THE GLOBAL GAME CHANGERS

Teacher Resource Guide
3rd Grade through 5th Grade
Program Summary

The Global Game Changers compassion-based superhero-themed curriculum provides our youngest students with the tools to be catalysts for change in the world by cultivating each child’s personal connection to giving back with a simple equation: MY TALENT + MY HEART = MY SUPERPOWER™

Through this program, children will form a personal connection in order to make giving back a part of who they are not just something they do. They will be able to answer the question, “What’s your favorite way of giving back?” just as easily as they could tell you their favorite school subject, sport, or game.

The program adheres to Common Core State Standards, allowing its lesson plans to be integrated into regular language arts blocks. It begins with a two-week intensive introduction to the book, the characters, the concepts, and the superpower equation. Thereafter, there are multiple thematic lesson plans, such as an introduction to various charitable initiatives through our badge system, information about voting and citizenship, and role-play activities to build real-world skills. Teachers can use these lessons as they see fit throughout the school year. Although the same tools and concepts are utilized from Kindergarten through Fifth grade, the lessons build on themselves in order to grow with the children and reinforce the message in an age-appropriate manner.

A parent letter will go home, establishing a home-school connection, informing parents of the program and its goals. Students will complete before-reading, during-reading, and after-reading activities that are developmentally appropriate. They will cultivate their individual superpower through writing assignments, worksheets, and homework that put those superpowers into action.

We encourage the teacher to reinforce the Global Game Changers theme throughout the year by creating a current events bulletin board for showcasing good deeds by students and in the news, interacting with the Global Game Changers website, and recognizing good deeds by students in the classroom. Superhero play “is great exercise for the brain; it boosts skills in executive functioning, or the ability to plan and focus.”

MY TALENT can be anything I like to do or anything that I’m good at doing. It could be singing, dancing, playing basketball, painting, gardening or baking. The list goes on and on!

MY HEART is what I’m passionate about helping. Don’t know? Which one of our twelve charity badges stands out?
Learning Goals

- Students are able to use basic reading, writing, vocabulary, and public speaking skills for purposes and situations they will encounter throughout their lives.
- Students shall develop their abilities to apply core concepts and principles from language arts, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.
- Students shall develop their abilities to become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, compassion, courtesy, hard work, honesty, human worth, justice, knowledge, patriotism, respect, responsibility, and self-discipline.
- Students shall develop their abilities to become responsible members of a family, work group, community, and global society, including demonstrating effectiveness in community service.
- Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.
- Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.
- Students shall express their creative talents and interests in visual arts, music, dance and dramatic arts.

Measurable Results

- Scoring authentic writing pieces (short fictional stories, personal narratives, letters, scripts, speeches) and assessment (Open Response Questions and Writing On-Demand)
- Reading comprehension, spelling, and vocabulary quizzes from the book The Global Game Changers and the lesson plans
- Civic awareness increased as students fulfill responsibilities; students will identify and give examples of good citizenship at home, at school and in the community and explain why civic engagement in the community is important
Section I: Introductory Lessons

Following, you will find nine days of lesson plans that introduce students to the Global Game Changers and the concepts that they will be exploring throughout the year. These lessons are meant to be completed in the order that they are presented, as each lesson builds upon the last one. They have been designed to complement and reinforce your language arts lessons.

Teachers may choose to teach one Global Game Changers lesson per day for nine days or they may elect to do one per week for nine weeks; however, these nine lessons must be done in the order presented.

The lesson plans cover the Global Game Changers Book, Superpower Equation, and Website.

After completion of these lessons, you will move into the Thematic Lessons, which may be taught in any order at the teacher’s discretion throughout the rest of the year.
**Day 1: Introductory lesson**  
(reading the book and establishing the theme)

**Core content**
- 3 - RL.3.1., RL.3.2., RL.3.3., RL.3.7., RL.3.10.; SL.3.1., SL.3.2., SL.3.3., SL.3.4., SL.3.6.; W.3.10.  
- 4 - RL.4.1., RL.4.2., RL.4.3.; SL.4.1., SL.4.2., SL.4.3., SL.4.4.; W.4.10.  
- 5 - RL.5.1., RL.5.2., RL.5.3.; SL.5.1., SL.5.2., SL.5.6.; W.5.10.

**Vocabulary**
- author: A person who writes books  
- illustrator: A person who creates pictures for books  
- apathy: Not caring  
- hero: A person we look up to  
- prediction: Something you say about what will happen in the future  
- connection: The point at which two things come together

**Materials**
- writer’s notebook, journal or paper  
- writing utensil  
- *The Global Game Changers* by Jan Helson and Rachel Annette Helson
Lesson Plan

Part 1:
- Remind students of the list they brainstormed yesterday of ways to Ignite Good!® in school. Have each group leader share the group's answers.
- Record the ideas for the class to see on poster-sized paper.
- Ask students if they would like to become a superhero in the GGC alliance. Have them discuss or write what they are passionate about, maybe the list has sparked some ideas.
- Ask students about what they wrote yesterday, about helping someone and whether it is fiction or non-fiction. Discuss the differences between fiction and non-fiction. Make a Venn diagram or t-chart on the board, or have the students copy it in their notebooks.
- Tell students they will be writing a fictional story about their own superhero and what they would like him/her do.
- Have the students begin a journal entry (fictional story) about their superhero. What is he/she passionate about? What does his/her superhero fight against? (This could be developed into a fictional narrative writing piece over time if the teacher wishes.)
- Remind students of the list they came up with about ways to Ignite Good!® in their school. This could help as a story starter.
- Have students illustrate their superhero and give him/her a creative name.

Part 2:
- Pass out the following graphic organizers “My Superhero”, “Character Trait Chart”, and “Story Map” for students to utilize during subsequent writing lessons. Students will upload their stories on the Global Game Changers website when they create their superhero avatars.

<table>
<thead>
<tr>
<th>Comparing fiction and non-fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>fiction</td>
</tr>
<tr>
<td>not real; make-believe</td>
</tr>
<tr>
<td>purpose is to entertain</td>
</tr>
<tr>
<td>story is created</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>story is told through characters</td>
</tr>
<tr>
<td>unrealistic pictures or drawings</td>
</tr>
<tr>
<td>animals and inanimate objects</td>
</tr>
<tr>
<td>can speak or have feelings</td>
</tr>
</tbody>
</table>
The Anti-Bullying Badge

Core Content
- 3 - L.3.3; SL.3.6; W.3.3; W.3.10; RL.3.5
- 4 - L.4.3; SL.4.6; W.4.3; W.4.10; RL.4.5
- 5 - L.5.3; SL.5.6; W.5.3; W.3.10; RL.5.5

Vocabulary
- bullying: Unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.
- bystander: A person who watches something happen, but does not take part
- tolerance: Accepting others' beliefs, opinions, and ideas
- compassion: Caring for others; Knowing about how other people feel and wanting to help them
- poetry: A piece of literature written in meter; verse
- prose: Ordinary speech or writing
- drama: A prose or verse composition, especially one telling a serious story, that is intended for representation by actors impersonating the characters and performing the dialogue and action

Materials
- GGC Superhero Activity Book
- Bullying Scenario cards
- pencils
- paper

Suggested Scheduling: Martin Luther King Day
# Language

## 3rd

<table>
<thead>
<tr>
<th>L.3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</th>
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<tbody>
<tr>
<td>• L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</td>
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<tr>
<td>• L.3.1b Form and use regular and irregular plural nouns.</td>
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<tr>
<td>• L.3.1c Use abstract nouns (e.g., childhood).</td>
</tr>
<tr>
<td>• L.3.1d Form and use regular and irregular verbs.</td>
</tr>
<tr>
<td>• L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</td>
</tr>
<tr>
<td>• L.3.1f Ensure subject-verb and pronoun-antecedent agreement.*</td>
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<tr>
<td>• L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</td>
</tr>
<tr>
<td>• L.3.1h Use coordinating and subordinating conjunctions.</td>
</tr>
<tr>
<td>• L.3.1i Produce simple, compound, and complex sentences.</td>
</tr>
</tbody>
</table>

## 3rd (cont)

<table>
<thead>
<tr>
<th>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</th>
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<tbody>
<tr>
<td>• L.3.2a Capitalize appropriate words in titles.</td>
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<tr>
<td>• L.3.2b Use commas in addresses.</td>
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<tr>
<td>• L.3.2c Use commas and quotation marks in dialogue.</td>
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<td>• L.3.2d Form and use possessives.</td>
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<tr>
<td>• L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</td>
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<tr>
<td>• L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</td>
</tr>
<tr>
<td>• L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</td>
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