



A BALLOON'S STORY

MONTAGUE WORKSHOP LESSON 7

Learning Target:

- Students will understand why it is important to take hold of the power and beauty of today.

Materials:

- YouTube Video: [A Balloon's Story](#)
- Chart Paper
- Markers
- Pencils
- Blank Paper
- Balloons and String OR Bubbles
- [Balloon Story Worksheet](#)

Suggested Grouping:

- Mixed ability
- Group size 3-4 students

worry in many ways (including some unhealthy methods of dealing with stress). In the end, he found happiness when he recognized the power and beauty of today.

BRING

students back together. Play the video a second time. Open the conversation for students to connect the main ideas in the video to their own lives.

- How are you similar to the balloon?
- What sorts of things make you feel defeated?
- What fears keep you from facing the day?
- How do you cope with your fears and worries?

ENCOURAGE

students to list of ways to cope with sadness, fear, and worry. Guide students to recognize that some coping techniques are unhealthy (panicking, buying "stuff," etc.), and some are healthy, (talking with a friend, writing their feelings, doing things that make them happy, etc.)

PART ONE

VIEW

the YouTube Video: [A Balloon's Story](#).

BUILD

understanding of the big ideas in the video through a Gallery Walk. Post five pieces of chart paper around the classroom with one of the following questions written on each piece:

- How did the video make you feel?
- What emotions did the balloon experience?
- What did the balloon fear?
- How did the balloon try to cope with his fear?
- What is the overall message of the video?

Have students move around the room and add their ideas about the questions on each piece of chart paper.

TECH TIP: The Gallery Walk can also be completed within a collaborative [Google Doc](#), with each question on a separate page of the document.

ASK

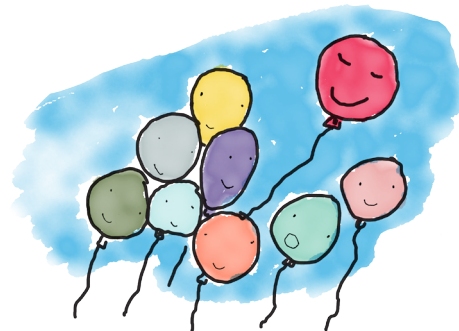
students to identify the biggest fears and worries that hold them back. Invite students to write these fears on a piece of paper and tie that paper to a balloon. Students can release balloons in the classroom as a symbolic "letting go" of these fears.

*** Due to environmental concerns, balloons should not be released outdoors. If you prefer to do an outdoor activity, students can blow bubbles outside. As they watch their bubbles float away, they can imagine their fears and worries drifting away as well.. Students can even get into the Maker Mindset and create a [Really Big Bubble Maker](#). ***

TECH TIP: Students can record their balloons or bubbles floating into the air, then use [iMovie](#) to record their voice reflecting on their fears and worries.

DISCUSS

the ideas from the Gallery Walk as a large group. Guide students to recognize that the balloon felt immense fear about the future. His fear made him unwilling to do anything. As a result, he was missing out on all the good things in life. He attempted to cope with his fear and





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PART TWO

REMINDE

students that fear and worry about the future can keep them from enjoying the moments that take place along the way. Refer to A Balloon's Story. The balloon was so worried and focused on the fact that he would pop that he was not enjoying all of the things he was made to enjoy.

DISCUSS

the following questions:

- What would you miss out on if you let fear hold you back?
- What does it mean to recognize the power of today?
- How can we take hold of the power of today?
- The balloon recognizes that he was not meant for the ground. What were you meant for?
- Just as the bundles of balloons made the sky brighter, we can have a positive impact on our world. How can you make the world a brighter place?

BRAINSTORM

together ways to complete the following sentence. "One day I will pop, but..." Have students share ways they would complete the sentence. Then have the students write their own balloon story on the Balloon Story Worksheet. The students will begin their story with "One day I will pop, but..."

ALLOW

students to share their balloon stories with the class. Give students the opportunity to display their stories to encourage others around the school. These stories are a great reminder to enjoy the power and beauty of today.

TECH TIP: *Balloon stories can be converted into digital books using [Book Creator](#), [Storyjumper](#), or [My Story Book Creator](#).*

SOMETIMES STORIES DEAL WITH HEAVY THINGS.

Tough topics such as mental health and death may come up as part of this lesson. Although these are difficult subjects, it is important that students feel listened to and supported. Reach out to your school counselor or school psychologist to learn more about discussing sensitive issues in the classroom.

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.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

ISTE Standards

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.

7 Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

