

Length of Lesson: 45 minutes
(can be adjusted by eliminating *
items to 15-30 minutes)



Check out SC's Learning
and Literacy Profile of
the ready kindergartner

Objective/Brief Description:

What does it feel like to try
something new? Explore the
emotions (nervousness,
excitement, happy, etc...)
surrounding trying new things
and learn ways to cope with
anxiety. Follow Jabari as he
jumps off the diving board for
the very first time.



Materials Provided: Toy Ladder, Doll, Pool
Floaties and beach ball with pump, Emotion
Cards

Before Reading: Pump the floaties and beach
balls and place them by you.



INTRODUCTION

Materials - ladder, doll, floaties

Students sit in their own areas, facing the reader. Show students the cover of the book and ask them what they see.

Guide discussion to talk about Jabari's action:

Guided Discussion

- *It looks like he is about to jump off of a diving board and into a pool. How did he get up there?
How does he get down? What sound does it make when he lands in the water?*

Suggest, "Imagine you are at a swimming pool."

"Close your eyes and when you open them what do you see?"

- List things found in or near a swimming pool.
- Introduce materials for the activity
 - Ladder and doll which you will use to model climbing up a ladder and/or pass around
 - Pool floaties which you can put on or pass around when they jump into the imaginary pool

Using the toy ladder and doll show the students how to climb up the ladder.

- In their own areas, students stand and practice climbing up a ladder until they get to the top. When they are at the top of the ladder, everything below is really small.



Ask, "What do you see?"

- Have students climb down the ladder, and back to the ground.

Now on the ground ask, *what do you see? Are things still tiny like they were when they were at the top?* If time allows you can pass the ladder and dolls around.

- Suggest *"The ladder is attached to a diving board on the edge of a pool. Climb up to the top and look out over the pool. When you jump you will make a big (safe) splash!"*
- Model with the doll so they know what an appropriate jump is for this class.
Feel free to adapt this for the class - passing around the dolls and ladders works well too.
- They can say "splash" when they land in the water. If you have time the students can try with the doll or show their splashes to the group.
- They can use the pool floaties when they show their jumps.

INTRODUCE THE STORY

- Ask the students if they have ever felt nervous before. Especially if they are trying something new, like going to school on the first day.
- Jabari is going to try something new today. You know what that feels like. When Jabari is nervous he says, ... *"Sometimes when I am scared I take a deep breathe and tell myself I'm ready"*
- Breathe in and out

READ THE STORY

Read the book *Jabari Jumps* by Gaia Cornwall.

- Following the earlier activity, they can climb up or climb down their imaginary ladder when Jabari does.
- The students can stretch when Jabari stretches.
- Students take a deep breath and repeat "I'm ready!"

IDENTIFY THE PROBLEM

Questions to guide discussion:

- What does Jabari want?
- Why doesn't he jump? Or what stands in his way?
- How does he feel? How does his dad help him?
- Once he jumps, how does he feel?



*ADDITIONAL ACTIVITY

Materials - emotion cards - happy, sad, mad, surprised, nervous

Emotion Sound and Movement

- Show them an emotion card and ask them for a sound/movement for that emotion.
 - For example: hold up anger and make a sound/movement for that emotion.
- They all show their sound/movement at the same time. If they get stuck, prompt them.
- Cycle through all of the emotion cards (happy, sad, mad, nervous, surprised)
- When you get to the nervous card you can ask the class
 - When did Jabari feel nervous?
 - What Jabari did do to feel less nervous?
- When you get to the surprise card you can ask the class
 - When was he surprised?
- If time allows you can call on them one at a time to show their sound and movement. Or present them in groups based on where they are sitting.

*If time allows

EMOTIONAL ORCHESTRA

- Place the cards in front of the audience and elect one student or a small group to stand behind one emotion card - have them create a sound and movement for that emotion.
- Once all of the emotion cards have students standing behind them, you become the conductor.
- Point to the students - when you point to them, they make their sound and movement. You are creating your own “emotion” song. You can point to the groups as often as you want until it sounds sort of like a musical composition.
- Choose a way to end the composition and the group can bow and return to their seats.

CLOSING

How does it feel to try something new? What does Jabari do when he is feeling anxious?
After he jumped off of the diving board, how did he feel?



Thank you for taking a few minutes to fill out this brief survey!