



Cultivating Respect: Goldilocks and the Three Bears

Critical Question

What are three powerful ways Goldilocks could have shown respect?

OVERVIEW

In this challenge students will consider how someone can show respect by examining the actions of Goldilocks in the story Goldilocks and the Three Bears. Students begin by articulating what kinds of actions would make someone proud of them. Once the teacher has connected these ideas to the concept of respect, students will build criteria for respectful actions. To do this, they will examine several pictures that illustrate both yes and no examples of being respectful. Students will sort the pictures independently in pairs (or will help the teacher sort the pictures as a class) and explain why they sorted the pictures as they did. Students will listen to the story of Goldilocks and the Three Bears. They will discuss whether they think Goldilocks did the “right thing”, whether she behaved appropriately, whether she was respectful.

Using a storyboard of the Goldilocks story, students will identify the points in the story where Goldilocks was disrespectful and will redraw (or suggest how to redraw) the frame of the storyboard to suggest a more respectful course of action. The final storyboard will frame a re-telling of the Goldilocks story based on the children’s suggestions for more respectful actions.

TYPE OF CHALLENGE

Rework the Piece

REQUISITE TOOLS

Background knowledge

- familiarity with the story
- understanding of what it means to show respect

Criteria for judgment

- criteria for respectful actions (e.g. help rather than harm others; protect/don’t hurt people’s feelings; protect/don’t hurt people’s property/things; etc.)

*Critical thinking vocabulary**Thinking strategies*

- Concept Formation

Habits of mind

- open-mindedness
- persistence
- empathy

SUGGESTED ACTIVITIES*Connect to students' previous knowledge*

- Ask student to think about something that they do that makes their parents or teachers proud of them. Invite students to share their answers with the class. Explain to them that one thing that makes someone proud of you is when you act respectfully.

Build Criteria for Judgment through Concept Formation

- Provide students with a series of illustrations – half of which depict someone being respectful in some way (e.g. helping with chores, raising a hand in class, helping someone who's hurt, sharing, etc.) and half of which depict someone being disrespectful (e.g. kicking or hitting, not sharing, ignoring someone, damaging someone else's things, sticking out their tongue, etc). Consider providing one set of all illustrations to pairs of students and inviting them to sort the pictures into two piles – those that they think show someone being respectful and those which show the opposite. Alternatively, post the illustrations on the board or the wall and invite students to advise you how to sort them into the two piles.
- Once the pictures have been sorted into two categories, ask students to think about what the pictures in each category have in common. Consider summarizing their ideas into two or three criteria for respectful actions. These might include: helping others, not harming others, being careful with other people's things, etc.

Provide Context

- Explain that the class is going to work together to understand what it means to act respectfully by reading a story about someone who *did not* act very respectfully: Goldilocks and the Three Bears. Explain that after the story, students will decide on how Goldilocks should have acted.

Read Aloud

- Read the story of Goldilocks and the Three Bears aloud. Consider inviting students to put up their hand or somehow signal every time Goldilocks does something that they think is disrespectful.

Transform disrespectful actions into respectful actions by redrawing the story

- On a wall or on the board, post a series of illustrations of key moments in the story. These might be illustrations photocopied from a picture book, for example. Number each illustration.
- Model the task that you are about to invite them to do by choosing the first frame of this storyboard. Ask them what Goldilocks is doing which is disrespectful. Ask them to talk to a partner about what Goldilocks could have done differently at this point in the story to show respect. Ask partners to share their ideas with the class. Demonstrate how you would re-draw the illustration to show Goldilocks behaving respectfully.
- Assign each student to one of the frames of this storyboard (or assign them in pairs, perhaps pairing up JK and SK students). Provide them with a blank sheet of paper and invite them to redraw the frame to illustrate Goldilocks behaving respectfully.
- Once they have completed their illustrations, post them above or below the original storyboard frames.

Retell the story

- Using the reworked storyboard, retell the story of Goldilocks and the Three Bears. Alternatively, invite students to take turns retelling their portion of the story while you provide the narrative that weaves the various parts together.