



The Cat Cavalry's Farm Adventure

Lesson Plan

This lesson plan can be adapted for various grade levels

The Cat Cavalry's Farm Adventure teaches self-esteem building by providing techniques to develop a positive outlook.

Lesson Plan Objectives:

1. Problem Solving by teaching children self-awareness strategies
2. Self-esteem building techniques – includes visualization and positive self-talk / outlook (Think Pawsitively)
3. Problem solving by teaching children the SAR approach:
 - a. Situation – What is the current situation that is causing you stress?
 - b. Action – What actions can you take to produce a more “pawsitive” result?
 - c. Result – What are the possible results / outcomes based on different “action” options?

Essential Questions coordinated by Lesson Objectives:

1. **Problem Solving by teaching children self-awareness strategies**
 - a. How does your body react when you feel nervous? Do you feel “butterflies” in your stomach? Does your head hurt? Do you want to be alone / feel quiet? Other physical effects?
 - i. These physical feelings are signs you may be upset about something
 - ii. It's helpful to ask yourself, “Is something bothering me?” and then think about your day or upcoming activities and see if anything you think of makes you feel “upset”
 - iii. *The Cat Cavalry's Farm Adventure reference: Text Page 5 with illustration of Melody visualizing herself coming in last place. Here the Cat Cavalry asks Melody if there is anything she is upset about. At first, she says no until she reveals that there “is one thing that I am nervous about” and that her “tummy feels funny on race day”.*
 - b. What are some situations that make you feel nervous / concerned about what others may think?
 - i. Examples: Performance anxiety – sports / academics / arts, social acceptance and approval
 - ii. *The Cat Cavalry's Farm Adventure reference: Text Page 6 with same illustration as above, Melody is experiencing performance anxiety about racing other cows.*
 - c. Can you think of a time where you felt worried? Explain the situation.



- i. Examples may include: riding the bus / gym class / public speaking concern /around potential disciplinary action at home or at school
- d. Explain WHY these “situations” made you feel worried or anxious?
 - i. This is a critical question in self- awareness. Here the student identifies the source of anxiety by identifying when they are nervous and more importantly why this particular situation causes stress.
 - ii. Answers may include –/may have to ride alone on school bus / may not perform well physically and fears ridicule / may be intimidated by public speaking or fear “messaging up” in front of peers/ concern that disciplinary action may result in loss of adult approval or toys or treasured items may be taken away.
 - iii. *The Cat Cavalry's Farm Adventure reference: Text Page 5 & 6 Page with illustration of Melody visualizing herself as loosing race, Melody fears coming in last place (as usual) and that some other animals may laugh at her for being so slow. She has legitimate fear because she has already had a bad experience on race day and “assumes” it will not change.*

2. Self-esteem building techniques – includes visualization and positive self- talk

- a. What is visualization?
 - i. Visualization is when you imagine how a situation will result BEFORE it happens.
- b. Tell me about a time when using visualization helped you?
 - i. Answers may include references to sports/ academics or performance wins
- c. Who often uses visualization?
 - i. This is an opportunity to discuss famous individuals who have been quoted as saying, “I always IMAGINED as a little child that I would one day be....a successful professional athlete, singer / performer.” These individuals almost always say that they “visualized” winning games, singing in front of a crowd etc.
 - ii. *The Cat Cavalry's Farm Adventure reference:*
 1. *Text Page 7 with illustration of Tigris handing Melody a Paw Print sticker for her cow bell. Here Melody begins to consider the possibility of other race results. “How would you feel if you were faster?” asks Hobson “Do you really think I can do it?” she asks the Cat Cavalry.*
 2. *Text Page 14 with illustration of Melody seeing image in her mind of being in 1st place: How did Melody use visualization to help her? She imagined herself as a winner. She saw herself crossing the finish line first. She began to believe in herself. You must believe it's possible.*
- d. Let's do a visualization exercise
 - i. Have students spend 2 minutes visualizing themselves as what they'd like to be when they grow up or a more near term goal
 - ii. Ask them, “How do you feel after imagining yourself as what you'd like to be?
 1. Most likely the answer is – “happy” as positive self -visualization almost always creates positive feelings / outlook



3. Problem solving by teaching children the SAR approach:

- a. Situation - What is the current situation that is causing you stress / anxiousness?
 - i. As noted in section 1. – Situations may include performance anxiety or social acceptance or other. Share an example: A student is nervous to ride the bus.
 - ii. The key message to students in this section is to take time to self- assess – ‘How do I feel and Why? Using the riding the bus example – The student realizes that they are nervous to ride the bus because they always sit by themselves and they want to sit with a friend.
 - iii. *The Cat Cavalry's Farm Adventure reference: Text Page 5 & 6 as noted earlier, Melody was afraid of performing poorly and coming in last on race day and possibly being ridiculed by other animals.*
- b. Action – What actions can you take to produce a more “pawsitive” result?
 - i. Using the” riding the bus” example – What action can the student take to change their situation?
 1. Answers will be varied. One possible answer is: Have student talk to a friend at school BEFORE getting onto the bus, and ask them if they will be their bus buddy.
 - ii. *The Cat Cavalry's Farm Adventure reference: Text Page 8 with illustration of Melody running back towards the Cat Cavalry with Shooting Star in background: The Cat Cavalry encouraged Melody to seek out help by asking Shooting Star his racing secret (1st action step to change her result). She was surprised that he simply practiced to be faster. She decided to take another action and practice to improve her speed (2nd action). Then she promised to visualize herself as a winner (3rd action).*
- c. Result – What are the possible results / outcomes based on different “action” options?
 - i. Using the “riding the bus” example – The new result is enthusiasm instead of fear for the bus ride because they now have a friend who saves them a spot on the bus.
 - ii. *The Cat Cavalry's Farm Adventure reference;*
 1. *Text Page 13 with Illustration of Melody seeing herself as a winning the race: By Thinking Pawsitively about herself and the race situation, Melody moved from fear to excitement about race day. Her actions of practicing improved her speed thus yielding a better result.*
 2. *Text Page 16 &17 with image of winning by a nose and doing a cow cartwheel: She won the race!!!! Even more importantly, she increased her self-image and confidence!*
 - iii. What are other ways that taking a courageous action may result in a more positive result?



1. It's important to discuss that taking action often requires courage or some form of effort and mental determination and that by doing so you have the power to change and improve your situation.
 - a. *The Cat Cavalry's Farm Adventure* reference: Text Page 8 with illustration of Melody running back towards the Cat Cavalry with Shooting Star in back ground: "Melody shyly made her way over to the stables to ask Shooting Star what he did to be so fast." It takes courage to ask for help. "She bravely asked Shooting Star if he would help her practice."