

KID PRESIDENT:

are we there yet?

Learning Target:

- Students will understand that they must let go of who they used to be so they can become who they are meant to be.

Materials:

- YouTube video: [Saying Goodbye to the Person I Used to Be | Kid President Travel Show Ep 5](#)
- [Paper Making Kit](#) or old picture frame with glass removed
- [Deckle](#) or grease splatter screen
- Extra deckle/grease splatter screen or a piece of felt
- Household sponge
- Old paper
- Plastic tub
- Spatula
- Blender
- Terry cloth or microfiber towel
- Water
- [Wildflower Seeds](#)

PART ONE

VIEW

the YouTube video: [Saying Goodbye to the Person I Used to Be | Kid President Travel Show Ep 5](#)

DISCUSS

the following questions:

- What fears, regrets, mistakes, and beliefs did the students in the video list on their cards?
- What common themes do you see on their cards?
- What benefits do we experience by sharing our fears and regrets? (Put it behind us, makes it feel less scary, etc.)

PROMPT

students to recognize letting go of the past allows us to learn, grow, and try new things in the future. In this lesson, they will have an opportunity to let go of their own fears, regrets, mistakes, and limiting beliefs by creating paper that will grow and change into something new and beautiful.

MAKE

plantable seed paper using the directions below. For more detailed directions and photos of each step, see this [Instructables tutorial](#).

EPISODE 5: BAGGAGE

Saying Goodbye to the Person I Used to Be

TEACHING RESOURCE: *Instructables* is a free resource committed to helping teachers inspire, engage, and prepare students through hands-on projects to make in the classroom.

1. Collect recyclable paper from around the school or your classroom that can be used to make your paper.
2. Tear the paper into small pieces and put them in the blender.
3. Fill the blender with two times as much water as recycled paper, then blend. Use multiple settings, working towards liquify to make sure the paper is all broken down. (When complete, the mixture will have the consistency of a thick soup.)
4. Sprinkle about a teaspoon of wildflower seeds into the mixture and stir them into the paper mixture. Do not blend - stir only!
5. Place your screen as straight and parallel as possible with the frame over a plastic tub and pour the mixture onto the center of the screen.
6. When the mold is filled, use the spatula to smooth out the mixture.
7. Remove the mold when you are satisfied with the evenness of the mixture.
8. Place the second deckle on top of the mixture and use a sponge to gently press out the excess water. When you no longer hear the water draining out, it is time to start drying.
9. Layout a piece of terry cloth or microfiber towel on a flat surface. Flip the paper onto the towel to dry.
10. After it has dried on one side, turn it over and dry the other side.

ALTERNATIVE OPTION:

Unable to make paper?
Consider purchasing [pre-made seed paper](#).

“There’s something magical about taking literal garbage... and turning it into something beautiful.”

—Kyle Scheele

[Maker Education](#) gives students opportunities to engage in authentic problem-solving as they tinker, design, and build new creations. Just like Kyle works to transform trash into something beautiful, MakerEd can transform your classroom! Use the resources below to bring cardboarding to your students:

- [Makedo Cardboard Construction Kit](#)
- [Global Cardboard Challenge](#)
- [The Cardboard Box Book: Make Robots, Princess Castles, Cities, and More!](#) by Roger Priddy and Sarah Powell
- [Out of the Box: 25 Cardboard Engineering Projects for Makers](#) by Jemma Westing
- [51 Things to Make with Cardboard Boxes \(Super Crafts\)](#) by Fiona Hayes

PART TWO

REMINDE

students about the fears, regrets, mistakes, and beliefs expressed by the students in the video. Today, they will work to let go of who they used to be, just like the students in the video.

INVITE

each student to write their personal fears, regrets, mistakes, or limiting beliefs on the plantable seed paper.

EXTEND: If students would like more privacy or anonymity, allow them to write their message in Runes (letters from Germanic languages that Vikings would have used). Use the PBS [Write Your Name in Runes](#) website to translate words.

GIVE

students a few moments to silently reflect on what they wrote.

ENGAGE

in a class discussion or have students journal independently using the questions below as a guide:

- Think about what you wrote. How has this limited you in the past?
- Why is it important to be honest with ourselves?
- In what other ways can you be honest with yourself?

TECH TIP:

To start a discussion you might want to allow students to anonymously share their thoughts. You can use [PollEverywhere](#) word cloud generator for students to share freely.

LET GO

of student regrets by planting the seed paper at school or home. Watch over the next few months as the regrets are transformed into beautiful wildflowers. Ask students to consider:

- How does sharing our regrets help us?
- How does the act of “letting go” enable me to pursue other projects and start new things?
- Who do I want to become?

EXTEND: Students can also contribute cards to Kyle’s Viking funeral. Visit <http://kylescheele.com/the-viking-funeral> for instructions on how to participate.

Literacy Extensions:

The following literary resources can be utilized by 9-12 grade students to explore Norse mythology. As always, preview all resources before using with students.

- The Death of Balder - [A Norse Myth \(PDF\)](#)
- The Death of Balder - [Audio](#)
- For more ancient myths see the [Classic Tales from Cambridge University](#)

Anchor Standards

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

ISTE Standards for Students

Standard 3-Knowledge Constructor:

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Standard 6- Creative Communicator:

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.