



OSKAR & THE LAST STRAW
Understanding That People Can Change

Grade Levels: K-1

This lesson is adapted from Sanford Harmony. For more information on Sanford Harmony's free classroom resources that align with CASEL SEL competencies, visit sanfordharmony.org.

OBJECTIVE

Students will be able to describe ways they have changed or will change.

MATERIALS

Black or white board; chalk or dry erase markers

PROCEDURE

1. Discuss the concept of change. Point out a variety of things in and around the classroom (e.g., a chair, the classroom pet, a tree outside), and discuss whether each stays the same or changes and why they change (e.g., grow bigger, leaves change with the seasons). (Tip: If students generate "creative" answers about change in inanimate objects, guide their understanding by asking if those objects could change all by themselves.)
2. Next, ask the class if they think people can change, and discuss some examples. Ask students to think about what they were like as babies. How are they different now (e.g., learned to walk and talk, can eat all kinds of foods, have younger siblings)?

Have students think back to the beginning of the school year. How have they changed since then (e.g., grew taller, made new friends, learned to ride a bike, etc.)?

3. Summarize the idea of change in people. Everyone changes in many ways because everyone has the ability to grow and learn new things. People can also change because they decide they want to be different. Someone can change their mind about what they like or how they feel about something.
4. Have students partner up and briefly review some of the ways they have changed. Guide them in thinking how they will change in the next year: What is something new they want to try? What is something they think they will learn? What do they think they will look like after their next birthdays?

Have students draw and describe one way they think they will change. Or ask students to create a frozen picture with their body of how they are now and another frozen picture of how they will be different. Encourage partners to compare their work with each other.

5. Gather students to discuss what they have explored. Ask them what it would be like if

everyone was the same all of the time and never changed (e.g., boring, never surprising, wouldn't learn anything new, wouldn't make new friends). Ask students what would happen if they thought they would never change or learn anything new (e.g., wouldn't try new things, wouldn't be able to accomplish new goals).