



Jacaranda Snow

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Lesson and Resource Toolkit

This Jacaranda Snow lesson and resource toolkit includes:

- An audio-guided mindfulness practice that is five-minutes long.
- A worksheet to reflect on the “Not yet, but one day” mindset.
- A Jacaranda Snow Breathing poster to put up as a visual reminder to breathe in the classroom.
- A *Not yet, but one day* poster to put up as a visual reminder to adopt a growth mindset.
- An easy to follow, step-by-step lesson plan. See the next page to read it!

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Jacaranda Snow

Lesson Plan

Lesson Outcome

Growth mindset versus fixed mindset: We can make our dreams come true by believing they will happen and by practicing feeling like they've already happened. We can learn and do anything if we set our minds to it by having a "not yet, but one day" mindset.

Lesson Plan

1. Ask your students some or all of the following pre-reading discussion questions:
 - a. Let's look at the title of this book, *Jacaranda Snow*. What comes to mind when you read this title?
 - b. By looking at the cover of *Jacaranda Snow*, what do you think this book will be about?
 - c. What's a jacaranda? Have you ever seen a jacaranda before? You can print the jacaranda photo on page 4 to show your students!
2. Read the book *Jacaranda Snow* to your students.
3. Ask your students some or all of the following post-reading discussion questions:
 - a. Why did Jess keep saying, "not yet"?
 - b. How does Jess know that she may not have seen snow yet, but she will one day?
 - c. What does Jess do in the meantime while she waits to see it?
 - d. Was Jess sad or upset because she hadn't seen snow yet? Why or why not?
 - e. How did Jess feel once she saw Jacaranda snow?
 - f. What does the story of *Jacaranda Snow* teach us?
4. Define growth mindset versus fixed mindset to your students.
 - People who believe their talents can be developed have a **growth mindset**.
 - People who believe their basic qualities, like their intelligence or talent, are fixed traits have a **fixed mindset**. They believe the way they were born is how they'll stay forever.
5. Ask your students: What kind of mindset does Jess have? Why? Make the connection between growth mindset and Jess' words, "Not yet, but one day." (e.g. Jess has a growth mindset because she knows her life can change, "not yet, but one day.")

6. Let your students know that today, they will practice developing their growth mindset with an audio-guided mindfulness practice. You will want to set classroom expectations first! Set behaviour expectations such as – allow everyone in the room to experience this practice undisturbed. Then, resist the urge to control your students' behaviour during the practice. Everyone experiences a mindfulness practice differently. Even if on the outside it doesn't look like they are benefiting from the practice, they are learning and over time they will participate in their own way.
7. Press play on the *Jacaranda Snow guided practice*. Join in on the formal mindfulness practice. The students will respond better to the exercise if you participate!
8. Optional – if you choose to, you can initiate an open discussion guided by the following questions. We find that having an open discussion after the practice is the best way to create positive engagement in future practices and improve participation over time.
 - a. How did you feel during the practice?
 - b. What did you learn about your brain?
 - c. How can your imagination help you have a “not yet, but one day” mindset?
 - d. Why is *Jacaranda Snow* breathing a good strategy to use in your day?
 - e. When can you use *Jacaranda Snow* breathing in your day?
9. Explain to your students that anytime they are feeling a big emotion, they can use their hand to do their snowflake breathing. You can also show your students the *Jacaranda Snow Breathing* poster. Explain to them that they can use this poster and trace the snowflake as they breathe to bring calm back into their bodies. Put it up on the wall in your classroom.
10. Ask your students to fill out the “*Not yet, but one day*” *Mindset* worksheet. They can write or draw the experience they dream of having, your choice! On page 16-17 of the story, Jess says, “I know I can find a way to see snow. Not yet, but one day.” Use this as your guideline for students to fill out the line at the bottom of their worksheets. (e.g. “I know I can find a way to _____”) Students may want to share their dreams with their classmates after the worksheet has been filled out.
11. Show your students the *Not yet, but one day* poster. Let them know that anytime they're feeling like they can't make their dream happen, they can look at the poster to remind them that they can make their dreams come true by believing they will happen and by practicing feeling like they've already happened. They can learn and do anything if they set their minds to it by having a “not yet, but one day” (growth) mindset.

See next page for a picture of a jacaranda.





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