitting Bull was named Slow. This tale of perseverance shows how Slow set his goal and worked hard to earn a new name, a name which he could be proud of.

Suggested Activity

**Group/
Individual**
*Intrapersonal &
Linguistic*



Discuss the meaning of the names held by Chief Sitting Bull. How did his name make him feel about himself as a boy? How did his new name make him feel as a young adult? If you were to earn a new name at this point in your life, what would you want it to be?

Reflect on goals that you have accomplished and struggles that you have persevered through. Write out your new name and create a short poem or picture to illustrate its meaning.

Student-Friendly
Learning Target*



I can create a new name for myself which reflects my current accomplishments. I can share the meaning of my new name through a poem or picture.

*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 6:

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Petey

by Ben Mikaelson

Born in the 1920's with Cerebral palsy, Petey is misdiagnosed and placed in an institution. Bound by his wheelchair and the struggles of how to communicate, his mind is fully aware, while his body doesn't allow him to do anything for himself. Readers see Petey demonstrate perseverance and learn about the people he meets throughout his life and the affect each has on him. When Petey is in his 60's, he is befriended by a middle school boy and through their adventures a bond is formed that extends from friendship to family.

Student-Friendly Learning Target



I will actively listen to a novel being read aloud and record details from the book as I listen. At the end of the story I will be able to connect behaviors of the main character to my own life.

Suggested Activity

Group
Linguistic
& Logic



While reading this book, encourage students to look for ways that others encourage Petey throughout his life. **Create a chart as you read**, listing when people come in or out of Petey's life and the effect each has when they leave. Create a second chart that lists examples of Petey never giving up. Upon completion of the book, have students reflect on the notes and the path that Petey's life took.

Ask them to think about something in life that they honestly know they do not do their best at (paying attention in class, being kind to their siblings, completing homework, working to their potential, etc.). Have them think about life circumstances or other reasons that they might be using as an excuse for not applying themselves and explain how they can create and implement a new plan to change this.

Common Core State Standards

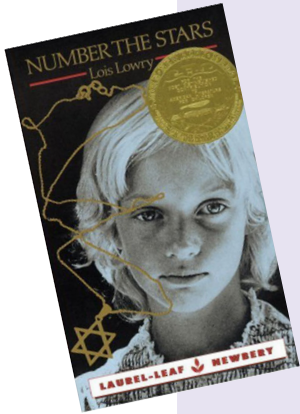
Grade 6: Reading: Literature 6.1. Cite textual evidence of support analysis of what the text says explicitly as well as drawn from the text.

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Number the Stars

by Lois Lowry

Set in Nazi-occupied Denmark in 1943, this 1990 Newbery winner tells of a dangerous mission to save her best friend.



Student-Friendly Learning Target



I can identify a theme. This means I can tell what a piece of writing is about based on my ability to identify common ideas.

Suggested Activity

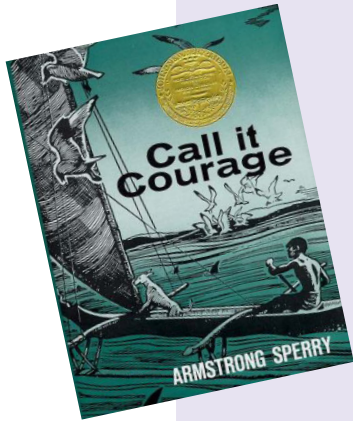
Individual
Linguistic & Intrapersonal



Annemarie and Ellen are challenged throughout the book to persevere through the fear of living in Nazi occupied Denmark. As Ellen moves in with her best friend's family, she always wears the necklace of the Star of David. This necklace reminds her of her family and her faith.

Write about an object you have that you would take with you if you were in Ellen's position. What is most meaningful to you and why? How does thinking about this object of yours, and its significance, help you to better connect to Ellen and her feelings and motivations as a character?

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Call It Courage

by Armstrong Sperry

Mafatu is the young teenage son of the Great Chief. They were members of a Polynesian community on the sea, which Mafatu feared above all things. He feels the shame of this fear in his daily life. See how Mafatu overcomes his fears through courage and perseverance in this Newberry Award winning tale. The reader is able to experience the transformation of a young man through the pages of the book, and we learn that even impossible tales are possible realities through hard work and courage.

Student-Friendly Learning Target



I can identify instances where the character shows perseverance using examples from the text. I can compare two books with similar themes. This means that I can tell how they are alike and how they are different.

Suggested Activities

Group
Linguistic & Interpersonal



Identify three to four instances where Mafatu perseveres through an extremely difficult task in this story. What was it that helped him to succeed? Where did he draw encouragement? Give examples from the text.

Group
Linguistic & Logical



After reading both *A Boy Called Slow* and *Call it Courage*, **compare and contrast** these two tales. How do we see perseverance as a common theme between these two books? What other texts have you read recently that also follow this theme?

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Short Prompts

- 1 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.
- 2 How does it feel to see someone else succeed when they are challenged?
- 3 Have you ever helped someone else to achieve their goal? How does it feel to know that you helped someone to succeed?
- 4 What are examples of times when it is important to persevere at school?
- 5 What do you do when confronted with a challenge in your life?
- 6 Write about a significant figure who has shown perseverance.
- 7 Using the NED philosophy, write a pledge to yourself including a personal and academic goal for this school year.
Teacher note: Encourage students to make this a personal note/pledge to themselves. Use phrases like: I promise myself... This year I will _____ for myself. I will help myself to _____, by...
- 8 Who are some people in your life who are most encouraging to you? Write them a note to say thank you.

perseverance



Quotations can also be used as effective writing prompts. Students can describe what the quote means as well as research its contextual origin.

“If at first you don’t succeed, try, try again.”

*William E. Hickson,
British writer (1803-1870)*

“It’s not whether you get knocked down, it’s whether you get up.”

*Vince Lombardi,
Football coach (1913-1970)*

“When you come to the end of your rope, tie a knot and hang on.”

*Franklin D. Roosevelt,
32nd American President
(1882-1945)*

“Today is a new day. You will get out of it just what you put into it.”

*Mary Pickford, Canadian
actress (1892-1979)*

“You fail to recognize it matters not what someone is born, but what they grow to be!”

*Albus Dumbledore in Harry
Potter and the Goblet of Fire
by J.K. Rowling*

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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

After auditioning for the school play in the fall, Jamie was very disappointed not to be cast. It is now time to audition for the spring musical. Should Jamie audition? Why or why not? What would NED do?

Scenario 2

Eric has been working on his math homework for almost an hour. He understands what he is supposed to be doing, but each problem is challenging him. He is sometimes doing the same problem two or three times to be sure that he has the right answer. Eric has four problems left when his best friend stops by to invite him come out and play basketball. Eric knows he should finish his homework first, but he has been working for such a long time, and who knows how long these last problems could take him. What should he do? How does NED's philosophy help Eric in this situation?

Teacher Note: Encourage students to think about this prompt from multiple angles. Should Eric take a short break? Should he ask his friend to help him finish up before heading out? Is this a time when perseverance calls Eric to finish his work before play? How do students relate to Eric?

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Audio Prompt



Written in 1942, this piece was inspired by a speech by then vice president Henry A. Wallace. The speech declared that we were beginning the “century of the common man.” Politically, Hitler was in the height of his power in Europe and Wallace declared that the way to defeat this evil was through the uniting of the “common man” for democracy and liberty. The piece was hoped to be a fanfare to help inspire Americans and US troops as we fought in World War II.

Fanfare for The Common Man

by Aaron Copland

Questions



Play the song and invite students to share.

- 1 How does this song make you feel?
- 2 How do you think it might describe ‘the common man?’
- 3 Do you think music can provide inspiration? What type of music inspires you?

Teacher’s Note



Where you may have heard this song:

CBS Sports Spectacular Opening theme song

National advertisement campaigns for the US Navy and the National Cattleman’s Beef Association’s “Beef. It’s What’s for Dinner.”

Chicago Blackhawks pre-game team video introduction

Emerson, Lake & Palmer, the Rolling Stones, Styx, Asia, Bob Dylan and Mannheim Steamroller have used versions of this song in their music.

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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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