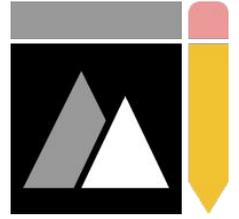


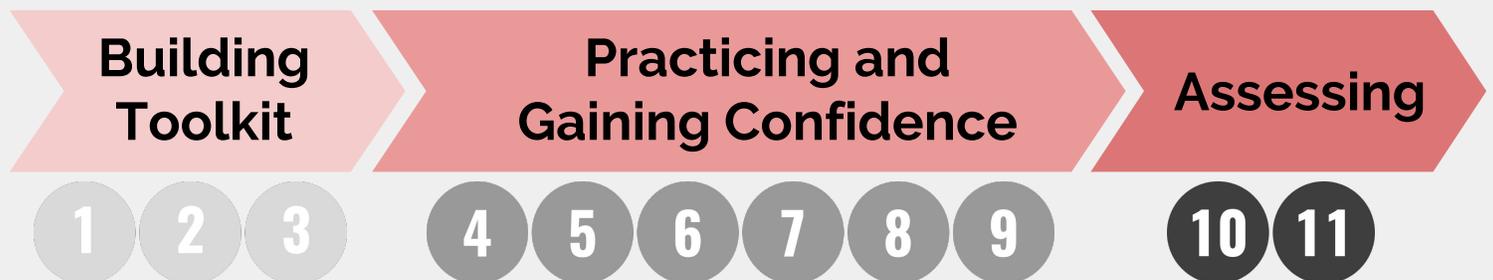
# Overview



## Goals of this Program

- To help students work towards telling simple, personal narratives.
- To have students develop their understanding of growth mindset and to create their own toolkit for overcoming future struggles.
- To combine academic work and personal growth into one engaging activity.

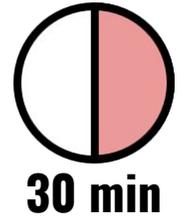
## Timeline



## Guiding Principles

- When it comes to your classroom and your kids, **you are the expert**. We've designed this lesson guide to give direction to the activities and make them easy for you to run, but they are just guidelines.
- Think of these resources as a **toolkit rather than a recipe** and let your creativity and expertise shine through!
- We encourage these activities to be **mixed into your existing classroom** rather than stand alone. Whether you use them as part of a writing workshop or as a daily mindfulness exercise is totally up to you.
- These activities are written as individual days, but feel free to organize them however you want, whether that's **1 per week or 2 in a day**.

# Day 1: Building a Story



## Today's Goals

- To learn about the structure of a story.
- To learn how to chunk a story into a beginning, a middle, and an end.
- To expose students to writing about difficult subjects.

## Pre-Activity 1: 10 min

- Lead a discussion with your students about keywords they will need to know for the book. For example:
  - Struggle
  - Resilience
  - Teamwork
  - Obstacle
  - Overcome
  - Mindset
  - Growth vs. Fixed Mindset

## Pre-Activity 2: 10 min

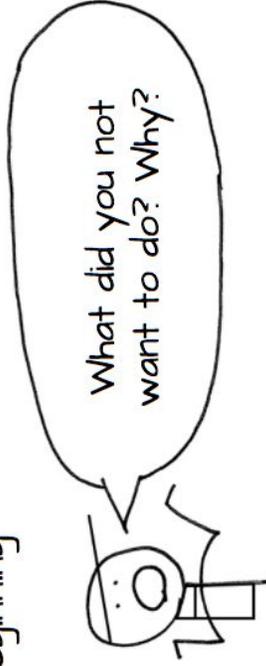
- Lead a brainstorm for an example story as a whole class. The prompt for the story is: "Think of something you didn't want to do".
- Then engage the students in creating a beginning sentence, a middle sentence, and an end sentence for the group story.
- Reread the story to the kids once it's done.
- Write this down for your use in Day 2!

## Activity: 10 min

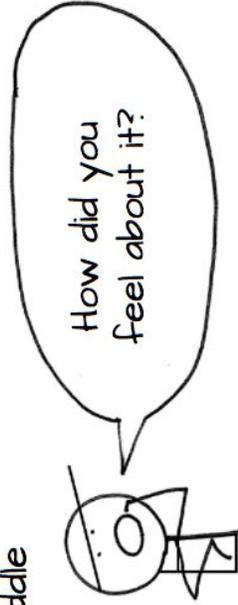
- Now have your students individually write their own story in three sentences (beginning, middle and end) in their books.

## Day 1: Building a Story

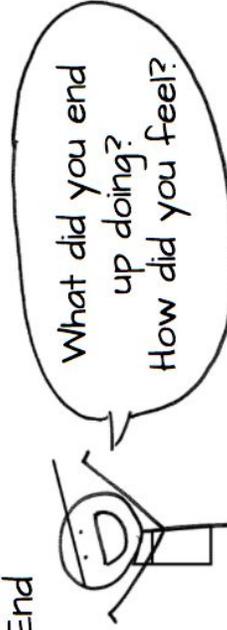
1. Beginning



2. Middle



3. End

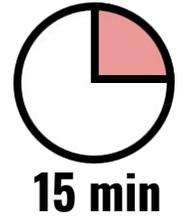


Beginning

Middle

End

# Day 2: Drawing a Story



## Today's Goals

- To learn how to visually represent a story.
- To focus on communicating ideas instead of making artistic masterpieces.

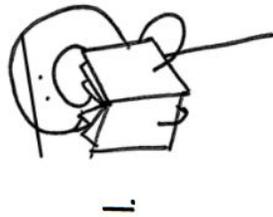
## Pre-Activity: 5 min

- Introduce the day's activity and guide the students to focus on action and not on drawing style and quality (e.g. encourage stick figures).
- Draw a quick sequence of three panels that visually represent the 3-sentence story from Day 1 as an example.
  - Feel free to use speech bubbles but leave thought bubbles, motion lines, and discussion of more complex drawing tools for Day 3.

## Activity: 10 min

- Have the kids turn their three sentences from Day 1 into three drawings. Try to emphasize getting something down rather than making it look perfect.
- To help the students focus on the content of the drawings, try giving them only one color of marker or pen.

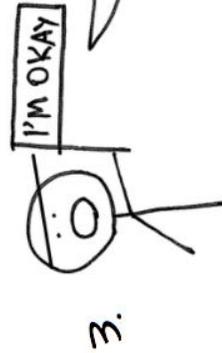
## Day 2: Drawing a Story



Go back and re-read  
the story you wrote  
last time.



Draw your  
story in 3 panels



Don't worry about  
your drawings being  
pretty! Stick figures  
are okay!

Beginning



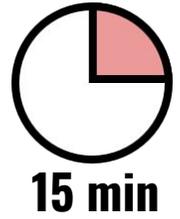
Middle



End



# Day 3: Comic Skills



## Today's Goals

- To learn the components of traditional comic book sequences.
- To give the students tools to improve their fluency of communicating personal narratives.

## Pre-Activity: 5 min

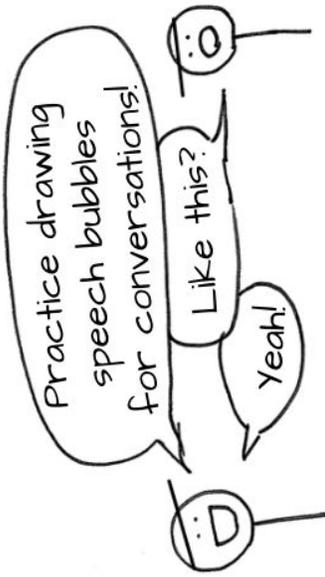
- In front of the class, draw examples of:
  - Motion/action lines
  - Speech bubbles
  - Thought clouds

## Activity: 10 min

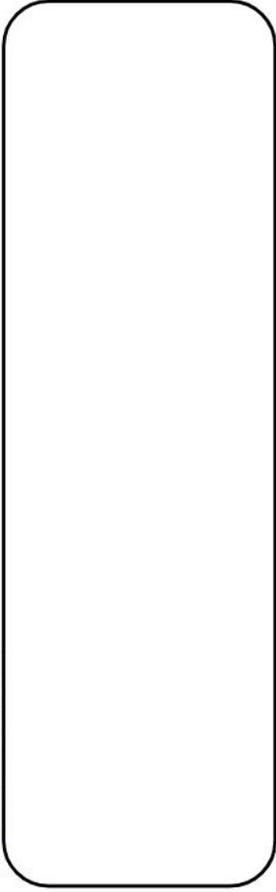
- Have the students draw examples of these three components.
- Encourage them to experiment with different variations of the same component.
- Have the students take a panel from Day 2 and redraw it to include motion lines, speech bubbles, or thought bubbles.

## Day 3: Comic Skills

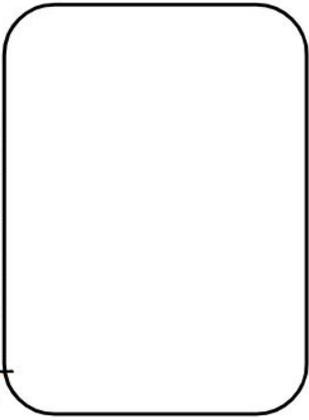
Try drawing people in action with motion lines



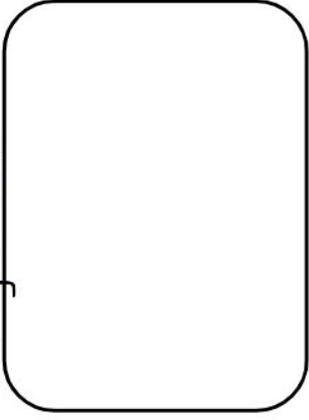
Motion Lines



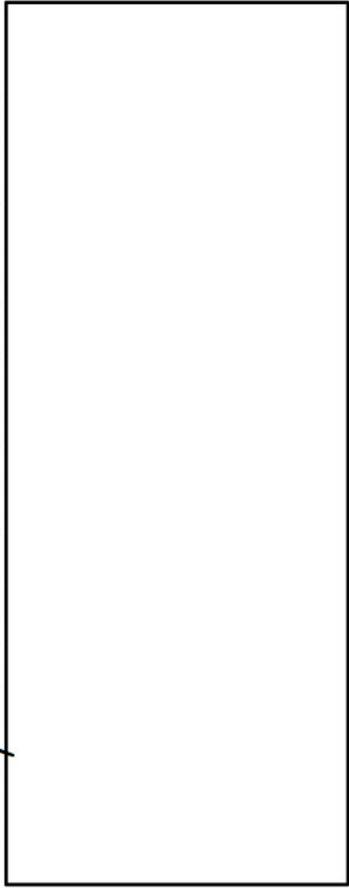
Speech Bubble



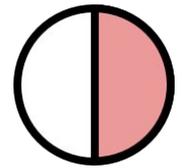
Thought Cloud



Pick one of your drawings from the last activity and redraw it with these new tools



# Day 4: All New Comic



30 min

## Today's Goals

- To draw one story of a time they had to use a growth mindset skill.
- To combine all the skills they learned in previous days into one project.

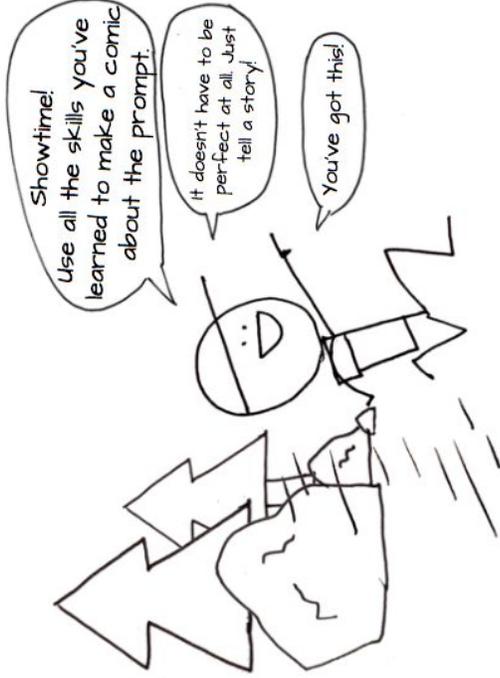
## Pre-Activity: 10 min

- The Prompt:
  - Write about a time when you accomplished something that you didn't think you could. What did you learn from the experience?
- Lead a brainstorm about this prompt. Come up with a new class-collaborated example story (like Day 1), and create quick drawings (like in Day 2).

## Activity: 20 min

- Have your students draw a comic story about the prompt. Make sure they incorporate a three-part story structure, clear visuals, and comic components.
- Emphasize that communicating the story clearly is more important than perfecting each panel.

## Day 4: All New Comic



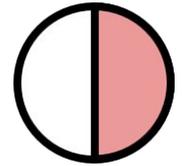
Write about a time when you accomplished something that you didn't think you could. What did you learn from the experience?

Beginning

Middle

End

# Day 5: Share-Outs



30 min

## Today's Goals

- To share the comics that students have made.
- To help students be more comfortable sharing their struggles.
- To find the growth mindset tools they had to use in order to overcome the struggle.
- To memorialize these lessons about resilience, growth mindset, and other tools for overcoming obstacles.

## Activity: 15 min

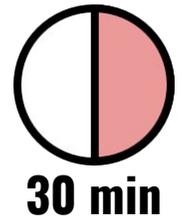
- Encourage students to come up front to share their comic with the class (project their comic on a screen if possible).

## Post-Activity: 15 min

- Start a group brainstorm about lessons learned from this activity.
- Encourage thoughts related to growth mindset and resilience.
- Focus the discussion on what they learned about overcoming obstacles.
- Record these learnings such that they can be placed in a public space for the class to remember.
- Have the students write down key learnings in their books.



# Day 6: Kai's Struggle



## Today's Goals

- To put the skills they have learned about growth mindset into action.
- To see the positive impacts of having a growth mindset.

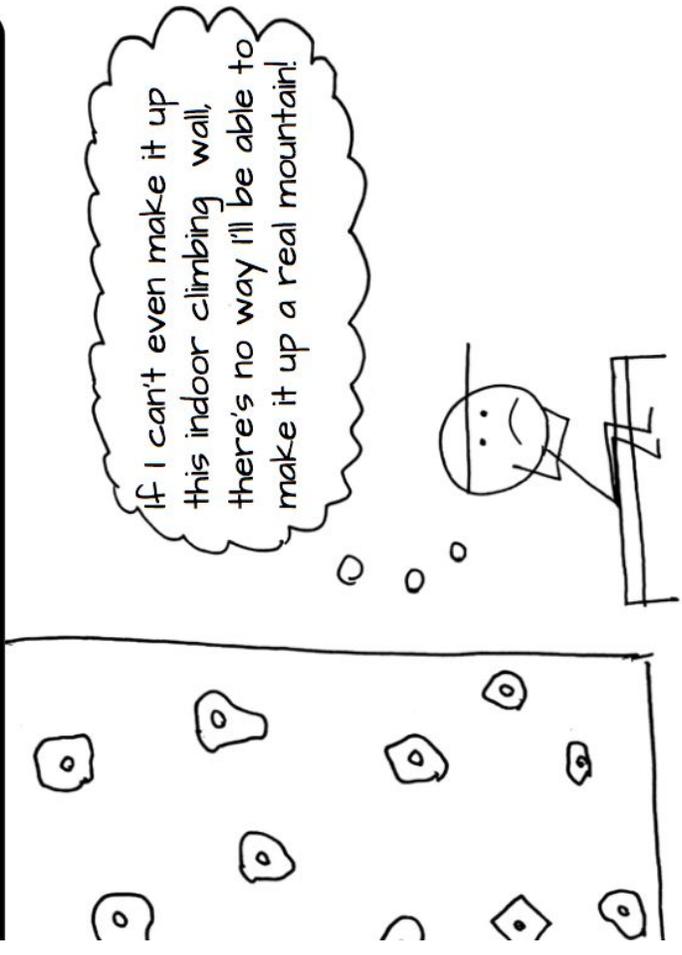
## Pre-Activity: 10 min

- Kai the Climber is struggling with climbing an indoor climbing wall and thinks they'll never be able to actually climb a mountain. The students should see if any of the skills they found that they used when they struggled would help Kai (such as asking for help, practicing, or doing research on how best to do it).
- Lead a brainstorm about this prompt. Collaboratively come up with some advice for Kai.
- Draw yourself giving the advice to Kai, and then draw what happens when Kai takes your advice.

## Activity: 20 min

- Have your students come up with their own advice for Kai, then have them create a comic of themselves telling it to Kai, and Kai using it to solve their problem.
- Emphasize that communicating the story clearly is more important than perfecting each panel.

## Day 6: Kai's Struggle



What can you tell Kai the Climber to help them get over this wall? Any tools from your last share out that could help Kai?

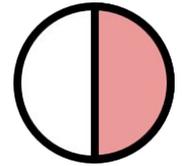
Draw yourself giving Kai your advice, and then draw what Kai does next!

Beginning

Middle

End

# Day 7: Share-Outs



30 min

## Today's Goals

- To share the comics that students have made.
- To help students be more comfortable sharing their struggles.
- To find the growth mindset tools they had to use in order to overcome the struggle.
- To memorialize these lessons about resilience, growth mindset, and other tools for overcoming obstacles.

## Activity: 15 min

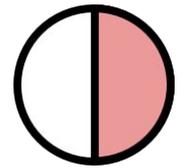
- Encourage students to come up front to share their comic with the class (project their comic on a screen if possible).

## Post-Activity: 15 min

- Start a group brainstorm about lessons learned from this activity.
- Encourage thoughts related to growth mindset and resilience.
- Focus the discussion on how they could help a friend who is facing a problem.
- Record these learnings such that they can be placed in a public space for the class to remember.
- Have the students write down key learnings in their books.



# Day 8: All New Comic



30 min

## Today's Goals

- To draw one story of a time they had to use a growth mindset skill.
- To combine all the skills they learned in previous days into one project.

## Pre-Activity: 10 min

- **The Prompt:**
  - Think about a time when you struggled with something. How did you respond to it?
- Lead a brainstorm about this prompt. Come up with a new class-collaborated example story (like Day 1), and create quick drawings (like in Day 2).

## Activity: 20 min

- Have your students draw a comic story about the prompt. Make sure they incorporate a three-part story structure, clear visuals, and comic components.
- Emphasize that communicating the story clearly is more important than perfecting each panel.

## Day 8: All New Comic



Think about a time when you struggled with something.

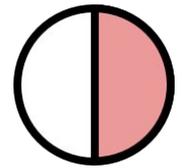
How did you respond to it?

Beginning

Middle

End

# Day 9: Share-Outs



30 min

## Today's Goals

- To share the comics that students have made.
- To help students be more comfortable sharing their struggles.
- To find the growth mindset tools they had to use in order to overcome the struggle.
- To memorialize these lessons about resilience, growth mindset, and other tools for overcoming obstacles.

## Activity: 15 min

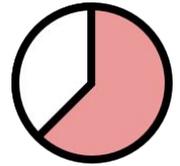
- Encourage students to come up front to share their comic with the class (project their comic on a screen if possible).

## Post-Activity: 15 min

- Start a group brainstorm about lessons learned from this activity.
- Encourage thoughts related to growth mindset and resilience.
- Focus the discussion on the differences between a fixed mindset and a growth mindset and how they can change a fixed mindset into a growth mindset.
- Record these learnings such that they can be placed in a public space for the class to remember.
- Have the students write down key learnings in their books.



# Day 10: Write It Down



40 min

## Today's Goals

- To develop creative writing skills including dialogue, inner monologue, setting, object description, and action.

## Pre-Activity: 10 min

- Take one frame from one of the comics you have drawn and turn it into a paragraph. Scale the level of detail to whatever level you feel your students are at, and to the quality of the drawings.
- Have them suggest sentences to write down and pick a student to read out the entire paragraph once it is done.

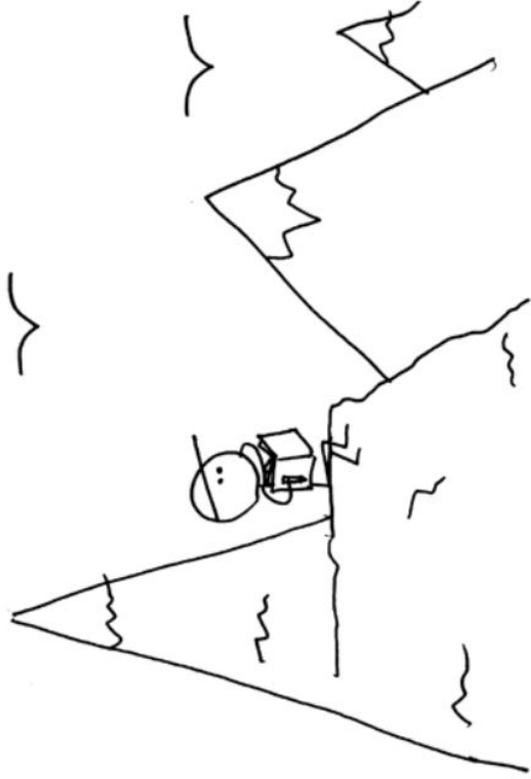
## Activity: 30 min

- Have the students take their favorite comic that they made and write a story based on all 3 panels.
- Encourage them to include at least one sentence describing the scene, one describing what they said, and one about what they thought,.
- If they get stuck, remind them to use their drawings as inspiration. The reader can't see the pictures so they need to describe everything.

## Day 10: Write it Down

Take one of your stories and write it down. Make sure to include at least one sentence describing what you said, one about what you thought, and one describing the scene.

Remember to think about how you interact with people and things in the story!

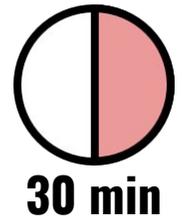


My story

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, bottom) for writing.

Continue on next page. →

# Day 11: Reflect On the Journey



## Today's Goals

- To find common themes in the stories.
- To compile a list of growth mindset skills that students can look back on when they encounter a problem in the future.

## Activity: 30 min

- Ask the students to share the most important lessons they learned in the struggle book.
- Have students take notes on what other students shared.
- Potential questions:
  - What are they proud of?
  - What was their favorite story and why?
  - Are there any upcoming challenges where they can see themselves using these tools?



# CLIMB ON

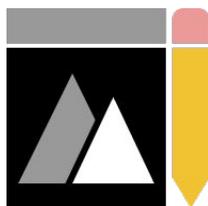
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