



FOR YOUTH DEVELOPMENT®  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

# ONE

ABC PROJECT CORNERSTONE

NOVEMBER 2024

PROJECT  
CORNERSTONE  
YMCA of St. Louis Valley

# **AGENDA**

**One Summary and Goals**

**Mindfulness**

**Grades K-2 Lesson Overview and Tips**

**Grades 3-6 Lesson Overview and Tips**

**Schoolwide Extension**

# SUMMARY AND GOALS

- **Empathy:** Understand and care about others' feelings.
- **Action:** Be proactive and help those in need.
- **Impact:** One person can make a difference.
- **Voice:** Everyone has the power to make a change.
- **Forgiveness:** Give others a second chance.



# MINDFULNESS: HEARTBEAT EXERCISE

- Can be used to start the lesson or end the lesson, or sent home with students to try
- Allows for connecting to breath and our power

<https://www.youtube.com/watch?v=dZeXWt5KkbM>

# GRADES K-2



Sometimes it just takes **One**.

# CONVERSATION STARTER: FEELINGS COUNT WITH K-2

Keep instructions short and clear

Offer specific color suggestions (e.g., "Let's color our shape red for anger or blue for calm")

Encourage simple sharing, like "I feel happy today because I played with my friend."

<https://youtu.be/hmkigGC4ZEc>

# READING THE BOOK TO K-2

Use bucket language- “bucket dipper” vs. “being mean”

Focus on the visual cues they can see and ask simple questions for comprehension

<https://youtu.be/ef9JUWhfVKI>

# DISCUSSING THE BOOK WITH K-2

- How would you describe Blue?
- Tell me about Red.
- What about the other colors?
- How would you feel if there was someone who acted like Red on the playground?
- How did the other colors help Red?
- How can you be more brave like One?



# ACTIVITY OPTION: 1 ENVELOPE K-2

- Fun surprise for kids to all open a “one” envelope
- Focus on what it means to be “One” after they open their envelope with a class discussion

K- break it down to three categories like share, help others, invite

1- encourage thinking about different areas at school they can apply this learning

2- how can they be “One” for themselves and for others?

# ACTIVITY OPTION: COLORED FEELINGS K-2

Keep emotions basic and give visual cues for different emotions

Create an example ahead of time of what they could create

K- might be one emotion they can choose to draw

1- might be an emotion chart

2- might be an emotion chart with ways they work through that emotion or what can cause that emotion

- There are many options, you choose one that will work for your group to give them

<https://www.youtube.com/watch?v=LnJE7jaWHrI>

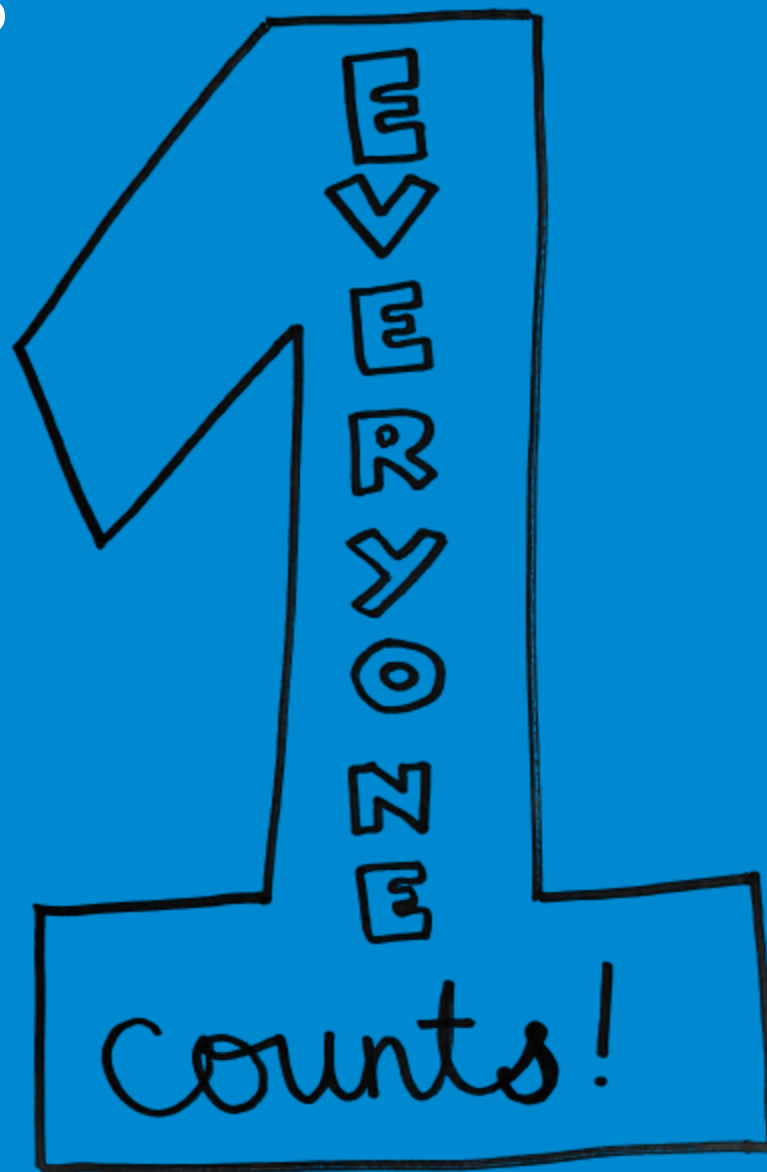
# REFLECT on K-2

What questions do you have moving forward with this lesson?

What do you see going well?

What issues might come up?

# GRADES 3-6



# CONVERSATION STARTER: FEELINGS COUNT WITH 3-6

Encourage students to choose colors that express their complex emotions (e.g., shades of blue for calm or anxious).

Prompt students to discuss their feelings in more detail, such as "Why did you choose that color?" or "How does that color make you feel?"

Ask students to consider how they can manage their own emotions and express them healthily.

# READING THE BOOK TO 3-6

Respond while they listen to the book on their own papers

Encourage critical thinking and considering their own experiences and how they can relate to different colors

Use Diagramming the One Story PDF under Materials while reading

[https://youtu.be/H\\_1qiRDXjOo](https://youtu.be/H_1qiRDXjOo)

# DISCUSSING THE BOOK WITH 3-6

- Question 1: Encourage students to share their emotional responses to Red's behavior. Ask them to describe how they would feel if they were in Blue's position.
- Question 2: Guide students to identify the specific actions of the other shapes that led to Blue's liberation. Discuss the power of collective action.
- Question 3: Encourage students to think about their own strengths and how they can use them to help others.
- Question 4: Guide students to analyze the symbolism of the colors and numbers. Ask them how these elements contribute to the overall meaning of the story.
- Questions 5-7: Encourage students to share personal experiences related to the themes of the book. Ask open-ended questions to spark discussion and reflection.

<https://www.youtube.com/watch?v=5XMxIMNsViU>

# ACTIVITY OPTION: COLORED FEELINGS 3-6

Opportunity to reflect on feelings in the book as they relate to them

Can turn on music and let students watercolor quietly- you can play many types of music to showcase emotions or stick to one genre

Can have a slideshow of artwork or emotions or social situations as inspiration for them

Open ended- can make a chart or just artwork, give examples.

[Austin's video, linked previously](#)



# ACTIVITY OPTION: GUESS MY EMOTION 3-6

Acting out emotions, recognizing cultural differences when it comes to emotional expression

Sharing when or why they feel that emotion- Get Off the Escalator PDF in materials

Ways they can work through that emotion when it is more negative

How can we help one another in the working through emotions?

<https://www.youtube.com/watch?v=N3AX75bxzFc>

# REFLECT on 3-6

What questions do you have moving forward with this lesson?

What do you see going well?

What issues might come up?

# CLOSING AFFIRMATIONS

- It just takes one to make a difference on a team, in a classroom, a school, and a community
- Read the affirmations while students think of how the statements apply to them

<https://www.ymcasv.org/ymca-project-cornerstone/materials-lessons/abc-materials-lesson-plans/abc-asset-year/one>

# SCHOOLWIDE EXTENSIONS: ONE FOR EACH OTHER

- Giant “Ones” written around the school or on classroom doors
- Personalize them with positive ways students make a difference in each other’s lives every day

# SCHOOLWIDE EXTENSIONS: “ONE” MAKES A DIFFERENCE SHOWCASE

- Community members come present at a schoolwide assembly and share ways they/ their profession makes a difference in the community
- A fun addition would be having students present about teachers being “the one” for them in their lives
- Can keep the extension going with a service challenge like a schoolwide cleanup or community beautification

**THANK YOU!**

**See you at the  
Volunteer Celebration  
on December 12<sup>th</sup>!**