

# Jabari Jumps

## By Gaia Cornwall



### Day 1: Jabari Jumps

#### SEL Competency: Self-Awareness

#### Circle Up/Temp Check (1-2 minutes):

##### Part 1 (Temperature Check)

Teacher has all the students to get in a circle.  
Review of norms and agreements.  
Begins with temperature check.

##### Part 2 (Getting to Know You)


What is your favorite activity you like to do outside in the summer?  
Do you like to go swimming?

##### Part 3 (Making the Connection)

As you all can notice that some of us like going swimming and some of us do not like going swimming. We have also noticed that we have gone to different places to go swimming and that we have had different experiences. This week we are going to read *Jabari Jumps*. Have any of you jumped off a diving board or jumped in the deep end of water?  
How did you feel before you jumped off the diving board or jumped in the deep end of the pool?  
Well let's see if we can make any connections in the story from personal experiences and the characters in the book. Thank you all for sharing in today's Check In Circle.

#### New Vocabulary (3-4 minutes):

##### Anxious

<b>anxious</b> : to feel scared or nervous	I was feeling anxious when we couldn't go to school anymore.
Scared /peaceful	

This can be introduced on an anchor chart or by using the student page on **Appendix A**. The sentence and picture above are examples. Students can create their own.

**See Appendix B for an example vocabulary template.**

#### Book Introduction (1-2 minutes):

**Before Reading:** "This book is called *Jabari Jumps* by Gaia Cornwall. It's about a boy who is feeling scared or anxious about something he has never done before. Turn to a partner and quickly tell them about a time you have felt anxious to do something new."

#### Read Aloud with Comprehension Questions (15 minutes):

##### During Reading:

"How do you think Jabari feels right now? How do you know?"

"What are some things you notice Jabari doing that help you understand that he is nervous?"

"What do you notice that Jabari is doing to help himself try to calm down?"

##### After Reading:

"Do you notice anything different about how Jabari feels at the end of the story compared to how he felt in the beginning?"

**See Appendix C for optional response pages.**

#### Lesson Closer (3-4 minutes):

Jabari was feeling really overwhelmed and nervous about jumping off the high dive. He had to use some deep breaths to help him overcome his anxious feelings. Sometimes, we all feel a little bit scared or worried about something, like grades, how we get along with our peers, what people will think about us, concern for family members, or something else that is unique to our own situation. The important thing is to recognize that you're feeling anxious and learn how to work through it. There are good ways to work through our feelings of anxiety, and there are not so good ways. In our book, Jabari realized he was feeling nervous about jumping and he squeezed his dad's hand and did some stretching. Those are healthy ways to cope with feeling anxious.

## Day 2: Jabari Jumps

### SEL Competency: Self-Awareness

**Circle Up/Temp Check** (1-2 minutes): In a circle or on the carpet, ask students to show on fingers what temperature they are feeling. Allow for discussion if needed.

#### Fluency (5 minutes):

Teacher will read the passage to students, using an anchor chart, passing out individual copies of the passage, or projecting it with a document camera.

While reading, focus on pauses at commas, and adding expression at the exclamation point. Ask students to notice your pauses and expression.

#### See Appendix D.

“The diving board was high and maybe a little scary, but Jabari had finished his swimming lessons and passed his swim test, and now he was ready to jump.

“I’m a great jumper,” said Jabari, “so I’m not scared at all!”

#### New Vocabulary (3-4 minutes):

##### Self-aware

**Self-aware:** to understand the emotions inside your body in particular situations

Jabari was self-aware when he took deep breaths to feel calmer.

mindful



This can be introduced on an anchor chart or by using the student page on **Appendix A**. The sentence and picture above are examples. Students can create their own.

#### SEL Connection (12-15 minutes):

Role playing typical school situations:  
-don't know the answer to a question  
-fight with a friend  
-won the big game  
-having a substitute teacher  
-failing a test  
-getting a 100% on a test  
-having your seat changed  
-not getting called on when you know the answer

Take turns role-playing a few of these situations and have discussion around what emotions they might bring up and how it manifests in your body.

Present these strategies to students to help manage those emotions and feelings.

**Release:** Squeeze your fists together and then stretch out your fingers as wide as you can. Alternatively, you can teach students to squeeze the sides of their chair seat, and then stretch fingers out wide. Repeat several times to help your body physically release anxiety or anger. Have students try it.

**1-2-3:** When emotions run high and you are finding it difficult to manage your response to those emotions, stand or sit still and focus on your surroundings. See if you can name one thing you can smell, two things you can hear, and three things you can see. Sometimes, just stopping to observe our surroundings can help us regulate and focus on our responses in a more productive and healthy way. Have students try it.

#### See Appendix E.

#### Lesson Closer (1-2 minutes):

Discuss how self-awareness could help us in responding to situations in responsible ways.

Example: If I know I'm feeling anxious (angry, sad, upset, frustrated, over excited, etc.), I can use strategies to manage the symptoms and respond better.

**Day 3: Jabari Jumps**

**SEL Competency: Self-Awareness**

**Circle Up/Temp Check (1-2 minutes):** In a circle or on the carpet, ask students to show on fingers what temperature they are feeling. Allow for discussion if needed.

**Fluency Practice (1-2 minutes):**

**See Appendix D.**

Invite students to participate in the whole class choral reading. Vary the response format by having students read the passage in smaller groups. However you divide your students, the first group reads the passage while the other group listens and follows along silently. See below for ideas for variations.

- Girls and boys
- Students wearing blue and students not wearing blue
- Divide the class in half
- Assign students numbers (Group 1 and 2/Group, 1, 2, and 3).
- Students who are born in the winter months and students born in the summer months

**Invitation (1 minute):**

Review the definition of self-awareness: to understand the emotions inside your body in particular situations.

Was Jabari self-aware in this story? Give examples of why or why not.

**Planning Organizer (3-5 minutes):**

	Feelings	Thoughts/ Actions
<i>Beginning</i>		
<i>Middle</i>		
<i>End</i>		

**See Appendix F for a blank template and Appendix G for an example graphic organizer.**

**Writing and Sharing (15-20 minutes):** Allow students at least 15 minutes of uninterrupted writing time to complete the organizer and/or write their own piece in response to the invitation. Individual Writing Conferences can be completed during this time. Allow students to share out to the whole group or to small groups for a few minutes.

**Day 4:** Jabari Jumps

**SEL Competency:** Self-Awareness

**Circle Up/Temp Check** (1-2 minutes): In a circle or on the carpet, ask students to show on fingers what temperature they are feeling. Allow for discussion if needed.

**Fluency Practice** (1-2 minutes):

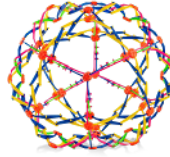
**See Appendix D.**

Invite students to participate in the whole class choral reading. Vary the response format by having students read the passage in smaller groups. However, you divide your students, the first group reads the passage while the other group listens and follows along silently. See below for ideas for variations.

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**Extension Activity** (15 minutes):

Show students the expanding ball. Keep the ball closed and ask students what they notice about the ball.



Then, expand the ball as big as it will go, and ask students again what they notice.

Explain that this will be used to teach a breathing strategy, just like Jabari used. Flip open to the page when Jabari uses deep breaths to help himself.

Demonstrate to the students that we will be very quiet for this activity and that we will be using the ball to help us breathe. Encourage the students to sit up straight with hands in their lap or at sides. Tell them that they will be breathing in as the ball gets bigger and then exhaling as the ball gets smaller. Show this once or twice on your own, then invite the students to do it with you. You may consider turning off the lights, and playing soft music in the background for this activity.

**For Guided Thinking page- see Appendix H.**

**SEL Connection** (3-5 minutes):

Just like the ball, let's practice this next strategy to help us regulate our emotions.

**Visualize:** Think about the ball exercise we just did. How can we recreate this exercise for ourselves, even if we don't have the ball present?

Allow students to call out ideas and write them down on an anchor chart for the class to view.

Tell them that there is no right or wrong answer for this, but whatever works for one person might not work for another. Using strategies like this are helpful to us, as long as we use them when we need them.

**Closer** (1-2 minutes): (Extension Activity Questions)

How do you feel right now after completing the breathing exercise?

Why is it important for you to take moments to focus on your breath and to be in silence?

Remind students it can be hard in the moment of big feelings to regulate ourselves and respond appropriately to things that happen to us. But ultimately, we are in control of ourselves and we can do big things with our big emotions if we are self aware.

**Day 5: Jabari Jumps**

**SEL Competency: Self Awareness**

**Circle Up/Temp Check (1-2 minutes):** In a circle or on the carpet, ask students to show on fingers what temperature they are feeling. Allow for discussion if needed.

**Fluency Practice (1-2 minutes):**

**See Appendix D.**

Invite students to participate in the whole class choral reading. Vary the response format by having students read the passage in smaller groups. However, you divide your students, the first group reads the passage while the other group listens and follows along silently. See below for ideas for variations.

- Girls and boys
- Students wearing blue and students not wearing blue
- Divide the class in half
- Assign students numbers (Group 1 and 2/Group, 1, 2, and 3).
- Students who are born in the winter months and students born in the summer months

**Extension Activity (10-12 minutes):**

Let’s think of a time that you felt the way Jabari did.

Today, we are going to use paints to paint about that time. Instead of making a literal painting of what happened, I want you to paint how you felt. Use colors or lines or shapes to show how you felt.

What colors might you use to represent these feelings? Why do you think you chose those colors? Will you use small brush strokes or long ones? Will brush strokes be soft or bold?

Allow students to paint for about 10 minutes.

Can paint on white construction paper or see **Appendix I** for guided drawing page.

**SEL Connection (5-7 minutes):**

Now that you’ve taken time to paint how you felt, name that emotion or feeling you were painting.

Was it anger? Anxiety? Frustration? Scared?

How does painting a feeling help us to become more self aware? (Naming feelings can help us recognize them in the future. Finding colors and shapes to represent feelings can also help us recognize those feelings the next time.)

Take it further with a discussion/brainstorm about which strategy we’ve learned this week they could use to help them the next time they feel this particular feeling or find themselves in this situation again.

**Closer (1-2 minutes):** When we are self aware, it does not mean we cannot express emotions or feelings. Feelings and emotions are important and valid, always. It just means we are able to use our feelings and emotions appropriately to express ourselves and obtain a helpful outcome.

**Circle Up to Check Out (3-5 minutes):**

In this story we learned about self-awareness, confidence and emotions. (Teacher can read the Lesson Closer in the Mindful Literacy) Why was it valuable for Jabari to be aware of his emotions?

Why do you think it is important to have self-awareness of your own emotions?

Has there been a time in your life that you were scared to try something new?

Now thinking about the question I just asked what could you do to be more confident in yourself and that decision?

It is okay to ask for help, is there someone in your life that helps you overcome your fears?

Now thinking about what we just read, we are going to say an affirmation. Does anyone know what an affirmation is? An affirmation is when we tell ourselves good things that we are capable of! I am going to read this affirmation and then I want you all to repeat it after me. **I am confident and I have no fear.**

I commend you all for being open and discussing your thoughts and emotions. You are becoming more self-aware of your emotions, thoughts and feelings. I appreciate you all being yourself and express gratitude.

Name: \_\_\_\_\_

Vocabulary Template



**Definition**

**Sentence**

Word:

**Synonym/Antonym**

**Picture**

A

Name: \_\_\_\_\_

Vocabulary Template



Definition

Sentence

feeling sure of  
yourself, feelings  
and abilities

Aisha felt confident  
that she could win the  
race.

Word:

Confident

self-assured

doubtful



Synonym/Antonym

Picture

B

Name: \_\_\_\_\_ Jabari Jumps - Self Awareness



How did Jabari feel at the beginning of the story?

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How did Jabari feel at the end of the story? How did Jabari's feelings change?

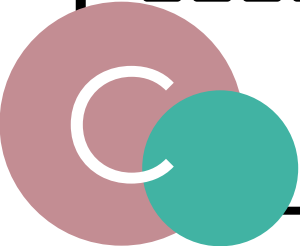
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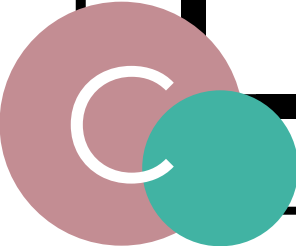
Name: \_\_\_\_\_ Jabari Jumps - Self Awareness



How did Jabari  
feel at the  
beginning of the  
story?

A large, empty rectangular box with a thick black border, intended for the student to write their answer to the question about Jabari's feelings at the beginning of the story.

How did Jabari feel at  
the end of the story?  
How did Jabari's  
feelings change?

A large, empty rectangular box with a thick black border, intended for the student to write their answer to the questions about Jabari's feelings at the end of the story and how they changed.

Name: \_\_\_\_\_ Jabari Jumps - Self Awareness



# Jabari Jumps Fluency Poem

The diving board was high and maybe a little scary,  
but Jabari had finished his swimming lessons and  
passed his swim test, and now he was ready to  
jump.

“I’m a great jumper,” said Jabari, “so I’m not scared  
at all!”



Check off each time you practice reading the fluency poem.

Practice 1	Practice 2	Practice 3	Practice 4

Name: \_\_\_\_\_ Jabari Jumps - Self Awareness



1-2-3

1 thing you can smell

A large, empty square box with a black border, intended for the student to write down one thing they can smell.

2 things you can hear

Two large, empty circles with black outlines, positioned side-by-side. They are intended for the student to write down two things they can hear.

3 things you can see

Three large, empty triangles with black outlines, arranged in a row. They are intended for the student to write down three things they can see.

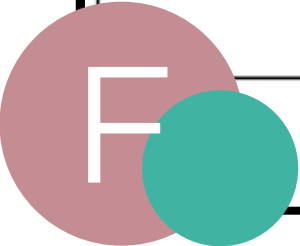
A decorative graphic in the bottom left corner consisting of a large, light pink circle containing a white letter 'E', and a smaller teal circle partially overlapping it.

Name: \_\_\_\_\_ Jabari Jumps - Self Awareness



# Character Trait Organizer

Book:	Feelings	Thoughts/Actions
<b>Beginning</b>		
<b>Middle</b>		
<b>End</b>		

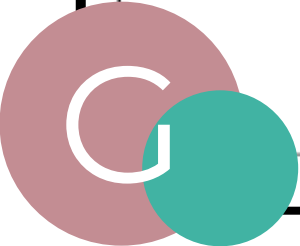


Name: \_\_\_\_\_ Jabari Jumps - Self Awareness



## Character Trait Organizer - Example

<i>Jabari Jumps</i>	<b>Feeling</b>	<b>Thoughts/Actions</b>
<b>Beginning</b>	<i>Nervous</i>	<i>-Let the other kids go before him -Thought the diving board was very high above the water</i>
<b>Middle</b>	<i>confident</i>	<i>-thought to himself "I like surprises" -jumped off the high diving board</i>
<b>End</b>	<i>proud</i>	<i>-celebrated with his family -laughing and smiling after he accomplished his goal</i>

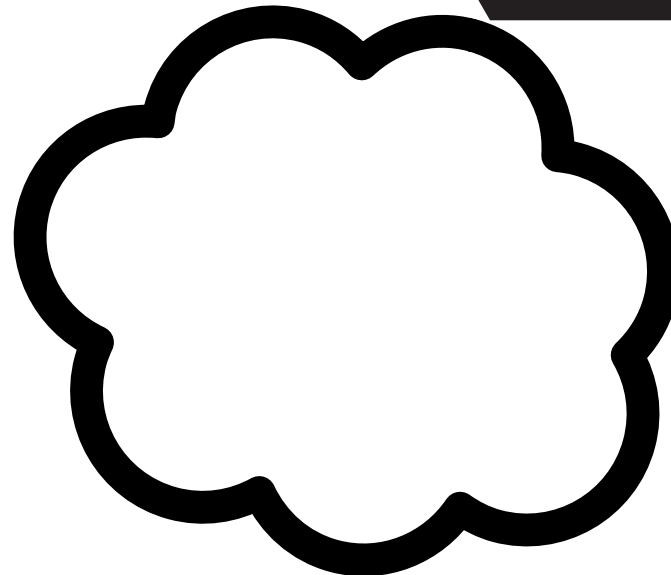
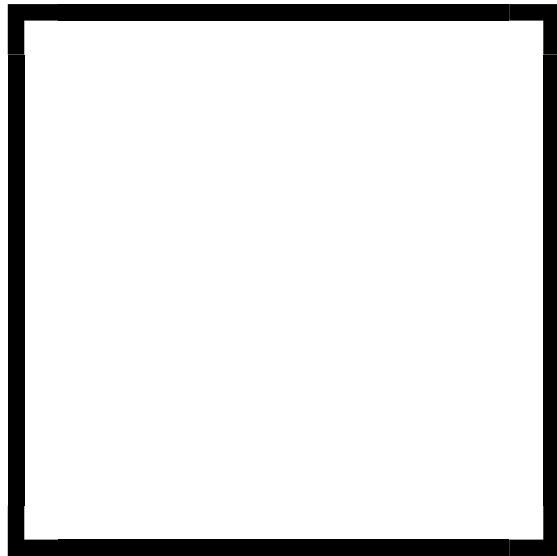
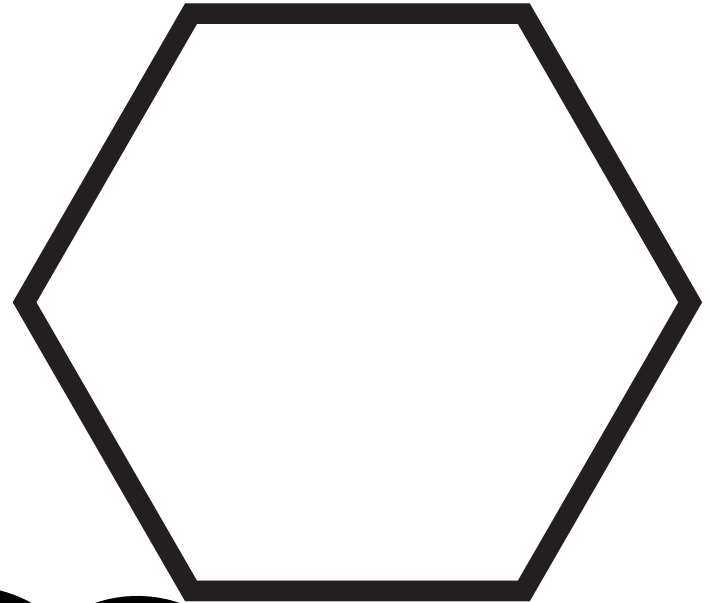
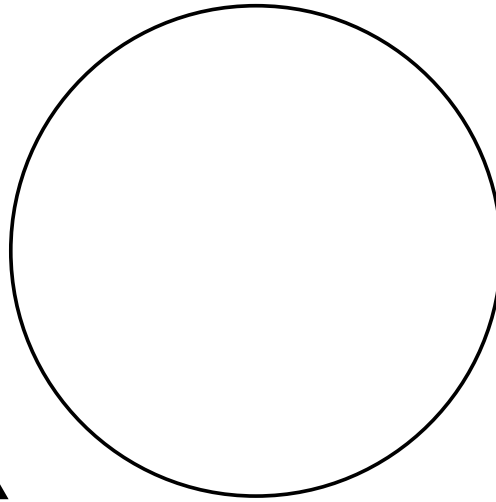
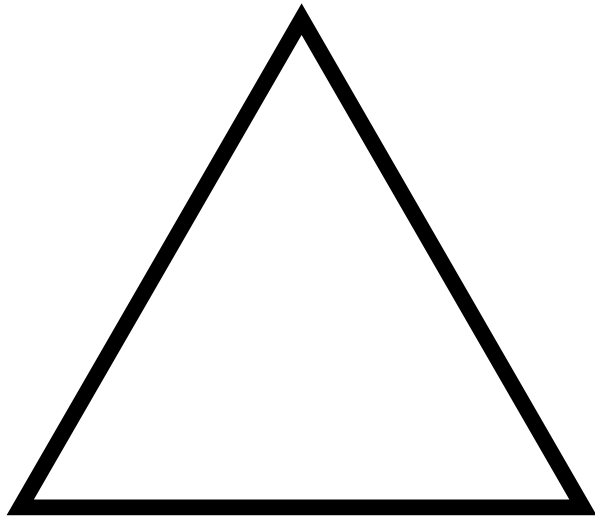


Name: \_\_\_\_\_ Jabari Jumps - Self Awareness



## How do you calm down?

In the spaces below write or draw some ways you know and use to calm down.



A decorative graphic in the bottom left corner consisting of two overlapping circles. The larger circle is light red and contains a white letter 'H'. The smaller circle is teal and overlaps the bottom right of the red circle.

Name: \_\_\_\_\_ Jabari Jumps - Self Awareness



Think of a time that you felt the way Jabari did. In the space below, use colors and lines to represent how you felt.

Why did you choose those colors? Why did you choose those lines?

