



FOR YOUTH DEVELOPMENT®  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY



## ABC READER'S OUTLINE

### *Stand Tall Molly Lou Melon* by Patty Lovell

Topic	Details
Goals	<ol style="list-style-type: none"> <li>1. You have the power to choose how you react.</li> <li>2. Use your body language to stand tall, walk proud, smile big and sing loud.</li> <li>3. Use clear thoughts and positive self-talk</li> <li>4. Identify and name caring adults in your life.</li> </ol>
Preparing for Lesson (45 minutes)	<p><u>Review lesson plan, collect materials needed, read book at least once.</u></p> <p><u>Contact Teacher</u> Introduce yourself. Ask for 45 minutes once a month. Welcome feedback. Set up day and time to present first lesson. Ask whether students have existing nametags.</p> <p><u>Prepare parent letter</u> Make copies and sign parent letter for every student. Create a personal email to send to every parent and attach parent letter. (Send this out as soon as lesson is over).</p>
Conversation Starters (10 minutes)	<p><u>Introduce yourself</u> Share a little bit about yourself. What are your hobbies and what's your favorite thing to do? Why are you volunteering to do Project Cornerstone?</p> <p><u>Explain your role</u> "I'll be coming to your classroom once a month to read a book with you. We'll have a chance to talk about the book and have a conversation about what it means to you." "I want you to look at me as one of the adults that care about you at this school." "I am happy to be here and I look forward to getting to know you as we read together and do activities."</p> <p><u>Nametags</u>- Have children put on existing name tags or make nametags or name tents for the year. <u>ABC Rules</u>- Discuss ABC rules and classroom rules with students. See ABC Rules sign.</p>
Introduction to Book and Reading (8 minutes)	<p><u>Before you read the book</u> Read the title while showing the cover of the book. What do you think "Stand Tall" means? Have the students practice "standing tall" (standing up tall with shoulders back and taking a few breathes and relaxing).</p> <p><u>Read Book</u></p>



FOR YOUTH DEVELOPMENT®  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY



<p>Discussion Questions (5-15 minutes depending on grade level)</p>	<ol style="list-style-type: none"> <li>1. What advice does Molly Lou's grandmother give her? (walk proud, smile big, and sing loud). Feel free to have kids practice these. Then have them sit down. What does sitting tall look like?</li> <li>2. What have people told you that made you feel confident?</li> <li>3. Do any of you remember the grandmother from Simon's Hook? How is she similar to Molly Lou's grandmother? What do both grandmas say and do that makes them caring adults?</li> <li>4. Who is one of your caring adults? ME! Who else? You can always ask for help with positive self-talk when you need support.</li> <li>5. In this book, when Molly Lou is teased, how does she swim free from Ronald's bully behaviors? <i>(Continue discussion questions below for upper grades.)</i></li> <li>6. To be a positive digital citizen, how could you keep a lid on your bucket online or with a text?</li> <li>7. How do the bystanders feel when Molly Lou swims free? What changes start to happen at school between Molly, Ronald, and their classmates?</li> <li>8. How can you use these skills and others to make changes at your school?</li> <li>9. If you are online and a difficult situation arises, how can you stand tall? How can you be an UPstander?</li> </ol>
<p>Group Activity Option 1: Recommended Grades: K-2 (10-15 minutes)</p>	<p><u>Positive Self-Talk Shield</u></p> <p>Materials: Blank cardstock or construction paper. For lower grades, from website: Shield with Walk Tall. For upper grades, from website: Shield of Positive Self-talk</p> <p>Preparation: Make copies of grade appropriate shield onto cardstock.</p> <p>Before you start, brainstorm on the board all the different positive self-talk words students can think of (i.e. I am a ..... good basketball player, good listener, good piano player). Group these into categories (sports, arts, friendship, etc.)</p> <p>For upper grades, also brainstorm positive identity words (i.e. strong, tall, courageous) and ABC tools (i.e. Don't bite the hook, find a caring adult, put a lid on my bucket).</p> <p>Have students fill-out and decorate their shields. Lower grades can cut out the "handle" and tape it to the back of their shield.</p> <p>Practice using their shields by using a "thunderbolt" tease aimed at a student. Have student stand tall and share something on their shield that can help protect them.</p> <p>If there is time, pair share and then share shields in small groups.</p> <p>Ask teacher to post shields up in the classroom.</p>

<p>Group Activity Option 2: Recommended Grades: 1-6 (10 minutes)</p>	<p><u>"Molly Lou Says" - Same rules as "Simon Says"</u>          Materials: none          Before you start, brainstorm with kids ideas of using body language and positive self-talk to boost self confidence. (i.e. stand tall, walk proud)          Have different volunteers demonstrate how to: Stand tall, walk proud, show me the power of your smile, shake hands and mean it, make eye contact, and use positive self-talk.          Explain the rules of ""Molly Lou Says"" for anyone who does not know. (If I say ""Molly Lou says stand tall"", you all stand tall.)          If you don't say ""Molly Lou Says"" and some students take action anyway, no need to place them out of the game. Just say ""Gotcha!"" and continue.</p>
<p>Group Activity Option 3: Recommended Grades: 1-6 (15 minutes)</p>	<p><u>Digital Citizenship Role-play</u>          Materials: Role-play ideas (see lesson plan)          Preparation: Decide how many students you will have in each group. Cut out role-play ideas to hand to students.          Before you start: Discuss role-play rules: no bad language, no violence          Let the students know what the signal will be to stop (i.e. lights will go on and off)          Break the students into groups and let them practice role-plays.          If there is time, have groups come to the front of the classroom and perform.</p>
<p>Three Minute Huddle (3 minutes)</p>	<p>Tell the students that you will be in their classroom all year and want to be their cheerleader, like Molly Lou's grandmother.          Ask students to give the names of some other adults that are in their cheering section at school. Write the names on the board. These are the people they should go to for help at school.          Ask the students to choose 1 strategy from today's lesson that they can put into action immediately. (i.e. standing tall, swimming free, using positive self-talk). Have them pair share their idea with the person next to them.          If time permits, ask volunteers to share their idea with the entire class.          As you are leaving, ask the students to practice standing tall one last time."</p>