



### challenge: Introduction

#### Objectives:

1. Students will defend their stance on why it's important and hard to **challenge** a particular group.
2. Students will analyze the defense by writing a question or comment.

#### Common Core Standards:

- CCSS.ELA-LITERACY.W.3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.

#### Materials:

1. **challenge** Worksheet (3-6th grade)
2. Pencil

#### Motivation: (10 min.)

Define the word **challenge** to students - to do something new, to do something that could be difficult, scary. Ask students when we talk about **challenge**, who are the people we need to challenge? (i.e. ourselves, friends, bullies, victims, leaders.)

Have students choose a group listed above by raising their hands, and defend why they think it's important and difficult/scary to challenge that group.

#### Development: (20 min.)

- Split students into groups based on who they were interested in defending. Allow time for students to brainstorm their responses as a team. Students can write their ideas on the discussion hand out. At the end they will defend their reasoning to the class. When ready, students will chose a spokesperson to represent their group.
- Groups will share their defense of the importance and difficulties of challenging their particular group. At the end of each group, have the rest of the class write a question or comment. Have a few volunteers share their questions/comments.

#### Closure: (10 min.)

Encourage students to see that all groups are important and necessary to challenge. Challenging anyone is often a hard and scary thing to do. If we all agree to work on this, then we can be a team to challenge this classroom to be a be nice. classroom.

Name: \_\_\_\_\_

## Challenge Worksheet (3-6th grade)

The group of people we want to challenge is:

\_\_\_\_\_

Why it's important to challenge this group:

Why it's hard to challenge this group:

### Questions:

Group 1:

Group 2:

Group 3:

Group 4:

Group 5: