



# **You Are Special Master Curriculum Guide**

*You are special - unique, important, created for a purpose!*

**Version III**

## **Acknowledgements**

Though this guide is brief, it is a product of an elaborate collaboration that literally spans the globe. Special thanks go to Max Lucado and Friends, Compassion for Migrant Children, New Day Learning Center, Living Waters Trust, Root Publishing Company, Taosheng Publishing House, Erin Yang, Ellen Knighton, Kim Tingler, Jasmine Han, Misty Littlewood, Cindy Hsieh, all of the wonderful individuals that serve on New Song's Board of Directors, the passionate and faithful YAS volunteers, and the people and organizations that have allowed us the privilege to share the YAS message with them. All of these folks are most certainly...special!

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## Foreword

The YAS program began as a conversation among people open to exploring new ideas together. In 2006, I was working with New Day Learning Center in Qingyundian, China. As relationships formed with the students—most of whom were university-age—we began to dialogue about the intriguing topics of self-esteem, self-worth, how people determine and derive their value, confidence and security, and most interesting of all, how these concepts compare and contrast in the East versus the West. I hope I can speak for all involved in saying this communication was marked by enjoyment and positive personal growth. As a token of the time these students and I shared together, I gave each of them a Mandarin Edition of the beautifully illustrated book You Are Special by Max Lucado, with illustrations by Sergio Martinez.

Much to my surprise, local and foreign organizations of various sorts approached me and asked that I engage in similar conversations with their target audiences—in a more structured way, of course. From this, the YAS program was officially born; a program that utilizes the You Are Special book as a cornerstone for all lectures, small group sessions, and one-on-one conversations.

Today, more than 50,000 local Chinese men, women, and children have received YAS instruction. These participants came from schools, disaster relief areas, orphanages, churches, and for-profit companies that can be found in one of the 26 provinces or municipalities where YAS has been implemented. This achievement has only been possible through the service of hundreds of local individuals who are wise and radical enough to not only know and believe they are special, but to know and believe others are as well.

Some people might find it curious that such a simple book, such a simple message and program, could have the impact we've seen through YAS. I think it goes to show that in the midst of all the positive progress of modern life, many of us have forgotten the basic truth of the dignity and value of all mankind. The YAS Program simply serves as a reminder.

Celebrating the Specialness of Humanity,

Julie Schulze  
Founder  
New Song Personal Development Resources

## **Disclaimer**

New Song envisions the next generations of Chinese enlivened to their “new song.” One method for making that a reality is to spread the “You Are Special” message to as many people as possible. Our hope is that others feel as passionate about this goal as we do. Nevertheless, we must be good stewards of this message and the subsequent materials we have created. Therefore, this curriculum guide, and all of the related content, must not be used or distributed without the consent of New Song. Making photocopies of any or all of the Master Curriculum Guide is also prohibited without prior consent of New Song. If you have any questions regarding the distribution of this material, please contact us at [info@newsongchina.org](mailto:info@newsongchina.org). Thank you

## Advice on Implementation

New Song has implemented the YAS program in a wide array of set-ups and scenarios. We've had program participants as young as toddlers and as old as grandparents. We've packed an entire YAS program into one 2-hour session and have also implemented the complete curriculum over the course of several months. As mentioned before, YAS has been implemented through a variety of organizations, all with differing organizational cultures and concerns. Additionally, YAS has been implemented by one instructor for a classroom full of kids as well as by enough volunteers to almost achieve a 1:1 instructor to participant ratio.

How YAS is implemented will differ depending on potential participants, instructors, time allotments, and other practical issues of space and resources available. That is fine. This curriculum serves as a foundation for all the possible implementation permutations that exist. It is presented according to our experience with implementation. Of course, we feel that the implementation of the complete curriculum can often be best. However, it is up to you to determine what is best for your beneficiaries. You'll simply pick and choose what you think will work best for your unique situation from the lessons provided.

In any case, below is a list of insights and information to consider:

- The enduring understanding of this curriculum is for the program participant to know, and hopefully believe, they are special.
- This curriculum has been created to always include giving a You Are Special book to program participants.
- Whenever a book is given we always present it in the same fashion. As we hold the participant's hands in ours, we look into their eyes and say with genuine affection and conviction, "There are over 1.4 billion people in China and you are only one of those people, but...*you are special.*" Then, we give them their book.
- This curriculum has been created with elementary and middle school students in mind, but can be modified for people of different ages.
- This curriculum has been created for people who are able to read and write, but can be modified for people without these abilities.
- The School Day Curriculum (SDC) has been created to be information based and more structured.
- The Camp Curriculum (CC) has been created to be feelings based and less formal.
- The SDC was created to be implemented by one instructor during a one-hour time period in a class of no more than 25 participants; but this does not have to be the case.

- The CC has been created to be implemented by a team of instructors, during at least a two-hour time period, where the ratio of instructor to participant is not less than 1:1 and not more than 1:10.
- The SDC includes a table overview and standard lesson plans. Both should be thoroughly reviewed before implementation. Additional scripting may be needed for new instructors.
- The CC includes short-form lesson plans and corresponding scripts. Both should be thoroughly reviewed before implementation, whether an instructor is new or seasoned. If the scripts are utilized during implementation, it is acceptable to modify them so long as the enduring understanding, learning goals, and key activities are not compromised.
- If both sets of curriculum are implemented, typically the CC is implemented first as a sample experience of the program, then ideally followed by the SDC. If the CC curriculum has been administered prior, then the instructor would begin with SDC lesson #2 instead of lesson #1.
- If you, or your organization, will be implementing YAS for children, we strongly encourage you to obtain the favorable endorsement of their parents before implementation.
- If you, or your organization, will be implementing YAS in an institutional setting (i.e.-schools, orphanages, hospitals, etc.) we strongly encourage you to obtain the favorable endorsement of the most senior institutional administrators before implementation.

Of course, it is important to plan your implementation strategy well. Be prepared, have all your materials gathered, and make sure anyone implementing with you is quite familiar with the lessons you will teach as well as their own role in the lesson. However, there are two even more crucial and invaluable ways of preparing yourself to implement. First, in order to teach others to know and believe they are special, *you* must know and believe *they* are special. Even more important is that in order to teach others to know and believe they are special, *you* must know and believe that *you* are special. Do whatever it takes to prepare in this regard, and the details of everything else will work out fine. If you'd like some counsel on this specific matter, don't hesitate to contact New Song at [info@newsongchina.org](mailto:info@newsongchina.org).

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· The handouts for SDC and CC are included with Master Curriculum Guide lessons and indicated on the materials list with an asterisk \* and in **bold**. They can be copied from the Guide or from a digital version of the MCG.

## **Lesson Handouts and Extras**

(Handouts can be copied from the print or digital version.)

### **School Day Curriculum (SDC)**

#### Lesson 1

- This is Punchinello handout

#### Lesson 2

- Definitions handout
- Body Outline handout

#### Lesson 3

- Bingo board
- Venn Diagram handout

#### Lesson 4

- Pointillism Hand/30,000,000,000,000 handout
- Special Me handout

#### Lesson 5

- Stars and Dots stickers template

#### Lesson 6

- Invaluable Price tag sticker template
- 4 Tricks for No Stick handout

#### Lesson 7

- Sharing with Others handouts
- Invitation card template

#### Lesson 8

- You are Unique song sheet

### **Camp Curriculum (CC)**

- Getting to Know You (GTKY) sheet
- You Are Unique song sheet
- Yellow Stars, Grey Dots, and Pink Hearts template (for cut-outs and stickers)
- Drama Scripts
- Parent Invitation

### **Evaluation Materials**

- Student Pre- and Post-evaluations
- Evaluation Scoring page
- Implementer's Post-Evaluation



## YAS SDC Overview

Enduring Understanding – The students will know they are special.

LEARNING GOAL	FOCUS – ENGAGE	INPUT- EXPLAIN	GUIDED PRACTICE EXPERIENCE	INDEPENDENT PRACTICE EVALUATION
1. The students will state the theme of the book.	Introductions; Stand Up, Sit Down activity.	Introduce Punchinello and the book.	Read book; Ask qualitative and content questions.	"This is Punchinello" handout; decorate folders; present books.
2. The students will define "special."	Ask students what "special" means to them; show pictures of Great Wall – unique, Olympics and Chinese New Year – of great importance, Watch or clock hands – a particular purpose.	Define "special", read/discuss p.27-29.	Personalize the definition by giving personal, real-life examples; have students do the same.	Complete definition and body outline handouts.
3. The students will recognize themselves and others as special through acknowledging similarities and appreciating differences with others.	Have students identify all the ways you are similar to and different from Punchinello.	Read/discuss bottom paragraph on p.7.	Complete Bingo boards; complete a Venn Diagram together.	Students are assigned a partner to complete a Venn Diagram together.
4. The learners will know they are special by identifying and explaining traits that show they were made that way.	Show picture of famous athletes; discuss body design and other examples of animals and people to show we are given exactly what we need to be us.	Read/discuss middle of p.31; Discuss cells; define cell.	Complete pointillism 30,000,000,000,000 handout.	Complete "Special Me" handout.

5. The students will explain the symbolism of stars and dots.	Show photo examples of symbols; define symbols; ask what symbols are in the book.	Read/discuss p.9-11; discuss symbolism of stars and dots.	Sticker activity where students act as if they are Wemmicks; discuss the experience after it is over.	Complete personal essay about today's activity on stars and dots.
6. The students will understand that it is a choice to accept stars and dots, and that the best choice is to accept neither.	Brainstorm ten choices made daily.	Read/discuss p. 17,19,29, explain "4 Tricks to No Stick" Method.	"How much does this cost?" illustration.	Complete "4 Tricks to No Stick" handout.
7. The students will demonstrate the importance of sharing the good news of the YAS message to help others know they are special.	Share bag of candy; discuss other types of sharing; discuss sharing "good news".	Re-read book ending; discuss what a sequel would contain.	Complete "Sharing with Others" handout; discuss.	Create 2 invitation cards.
8. The students will celebrate his or her specialness and the specialness of others.	Sing song, "You are Unique."	Review book summary, definition, sharing with others, etc.	Play Name Bingo; Watch movie if equipment is available; enjoy refreshments.	Complete post-evaluation.

## **School Day Curriculum (SDC)**

## YAS SDC Lesson 1

**Objective/Learning Goal:** The student will state the theme of the book as “you are special.”

**Prerequisites:** Students that begin with this lesson should not have received the Camp Curriculum. If students have received the CC, they should begin with SDC Lesson 2. A pre-evaluation should be administered before SDC Lesson 1 if the students did not participate in the CC. If they did participate in CC, the pre- and post-evaluation from that will be sufficient. Teachers may also want to create an “It” bag or can. This is a bag or can that contains the name of each student written on a piece of wood, scrap of paper, or some other shape. The teacher can draw from it randomly when he/she wants to select a student to answer a question or perform a particular activity.

**Materials:**

- You Are Special book – Teacher’s copy
- **\*This is Punchinello handouts**
- Writing utensils
- 2-pocket folders
- Colored markers, or equivalent
- You Are Special books (one per participant)
- Permanent marker

**Anticipatory Set/Engage the Students:** Teachers that are meeting students for the first time should introduce themselves and tell the students they are excited to learn together during the next 8 lessons. They should lead the students in the “Stand Up, Sit Down” activity. The Teacher should give commands such as, “If you have a brother or sister, please stand up.” Then, they ask everyone to sit down again. Teachers give other commands following the same pattern for a few minutes (i.e., “If you are from Yunnan, please stand up”, “If your favorite holiday is Spring Festival...”, “If you like to play badminton...”, “If you’re happy today...”, etc.). Teacher should participate in this activity by standing up and sitting down after their commands as well.

**Teach/Explain the Learning:** Teacher will tell the students that exercise was a fun way to get to know more about each other, and *now* they are going to get to know another person. Teacher explains that this “person” is in the room with them right now, but that they probably can’t see him. The teacher tells them his name is Punchinello, and he is actually a character in a favorite children’s book. Teacher says, “I’d like to introduce Punchinello to you right now by reading the book aloud.”

**Guided Practice/Experience the Learning:** The teacher will read the book, being sure to do so with energy and continuing to engage students by showing them the illustrations as its read. When finished, students are asked how they liked the book, what they think about Punchinello, etc. Teacher should not try to correct their answers, but just listen to their thoughts. Next, story elements are reviewed to ensure the students have understood (i.e., Who are the main characters? What is the setting? What did Punchinello learn? Who is Eli? Other questions?). For these questions, teacher can correct them. Students are asked what they think is the theme of the book. Then the teacher will state the theme, "You are special!"

**Independent Practice/Evaluation:** Students will complete the "This is Punchinello" handout. Teacher explains that they are to write down what they would say in a conversation where they "introduced" Punchinello to another person. An example should be given by going up to a student and "introducing" them to the class (i.e., "This is Mingzhu. She goes to Qinglian School. She is in 5<sup>th</sup> grade. Her hair is long and pretty. She seems nice. She is an only child. She is not from Yunnan. Her favorite holiday is Spring Festival. She does not like to play badminton. She is happy today. Today, she read a book called You Are Special. I think she liked it. I hope I can be friends with her.") Students will then write at least 10 sentences on the handout. They should copy the theme on the handout.

Teacher explains that during the 8 lessons students will complete many handouts and keep them in the two-pocket folder given them. After they complete the "This is Punchinello" handout, students decorate their folder with colored markers. They just need to be sure to write their name on the folder in large clear print.


While the students are working, the teacher calls them up, one at a time, to give them their very own copy of the book. The teacher must be sure to write their name in it with permanent marker before it is given to them. Before the book is presented to each student, the teacher should hold his/her hand, look into their eyes and, with genuine affection and conviction, say, **"There are over 1.4 billion people in China and you, \_\_\_\_\_ (say their name), are only 1 of those people, but, you are special!"** Students are told they are welcome to take their book home with them, but they must bring it back to use during every YAS lesson in the future.

**Check for learning:** Before class is over, the students give the teacher their folder with the completed assignment(s) inside. The teacher will want to review these before the next class to see if the learning goal was achieved. Positive feedback and constructive criticism should be written on the handout before passing them back at the beginning of the next lesson.

**Optional homework assignment:** Teacher asks students to reread the You Are Special story.

You are special - unique, important, created for a purpose!

## This is Punchinello

A red pencil is shown drawing a simple smiley face on a white background with horizontal lines. The pencil is positioned at the top right, and the smiley face is drawn below it. The smiley face consists of two dots for eyes and a curved line for a mouth. The pencil is red with a black eraser and a silver band. The background has horizontal lines, and the smiley face is drawn on one of these lines.

## YAS SDC Lesson 2

**Objective/Learning Goal:** The student will define "special."

**Prerequisites:** Students that received the CC should begin with this lesson. The teacher should review the pre-evaluation conducted before the start of CC and the post-evaluation conducted after the CC was implemented. Students should bring their You Are Special books to all SDC lessons. Teachers may also want to create an "It" bag or can. This is a can or bag that contains the name of each student written on a piece of wood, scrap of paper, or some other shape. The teacher can draw from it randomly when they want to select a student to answer a question or perform a particular activity.

**Materials:**

- You Are Special books – for teachers and students
- 2-pocket folders with completed assignments
- Blackboard and chalk, or equivalent
- Photographs (one each of Olympics, Great Wall, Chinese New Year, Clock with hands)
- "It" can
- **\*Definition handouts**
- **\*Body Outline handouts**
- Writing utensils

**Review:** Before giving the students their folders, the teacher asks them a few questions related to the assignment(s) they completed and Lesson One's learning goal in general. ~~If the assignment(s) reviewed after the last lesson revealed a~~ significant lack of comprehension, teacher will address those at this time. Then the teacher passes back the folders, lets students read comments from the assignment(s), and sees if they have any questions.

**Anticipatory Set/Engage the Students:** Students are asked what the word "special" means to them. Answers are written on the board. Pictures of the Great Wall are shown and the teacher discusses with students why the Great Wall is special. Students should identify that it is "**unique**." The word "unique" is written on board. Photos are shown relating to the Olympics and Chinese New Year. These events are special because they are "**of great importance**." Teacher writes "**of great importance**" on the board under "unique". ~~A clock or~~ watch is shown and the hands are discussed. Each hand on a clock is special because it was "**made for a particular purpose**." "Made for a particular purpose" is written on the board under the other two.

**Teach/Explain the Learning:** Students read p.25-27 in their book. When they finish, the teacher explains this is the part of the story where Punchinello begins to learn that he is special. Students are told that over the next seven lessons, they will be learning that they are "special" too.

Teacher tells students that before they can understand that they are special, they need to know the definition of "special." What has already been written on the board in the anticipatory set is the definition that is going to be used for the word "special" throughout this unit. The definition of special is as follows: "1.) Unique; 2.) Of great importance; 3.) Made for a particular purpose."<sup>1</sup> The teacher restates to the students that at the end of these lessons they will know that they are special which means they will know they are unique, of great importance, and made for a particular purpose.

**Guided Practice/Experience the Learning:** Teacher tells the students, "You are special because you are unique; you are of great importance; and you are made for a particular purpose." Then, they are given specific, personal examples of this (i.e., "I am unique because I like to eat eggs with onions. I am of great importance because I am the only 'me' there is. I am made for a particular purpose. I am a Teacher. I am unique, of great importance and made for a particular purpose; I am special.") Students should be given as many examples as necessary to help them understand this concept. The following incomplete sentences are written on the board:

- 1) I am unique because...
- 2) I am of great importance because...
- 3) I am made for a particular purpose. I am....

Teacher calls on different students (using the "It" can if one was made) to complete the sentences according to what's true about them. Students should end by saying, "I am unique, of great importance and made for a particular purpose; I am special."

**Independent Practice/Evaluation:** Students complete the Definition handout followed by the Body Outline handout. (On this handout students will be asked to draw their self-portrait on a piece of paper. When all of the portraits are put together, they will find out how each is unique.) Teacher must circulate around the room and make sure the students are on-task and understand the assignment.

**Check for learning:** Before class is over students give the teacher their folders with the completed assignment(s) inside. The teacher will want to review these before the next class to see if the learning goal was achieved. They should write positive feedback and constructive criticism on the handout before passing them back at the beginning of the next lesson.

**Optional homework assignment:** Students are asked to complete another Definition handout for one of their parents.

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<sup>1</sup> *Princeton University WordNet Website*. Retrieved from <http://wordnet.princeton.edu>



\_\_\_\_\_ is Special

I am unique, because

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I am important, because

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I am made for a particular purpose, because

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\_\_\_\_\_ is Special

I am unique, because

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I am important, because

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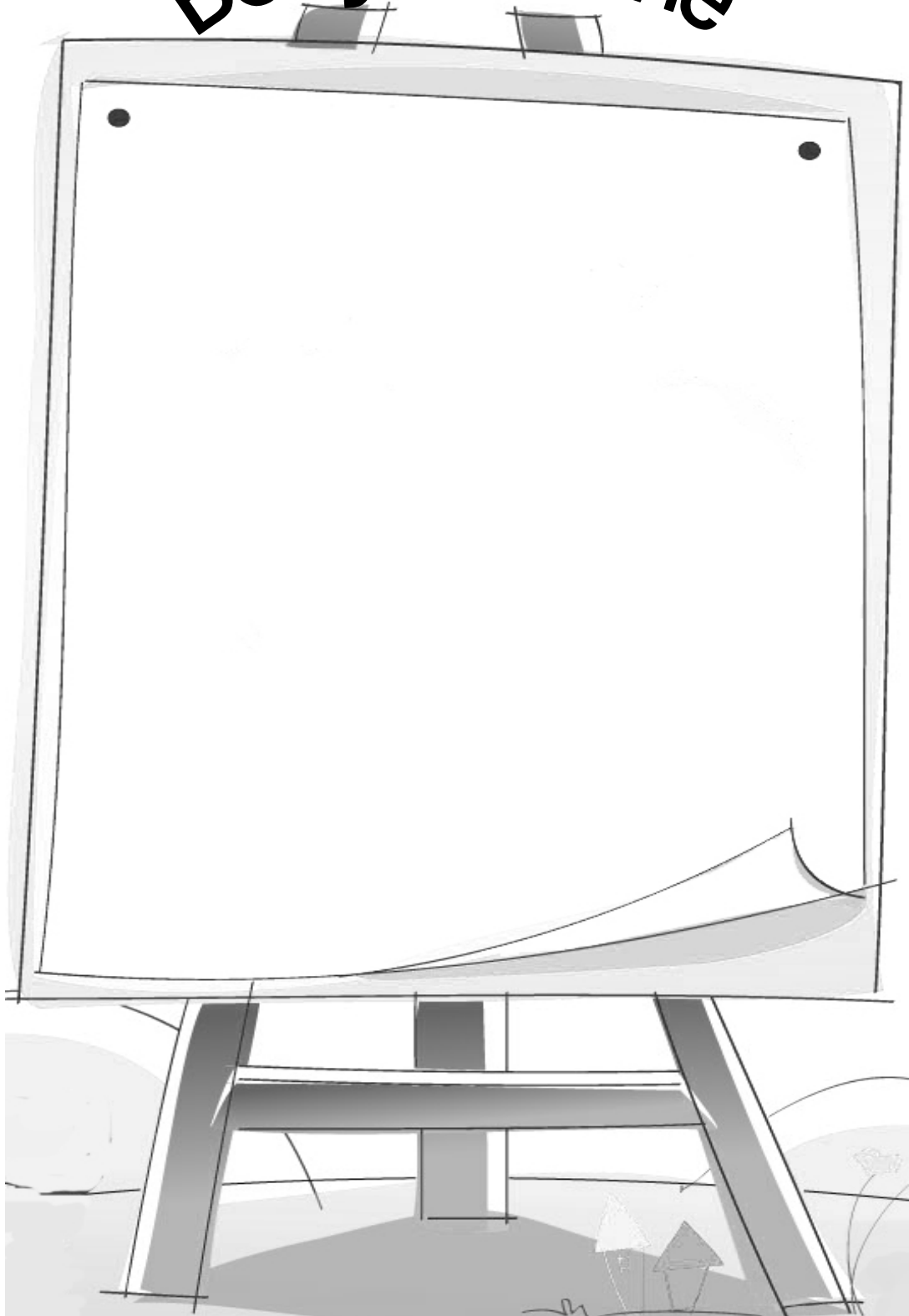
I am made for a particular purpose, because

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You are special - unique, important, created for a purpose!

# Body Outline



### YAS SDC Lesson 3

**Objective/Learning Goal:** The student will recognize his/herself and others as special through acknowledging similarities and appreciating differences.

**Prerequisites:** Students should know the theme of the book and the three-part definition of “special”.

**Materials:**

- You Are Special books - for teachers and students
- 2-pocket folder with completed assignments
- Blackboard and chalk, or equivalent
- “It” can, or equivalent
- \***Bingo boards**
- \***Venn diagram handouts**
- Writing utensils

**Review:** Before giving the students their folders, teacher asks them a few questions related to the assignment(s) they completed and Lesson Two’s learning goal in general. If the assignment(s) teacher reviewed after the last lesson revealed a significant lack of comprehension, that should be addressed at this time. Then the teacher passes back folders, lets them read teacher comments from the assignment(s), and sees if they have any questions.

**Anticipatory Set/Engage the Students:** The students are asked to tell the ways the teacher is similar to and different from Punchinello. Their answers are written on the board.

**Teach/Explain the Learning:** Teacher should read the bottom paragraph on p.7 where the book discusses the differences among Wemmicks, and point out how the Wemmicks are similar by having students look at the illustrations and share their thoughts. Teacher should **highlight that all people have similarities and differences, but all people are special.**

**Guided Practice/Experience the Learning:** Using classmates' names, teacher will have the students fill in the blanks on the Bingo board. They should only use a classmate's name once, and one square could contain the student's own name. Once they have filled in every blank, students are told they can put this paper in their folder until the last class when they will use it to play a very fun game! Next, they are shown the Venn diagram handout they will be completing soon. Teacher will explain that a Venn diagram is a great visual for showing people's similarities and differences. A sample Venn diagram should be completed by the teacher on the board with at least three pieces of information in each of the three sections. (As an example, teacher can use two celebrities or themselves and a family member for comparison.) The three sections of the Venn diagram are as follows:

- 1) The left-hand side will have characteristics about the student that their partner does not have.
- 2) The right-hand side will have characteristics of their partner that the student does not possess.
- 3) The middle section will have shared characteristics.

Note: These characteristics can deal with physical appearance, preferences, personality types, family background, etc. Teacher should be sure to include different types of characteristics in this example for the students.

**Independent Practice/Evaluation:** Partners are assigned to get to know more about their similarities and differences. Teacher can draw names from the "It" can if they want it to be random. Students will complete the Venn diagram handout with their partner. It is important for the teacher to circulate around the room to monitor students and offer assistance when needed.

**Check for learning:** Before class is over, students should give the teacher their folders with the completed assignment(s) inside. Teacher will want to review these before the next class to see if the learning goal was achieved. Positive feedback and constructive criticism should be written on the handout before passing them back at the beginning of the next lesson.

**Optional homework assignment:** Students are asked to complete another Venn diagram handout with a friend that's not in the class or compare himself or herself to a celebrity or famous athlete.

## We Are Special Bingo Board

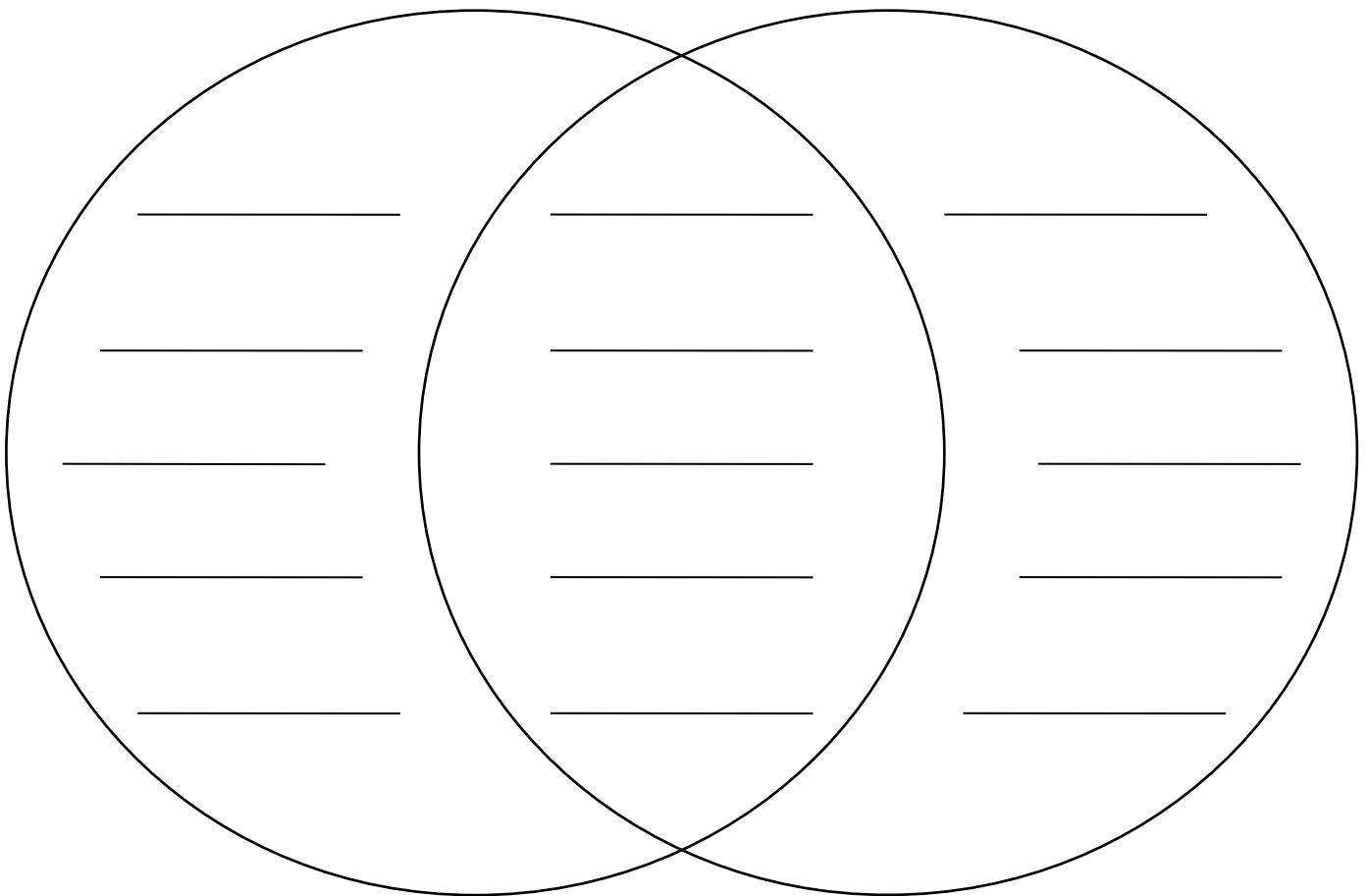
<hr/> runs faster than me, but both of us are special!	<hr/> has shorter hair than me, but both of us are special!	<hr/> has darker skin than me, but both of us are special!	<hr/> is not from my hometown, but both of us are special.
<hr/> is better at math than me, but both of us are special!	<hr/> enjoys physical education more than me, but both of us are special!	<hr/> can speak Chinese more fluently than me, but both of us are special!	<hr/> can speak English more fluently than me, but both of us are special!
<hr/> is more shy than me, but both of us are special!	<hr/> is more outgoing than me, but both of us are special!	<hr/> is shorter than me, but both of us are special!	<hr/> is funnier than me, but both of us are special!
<hr/> has a different way to figure things out, but both of us are special!	<hr/> has a different accent, but both of us are special!	<hr/> has a different personality, but both of us are special!	<hr/> likes to play different games, but both of us are special!

You are special - unique, important, created for a purpose!

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

Date: \_\_\_\_\_

\_\_\_\_\_ is special, because we have similarities;  
\_\_\_\_\_ is special, because we have differences.



\_\_\_\_\_’s characteristic    Our Similarities    \_\_\_\_\_’s characteristic

## YAS SDC Lesson 4

**Objective/Learning Goal:** The student will know they are special by identifying and explaining traits that show they were made that way.

**Prerequisites:** Students should know the theme of the book, the three-part definition of “special,” and that all people—with their similarities and differences—are special.

**Materials:**

- You Are Special books for teachers and students
- 2-pocket folder with completed assignments
- Photographs of a famous athlete (i.e. Yao Ming, Michael Jordan), a picture of magnified cell, and an example of Pointillism artwork
- Blackboard and chalk, or equivalent
- “It” can, or equivalent
- **\*Pointillism Hand/30,000,000,000,000 handouts**
- Colored markers, or equivalent
- Stamp pad(s)
- **\*Special Me handouts**
- Writing utensils

**Review:** Before giving the students their folders, teacher asks them a few questions related to the assignment(s) they completed and Lesson Three’s learning goal in general. If the assignment(s) teacher reviewed after the last lesson revealed a significant lack of comprehension, those should be addressed at this time. Teacher passes back their folders, lets them read comments from the assignment(s), and sees if they have any questions.

**Anticipatory Set/Engage the Students:** Students are shown pictures of athletes such as Jeremy Lin and their body design is discussed. Teacher explains Jeremy Lin has won so many basketball competitions because of practice, hard work, *and* the way his body is made. How his body is built is excellent for a basketball player Teacher can also share animal examples. A bee is designed perfectly for what it is supposed to do. An ox doesn’t need wings. It has strong muscles. Students can share ideas about how certain animals are made for exactly what they are supposed to do. Teacher also points out that people who have a physical challenge, like being blind, are able to use their other senses. An example is the famous painter who uses her teeth to hold a brush because she has no arms or legs. **Students should realize, “We have been given exactly what we need to be us.”**

**Teach/Explain the Learning:** Teacher reads the middle of p. 31 in the book and explains that Punchinello was made exactly the way he was supposed to be. Next, the students are asked what, if anything, they know about cells. Their answers are put on the board. The definition of a cell as "the basic structural and functional unit of all living things"<sup>2</sup> is written on the board. They are shown the picture of a cell and the students guess how many cells make up the human body. Call on students using "It" can. After telling the answer, over thirty trillion, teacher asks the students, "How many zeros are in thirty trillion?" Using the "It" can again, teacher calls on students until someone answers correctly: 30 with 12 zeros (or 13 zeros)! The teacher writes 30,000,000,000,000 on the board.

**Guided Practice/Experience the Learning:** Students will trace around their hand lightly. Using the colored markers to make small dots, students will fill in their hand to create a pointillism picture. Teacher explains that this represents the trillion+ cells that make up their body. Before they get started, they are shown the Pointillism artwork example. Meanwhile, the students share stamp pads and write 30,000,000,000,000 using their fingerprint as the zeroes. Teacher tells students, "Your fingerprint is uniquely yours. Even though there are so many people in the entire world, nobody has a fingerprint like you!"

**Independent Practice/Evaluation:** Using the "Special Me" handout, teacher has the students describe a personal use for all the highlighted parts. The teacher says, "I would complete the handout showing the following: with my brain, I create lesson plans; with my eyes, I watch my favorite movie, Avatar; with my mouth, I give my husband kisses."

**Check for learning:** Before class is over the teacher has the students give them their folders with the completed assignment(s) inside. They will want to review these before the next class to see if the learning goal was achieved. Positive feedback and constructive criticism should be written on the handout before passing them back at the beginning of the next lesson.

**Optional homework assignment:** Students are asked to complete a "Special Me" handout for someone in their family.

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<sup>2</sup> Merriam-Webster Website. Retrieved from <http://www.wordcentral.com>



You are special - unique, important, created for a purpose!

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

Date: \_\_\_\_\_

# My Hand



**WOW!**

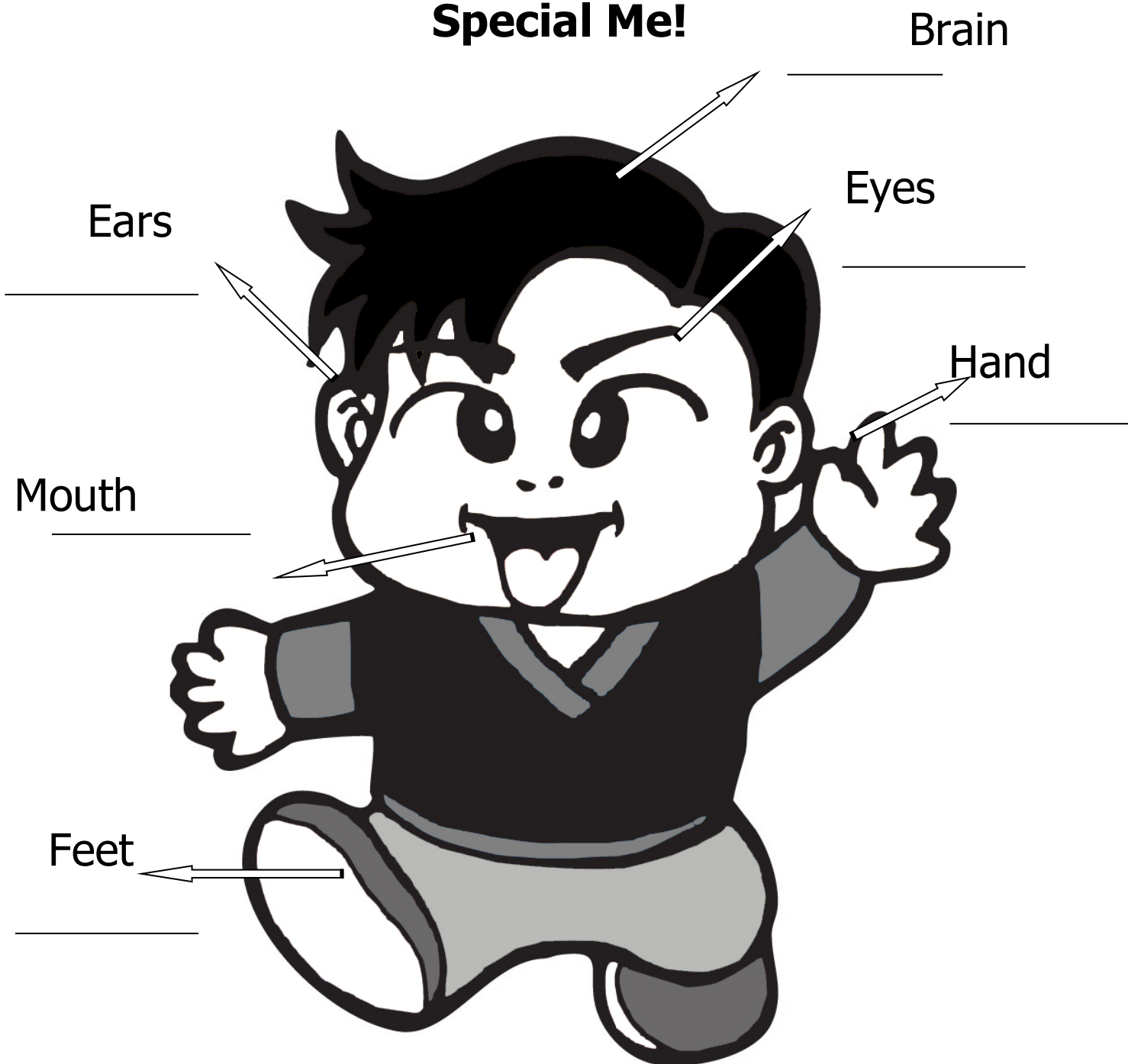
30,000,000,000,000

You are special - unique, important, created for a purpose!

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

Date: \_\_\_\_\_

## Special Me!



## YAS SDC Lesson 5

**Objective/Learning Goal:** The student will explain the symbolism of stars and dots.

**Prerequisites:** Students should know the theme of the book; the three-part definition of “special”; that all people—with their similarities and differences—are special; and that they are special because they were made that way.

**Materials:**

- You Are Special books for teachers and students
- 2-pocket folder with completed assignments
- “It” can, or equivalent
- Photographs of symbols (i.e., lion, eagle, dragon, man, woman, cross, yin and yang)
- Blackboard and chalk, or equivalent
- **\*Stars and Dots stickers (template provided)**
- Candy
- Blank paper
- Writing utensils

**Review:** Before giving the students their folders, teacher will ask them a few questions related to the assignment(s) they completed and Lesson Four’s learning goal in general. If the assignment(s) reviewed after the last lesson revealed a significant lack of comprehension, those should be addressed at this time. Then the teacher passes back student folders, lets them read comments from the assignment(s), and sees if they have any questions.

**Anticipatory Set/Engage the Students:** Pictures of symbols are shown and students are asked what the symbol/picture represents (i.e., lions symbolize courage, eagles symbolize America, dragons symbolize China, power and masculinity, etc.). The definition of symbol is written on the board. A symbol is defined as “Something that stands for something else”.<sup>3</sup> Students are asked if they can think of any symbols in You Are Special.

**Teach/Explain the Learning:** Students are instructed to read p. 9-11. The teacher explains that the stars and dots are symbols. Students brainstorm what the stars and dots symbolize. **Eventually, the teacher will tell them and write on the board that a star is basically a symbol of approval, and a dot is a symbol of disapproval, and both are symbols of the judgments of others.**

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<sup>3</sup> *Merriam-Webster Website*. Retrieved from <http://www.wordcentral.com>

**Guided Practice/Experience the Learning:** The students are now going to do an activity where they have to act like Wemmicks. The teacher will go around and put stickers on student backs. They will not be able to see what stickers they have, but will be able to see what stickers others have been given. Teacher tells them to treat each other the way the Wemmicks did in the story (i.e., if people have a lot of stickers, be very nice to them; if they have a lot of dots, be mean to them or ignore them, etc.). Teacher explains that whatever stickers are put on a student's back have nothing to do with who they really are; they are just playing a part. Once the activity begins, the teacher pulls out a bag of candy. While the students are moving around the room and interacting, the teacher goes around the room and hands out candy only to those who have a lot of stars. The teacher might tell someone with a lot of dots that they need to go sit in the corner by themselves, or clean the blackboard, or take out the trash. Teacher makes sure students stay engaged in the activity. Once a teacher can tell students are feeling the effect of the activity, they are asked to return to their seats. When they are seated, students are told they can now have their neighbor tell them what stickers are on their backs. The teacher asks if they are surprised or not to find out what stickers were on their back and why. A student that has a lot of stars is asked how he or she felt about being treated so well; a student with a lot of dots is asked how it felt to be treated so poorly. This conversation continues as long as the students are engaged and sharing. The teacher explains that stars and dots are actually part of real-life, not just something from a storybook. They share a few examples of real-life stars and dots. All students should receive candy before moving on to the next assignment.

**Independent Practice/Evaluation:** The following questions are written on the board and students write their answers on a blank piece of paper teacher provides. Teacher tells them their responses need to be at least a total of one page long and to answer all the questions in full to keep in their folder.

Questions:

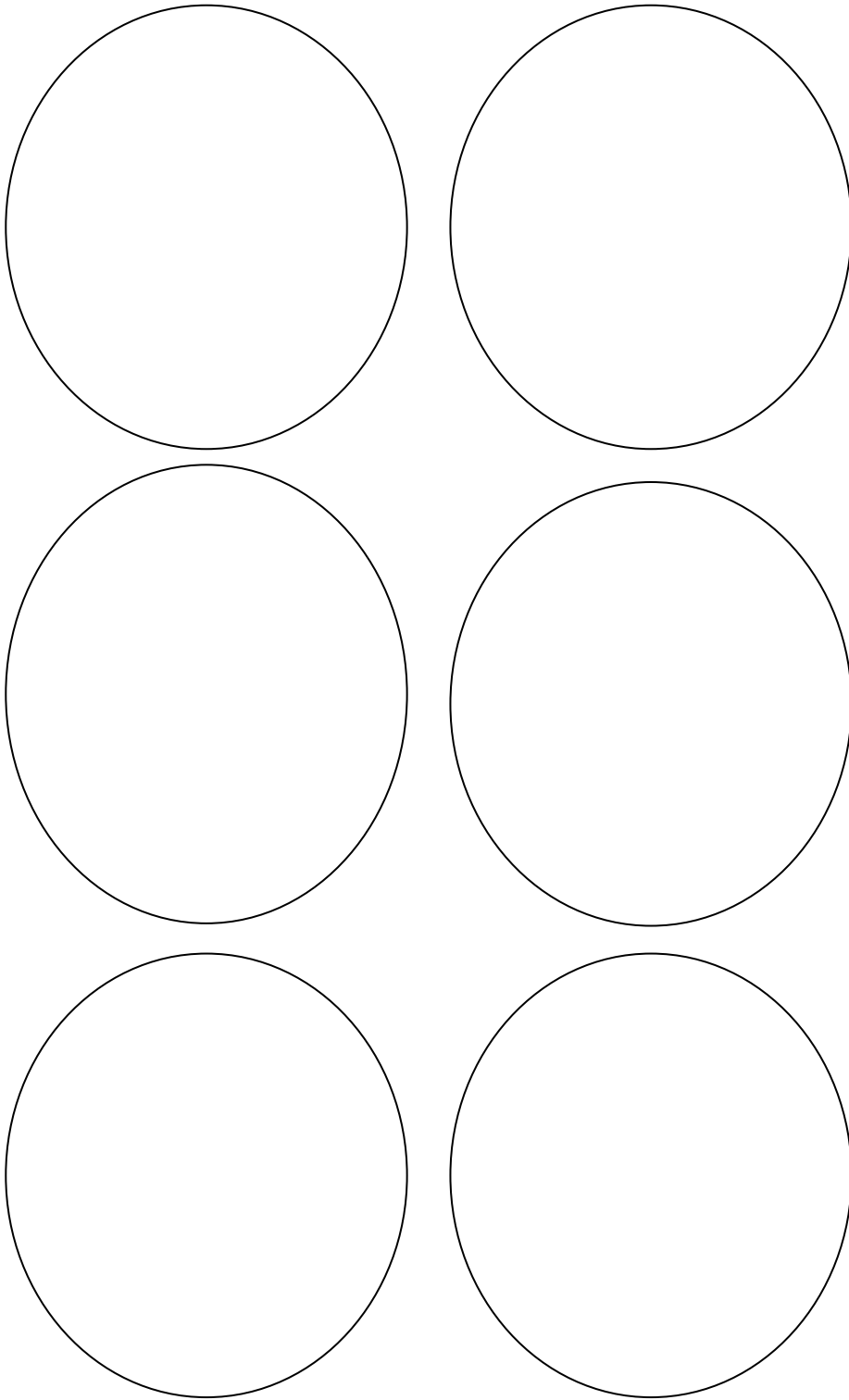
- 1) What stickers did you have on your back during the activity?
- 2) Were you surprised when you found out what stickers you had on your back? Why or why not?
- 3) How were you treated? How did that make you feel?
- 4) How would you feel about being covered with stars in real life?
- 5) How would you feel about being covered with dots in real life?
- 6) How would you feel about having some stars and some dots in real life?

**Check for learning:** Before class is over the students give the teacher their folders with the completed assignment(s) inside. Teachers will review these before the next class to see if the learning goal was achieved. Positive feedback and constructive criticism should be written on the handout before passing them back at the beginning of the next lesson.

**Optional homework assignment:** Students are to write down five of their real-life stars and five of their real-life dots.

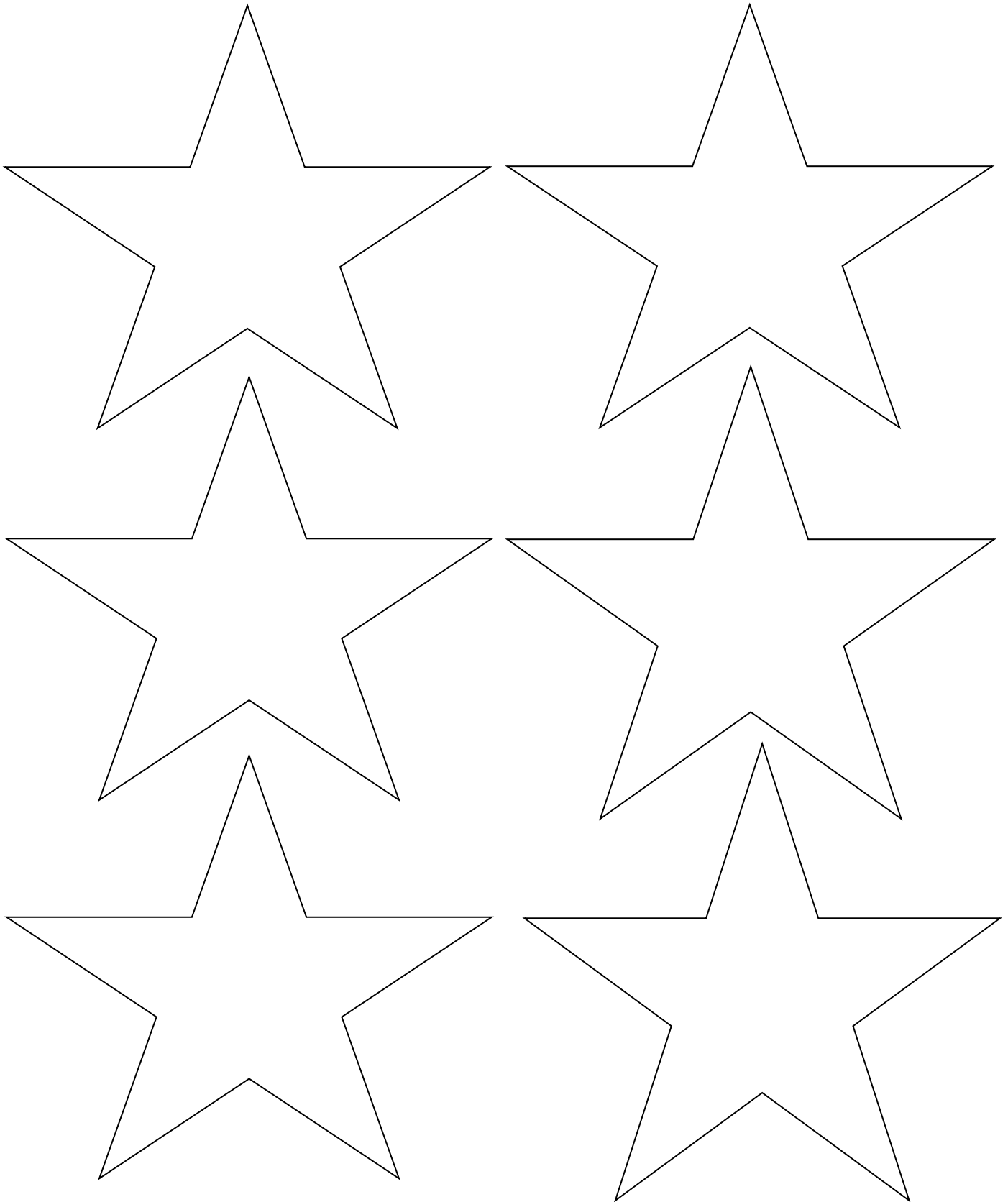
You are special - unique, important, created for a purpose!

Print on grey sticky paper and cut out.



You are special - unique, important, created for a purpose!

Print on yellow sticky paper and cut out.



## YAS SDC Lesson 6

**Objective/Learning Goal:** The student will understand that it is a choice to accept stars and dots, and that the best choice is to accept neither.

**Prerequisites:** Students should know the theme of the book; the three-part definition of “special”; that all people—with their similarities and differences—are special; that they are special because they were made that way; and the symbolism of stars and dots.

**Review:** Before giving the students their folders teachers ask them a few questions related to the assignment(s) they completed and Lesson Five’s learning goal in general. If the assignment(s) reviewed after the last lesson revealed a significant lack of comprehension, teacher should address those at this time. Then the teacher passes back their folders, lets them read the comments from the assignment(s), and sees if they have any questions.

**Materials:**

- You Are Special books for teachers and students
- 2-pocket folder with completed assignments
- **\*Invaluable Price tag stickers (template provided)**
- **\*4 Tricks for No Stick handouts**
- Blackboard and chalk, or equivalent
- “It” can, or equivalent
- Writing utensils
- Permanent marker

**Anticipatory Set/Engage the Students:** The word “choice” is discussed. With students, teacher will brainstorm ten choices that students have to make daily such as clothes to wear, food to eat, friends to play with, etc.

**Teach/Explain the Learning:** Teacher will read p. 17, 19 and 29 in the book and ask students the following question: “Who had no stickers? Why?” Teacher will explain that Lucia had no stickers, not because people didn’t try to give them to her, but because she made a *choice* to not let them stick (p. 29 “the stickers only stick if you let them”). The student makes the choice to not let stars or dots stick too. The “4 Tricks for No Stick” method is explained as the teacher writes it down on the board and gives at least 2 personal examples. Teacher writes down the steps one should follow to not let stars or dots stick on the board:

**“4 Tricks for No Stick” Method:**

**1) Remind, 2) Decide 3) Question 4) Act:**

**Personal Examples:**

- 1) "Every day I **remind** myself that I am special; that I am unique, of great importance and made for a particular purpose."
- 2) "Every day I **decide** I will determine my value and not let the judgment of others determine it."
- 3) "When people try to give me stars or dots I **ask** myself the following three questions":
  - What is true about this star/dot?
  - What can I learn from this star/dot?
  - What should I do with this star?
- 4) "I decide if there is any additional **action** I need to take in order for this star/dot not to stick."

Students should give examples of stars and dots in their life and go through the "4 Tricks for No Stick" method with the teacher.

**Guided Practice/Experience the Learning:** Teacher displays 3 common products at the front of the room (i.e.-rice, window cleaner and gum). They will draw from the "It" can to have students guess how much each item costs. Next, 2 students come to the front of the room. The class is asked to guess how much the 2 people at the front cost. Students are told they are actually invaluable, worth more than all the money in the world. An "invaluable" price tag sticker is placed on both of them. Teacher explains that they are about to do an activity that shows why the best choice is not to let stars or dots stick. Teacher states, "In this experience one of the students will make the choice to accept stars and dots, and the other will choose to not let them stick." Teacher begins sticking stars and dots (with real life examples and cash values written on them with permanent marker, i.e.- attractive, 100 RMB; bad at math, 5 RMB, etc.). They keep sticking until the "invaluable" price tag of one student is covered up. The students then total the cash value of the student that accepted stars and dots and compare that with the student that did not have stars or dots. When a person accepts stars and dots, they cover up their true value and end up feeling that they are worth much less than they actually are.

**Independent Practice/Evaluation:** Students should complete the "4 Tricks for No Stick" handout about their own experiences. Teacher should circulate and offer help.

**Check for learning:** Before class is over the students give the teacher their folders with the completed assignment(s) inside. The teacher will want to review these before the next class to see if the learning goal was achieved. Positive feedback and constructive criticism should be written on the handout before passing them back at the beginning of the next lesson.

**Optional homework assignment:** Students are asked to write down 2 experiences they have before the next class where they practiced the "4 Tricks for No Stick" method.



You are special - unique, important, created for a purpose!



### "4 Tricks for No Stick" Method

#### Remind-Decide-Question-Act

1) Remind

Every day you should **remind** yourself that you are special; that you are unique, of great importance and made for a particular purpose.

2) Decide

Every day you should **decide** that you will determine your value and not let the judgment of others determine it.

3) Question



When people try to give you stars or dots you should ask yourself the following three **questions**:


- What is true about this star/dot?
- What can I learn from this star/dot?
- What should I do with this star/dot?

4) Act

Decide if there is any additional **action** you need to take in order for the star or dot not to stick.

### "Question" Exercise

Star or Dot (Personal, Real-Life)	Question 1 What is true about this star/dot?	Question 2 What can I learn from this star/dot?	Question 3 What should I do with this star/dot?
			
			



## YAS SDC Lesson 7

**Objective/Learning Goal:** The student will demonstrate understanding of the importance of sharing the good news of the YAS message by helping others know they are special.

**Prerequisites:** Students should know the theme of the book; the three-part definition of “special”; that all people—with their similarities and differences—are special, that they are special because they were made that way; the symbolism of stars and dots; and that it is a choice to accept stars and dots and the best choice is to accept neither.

**Review:** Before giving the students their folders teacher asks them a few questions related to the assignment(s) they completed and Lesson Six’s learning goal in general. If the assignment(s) reviewed after the last lesson revealed a significant lack of comprehension, the teacher should address those at this time. Then the teacher passes back their folders, lets them read the comments from the assignment(s), and sees if they have any questions.

**Materials:**

- You Are Special books for teachers and students
- 2-pocket folder with completed assignments
- “It” can, or equivalent
- Bag of candy
- **\*Sharing with Others handouts**
- Writing utensils
- Blackboard and chalk, or equivalent
- **\*Invitation cards**
- Colored markers, or equivalent

**Anticipatory Set/Engage the Students:** Teacher will share a bag of candy and discuss other types of sharing such as sharing clothes, toys or stories. Then teacher will discuss sharing “good news” with some examples (i.e., the principal announces that Jackie Chan is coming to the school to visit; the math Teacher cancels the exam; your aunt has a new baby; etc.). The teacher asks, “Wouldn’t you want to know that and/or share that information with others? Do you have any good news you can share today?” Students and teachers share some “good news” with each other.

**Teach/Explain the Learning:** The teacher will reread the ending of the book and discuss that this story has been “shared” with them and that it has “good news”. The students predict a sequel for the story or what they think Punchinello will do next. Teacher will try to steer the students to predict he will share his good news with others. **His good news to share is that he is special! The students also have good news to share—that they are special and others are, too.**

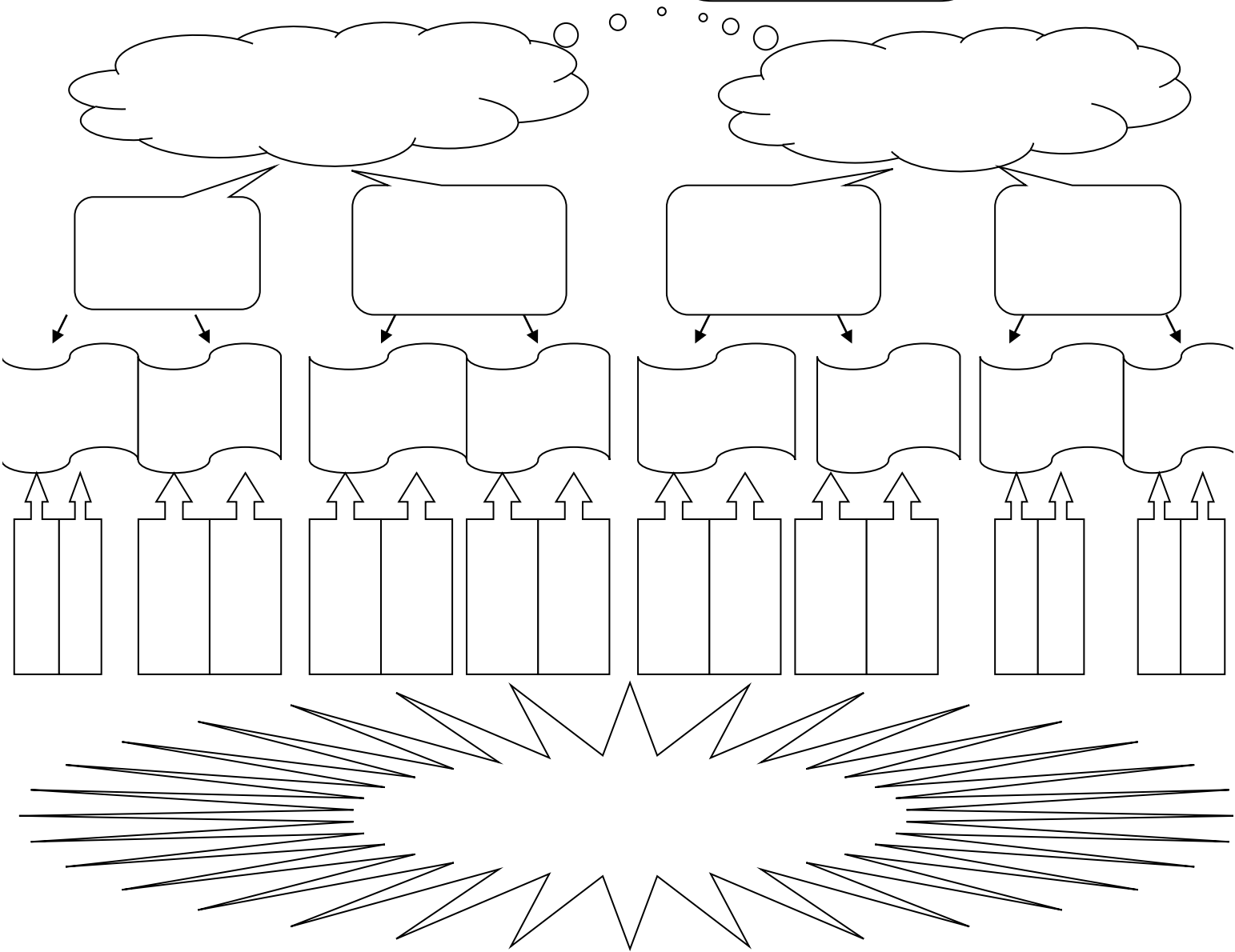
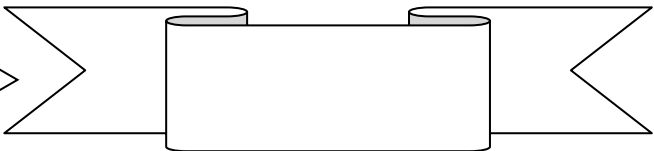
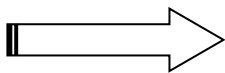
**Guided Practice/Experience the Learning:** Students complete the “Sharing with Others” handout. The student’s name goes at the top, and they fill in the next two blanks with people’s names with which they will actually share this good news. (They share by reading the book to them and talking about how everyone is special.) They don’t need to fill in the rest of the blanks with specific names, but the goal is for them to see how this good news can spread if people continue to share it with others. They count up how many people can actually hear this good news according to the handout.

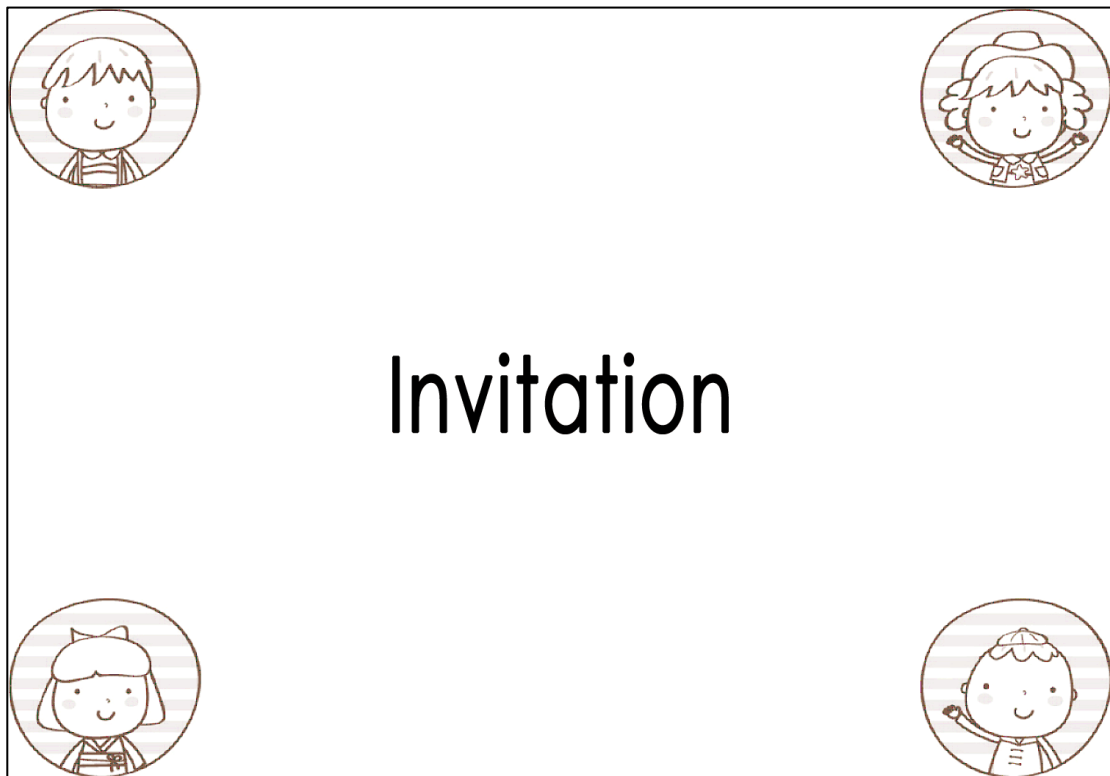
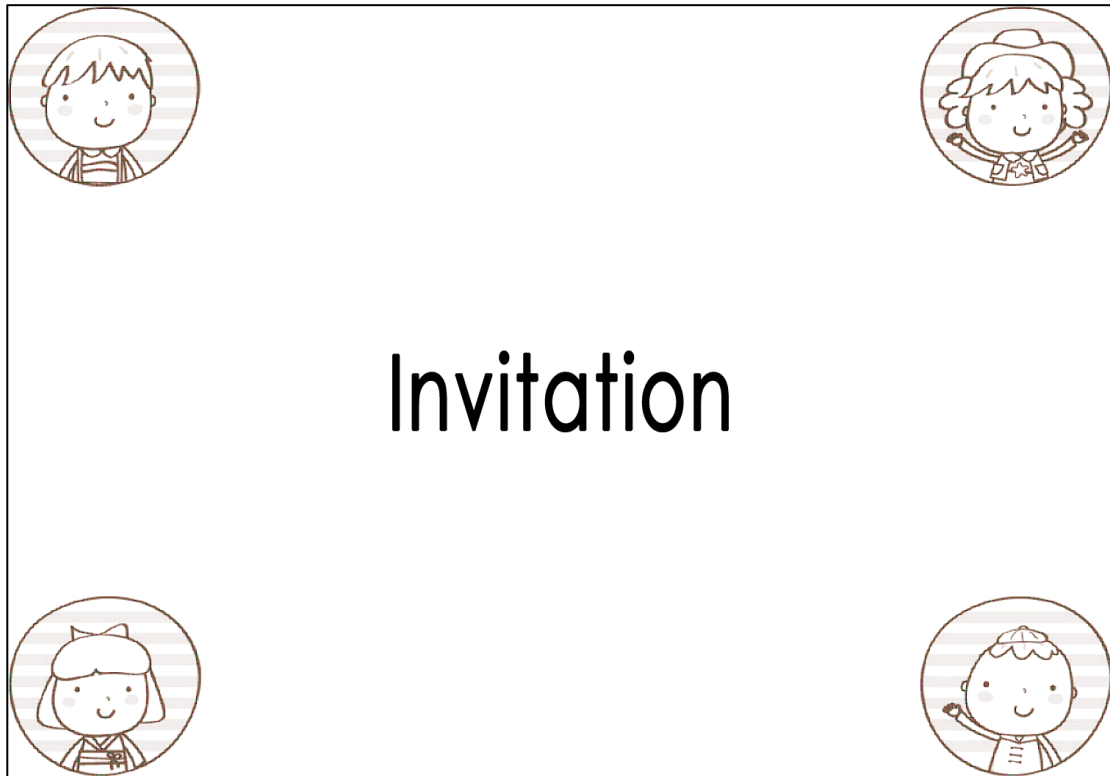
**Independent Practice/Evaluation:** The students will create invitations to share their good news with the two people they identified. The message should include they are celebrating their uniqueness, that they are made for a particular purpose, and they are of great importance...which means, they are special! Teacher writes an example on the board of a person with which they will share. Students are told that during the next class they will talk about the two sharing experiences. The students will not put these invitations in their folders but will take them to distribute.

**Check for learning:** Before class is over the teacher will have the students give them their folders with the completed assignment(s) inside. The teacher reviews these before the next class to see if the learning goal was achieved. Positive feedback and constructive criticism should be written on the handout before they are passed back at the beginning of the next lesson.

**Homework assignment:** Students must give their invitations to their two identified people and share their “good news” with them before the next lesson.

I Am Here





## YAS SDC Lesson 8

**Objective/Learning Goal:** The student will celebrate his/her specialness and the specialness of others.

**Prerequisites:** Students should know the theme of the book; the three-part definition of “special”; that all people—with their similarities and differences—are special; that they are special because they were made that way; the symbolism of stars and dots; that it is a choice to accept stars and dots and the best choice is to accept neither; and the importance of sharing the good news of YAS with others.

**Review:** Before giving the students their folders the teacher asks them a few questions related to the assignment(s) they completed and Lesson Seven’s learning goal in general. If the assignment(s) reviewed after the last lesson revealed a significant lack of comprehension, those should be addressed at this time. Teacher passes back folders, lets them read the comments from the assignment(s), and sees if they have any questions. Time should mostly be spent having people share about their sharing. The “It” can may be used to call on a variety of students to share. Teacher should share their experiences too.

**Materials:**

- You Are Special books for teachers and students
- 2-pocket folder with completed assignments
- “It” can, or equivalent
- **\*You are Unique song sheets**
- Bingo markers (coins, candy, or bits of paper work well)
- Bingo prizes, optional
- Movie (if equipment available)
- Cupcakes and/or other treats
- **\*Post-evaluations**

**Anticipatory Set/Engage the Students:** The song, “You are Unique,” is sung.

**Teach/Explain the Learning:** Teacher reviews the book with a summary, the definition of “special,” and any other information from the previous lessons the teacher wants to highlight. Treats are handed out to students that answer questions correctly.

**Guided Practice/Experience the Learning:** Bingo is played with the same Bingo board students created in Lesson Three. Bingo markers are passed out how to play is explained (i.e., names will be randomly picked out of the “It” can; if the student has that name on their Bingo board, they mark it; four in a row up and down, across, or diagonal will win Bingo; once a student gets four in a row they need to shout out, “Bingo!”).

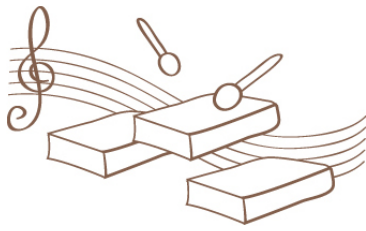
Another idea is the game Categories. The teacher states a word and students can work in a small group to write down as many things as they can think of that relate to the word said. Meanwhile, the teacher writes down one thing that goes with the word also. Students work for a few minutes and then the teacher sees if any groups have written the same word as they wrote.

The YAS movie can be watched if equipment is available. Cupcakes or other treats can be enjoyed while watching the movie, or students can continue to play games if viewing equipment is unavailable.

**Independent Practice/Evaluation:** Students complete the post-evaluation.

The teacher ends the class with telling the students how wonderful it has been to learn with them over the past eight lessons. **The teacher tells them their main goal for this experience was for students not only to *know* but also to *believe* that they are special. *Knowing* something is when one holds a piece of information in their *head*. *Believing* something is when one holds a piece of information in their *heart*.** The teacher reminds them that knowing and believing that they are special is a life-long learning process, and they are so happy they have joined students on this journey!





You Are Unique  
The world will be more beautiful because of you  
Nobody is like you  
You are precious in our eyes  
And you are unique in the world  
  
Oh you are so special  
In our eyes  
Nobody can replace you (\*2)

You Are Unique  
  
The world will be more beautiful because of you  
Nobody is like you  
You are precious in our eyes  
And you are unique in the world  
  
Oh you are so special  
In our eyes  
Nobody can replace you



## **Camp Curriculum (CC)**

## **YAS CC Lesson 1**

### **(short-form)**

**Enduring Understanding:** The students will know they are special.

**Objective/Learning Goal:** The students will state the theme of the book as "You are special."

**Prerequisites:** Students that receive the CC typically would not have previously received any other YAS instruction. Before implementation of CC begins, all students should complete a pre-evaluation. Finally, due to the small group component of the CC, more than one skilled teacher is required. If volunteers will be assisting in the implementation of the CC, it is vital that they have been well trained.

#### **Materials:**

- Permanent markers
- Nametags
- Hard candy (1 piece per student)
- You Are Special books for teachers and students (prepped according to the CC Script)
- Writing utensils
- **\*Getting to Know You (GTKY) sheets**
- 2 file folder signs (1. Outside: "Are you special?" Inside: "Yes, I am special!"  
2. Outside: "Why are you special?" Inside: "Because I was made that way!")
- Materials to create an "It" bag for each small group (plastic baggies, slips of paper on which to write the name of each student)
- Blank paper (1 per student)
- Colored pencils, or equivalent
- **\*You Are Unique song sheets**

#### **Activities in Chronological Order:**

- The lead teacher (LT) and teaching assistants (TAs) will introduce themselves.
- Everyone puts on a nametag.
- The LT will introduce the You Are Special book and hand out candy to students before reading it.
- The LT will ask the students subjective questions about the book and listen to answers but not correct them.
- The LT will ask objective questions about the book and will correct any wrong answers.
- The students complete the GTKY sheet.

The LT gives the last question mini-lecture, utilizing the 2 signs at the end.

- The students correct their handouts.
- The students break into small groups.
- The LT and TAs, now functioning as small group leaders (SGLs), facilitate students getting to know all group members by utilizing an "It" bag as they go through the handout.
- The students are assigned the "Special Is..." drawing activity and written explanation about their drawing while remaining in his/her small group.
- While students work on this assignment, SGLs properly present each of their students a signed copy of the You Are Special book, with the book insert included.
- Everyone should remain in their small group until all groups have completed the assignment and the book-giving process.
- The SGLs collect drawings and the completed "Getting to Know You" sheets.
- Everyone comes back together as a class.
- The "You Are Unique" song is taught and sung.
- The LT reviews the last question mini-lecture, utilizing the 2 signs.
- The LT suggests students read the book to others.
- The LT and TAs say goodbye to students.

**Check for learning:** SGLs should review their students' GTKY sheets and drawing assignments before the next class to become more familiar with them as well as assessing where each student is with regard to achieving the learning goal of the lesson. Corrections do not need to be made to the GTKY sheet, as it will not be handed back. Positive feedback, constructive criticism, and a short note should be written on the back of the drawing assignment where the students wrote their essay. These comments should help the students better understand the concept of "special" as well as positively enhance the relationship between the SGL and the student.

## Getting to Know You

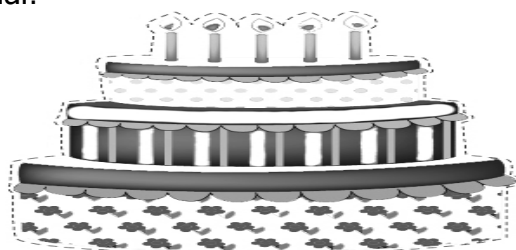
Because...  
You Are Special!

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

Age: \_\_\_\_\_

Birthday: \_\_\_\_\_

Birthplace: \_\_\_\_\_



**My Family Members:**  
(Please ✓  
Appropriate  
People)



Grandpa



Grandma



Dad



Mom



Big  
Brother



Big  
Sister



Little  
Brother



Little  
Sister

**My favorite subject in school is:**

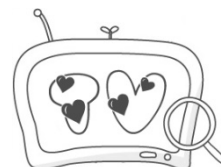


**My favorite game is:**



**My favorite color is:**

**My favorite food is:**



**My favorite book is:**

**My favorite TV program is:**



**My favorite holiday is:**



**What I want to be when I grow up:**

**What makes me happy?**



**What makes me sad?**



**Are you special? Why?**



## Getting to Know You More

(Please ✓ the answer that best describes you)



**My hair is:**

- ☐ short
- ☐ medium
- ☐ long

**My face is:**

- ☐ round
- ☐ square
- ☐ oval



**I write with my:**

- ☐ right hand
- ☐ left hand

**My personality is:**

- ☐ quiet/shy
- ☐ outgoing

**When I walk, I go:**

- ☐ slowly
- ☐ quickly



**When I eat, I take:**

- ☐ big bites
- ☐ small bites



**When I am not at work/school, I like to:**

- ☐ stay at home
- ☐ play outside

**When I work/study I am:**

- ☐ very attentive
- ☐ careless

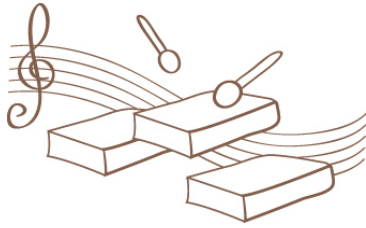
**When I make a decision I:**

- ☐ am quick to decide
- ☐ take a little while to decide
- ☐ take a long time to decide

**When I play, I like to**

- ☐ play alone
- ☐ play with 1 friend
- ☐ play with many friends





You Are Unique  
The world will be more beautiful because of you  
Nobody is like you  
You are precious in our eyes  
And you are unique in the world  
  
Oh you are so special  
In our eyes  
Nobody can replace you (\*2)

You Are Unique  
The world will be more beautiful because of you  
Nobody is like you  
You are precious in our eyes  
And you are unique in the world  
  
Oh you are so special  
In our eyes  
Nobody can replace you (\*2)



## **YAS CC Lesson 2**

### **(short-form)**

**Enduring Understanding:** The students will know they are special.

**Objective/Learning Goal:** The students will understand the concept of stars and dots and begin to internalize the YAS message.

**Prerequisites:** Video equipment should be arranged in advance. The LT and TAs hang all of the "Special Is..." drawings around the room before class begins. The LT should have calculated some statistics from the GTKY sheets to share with the class as well as be familiar with the information on the GTKY sheets so he/she can ask related questions during the "Stand Up, Sit Down" activity. SGLs should have their completed Stars and Dots and Heart activities.

#### **Materials:**

- \***"Special Is..." drawings**
- Tape
- Permanent markers
- Name tags
- You Are Special book for teachers
- You Are Special DVD (available through New Song)
- Writing utensils
- Cut out yellow stars, gray dots, and pink hearts\* (template provided)
- Envelopes (1 per SGL)
- \***Completed GTKY sheets**
- \***You Are Unique song sheets**

#### **Activities in Chronological Order:**

- The LT and TAs re-introduce themselves to the class.
- While they are doing this, the students make nametags for themselves again.
- The LT points out the artwork that's been hung up and tells students to take them home after class because their SGL wrote them a note on the back.
- The LT leads the class in the "Stand Up, Sit Down" activity.
- The LT shares some statistics from the completed GTKY sheets.
- The LT explains the difference between knowledge and belief.
- The LT or TA shares a personal story related to knowing and believing you are special.
- The class watches the You Are Special DVD.
- The class breaks into the same small groups as last time.
- The SGLs facilitate a discussion comparing the book and DVD.



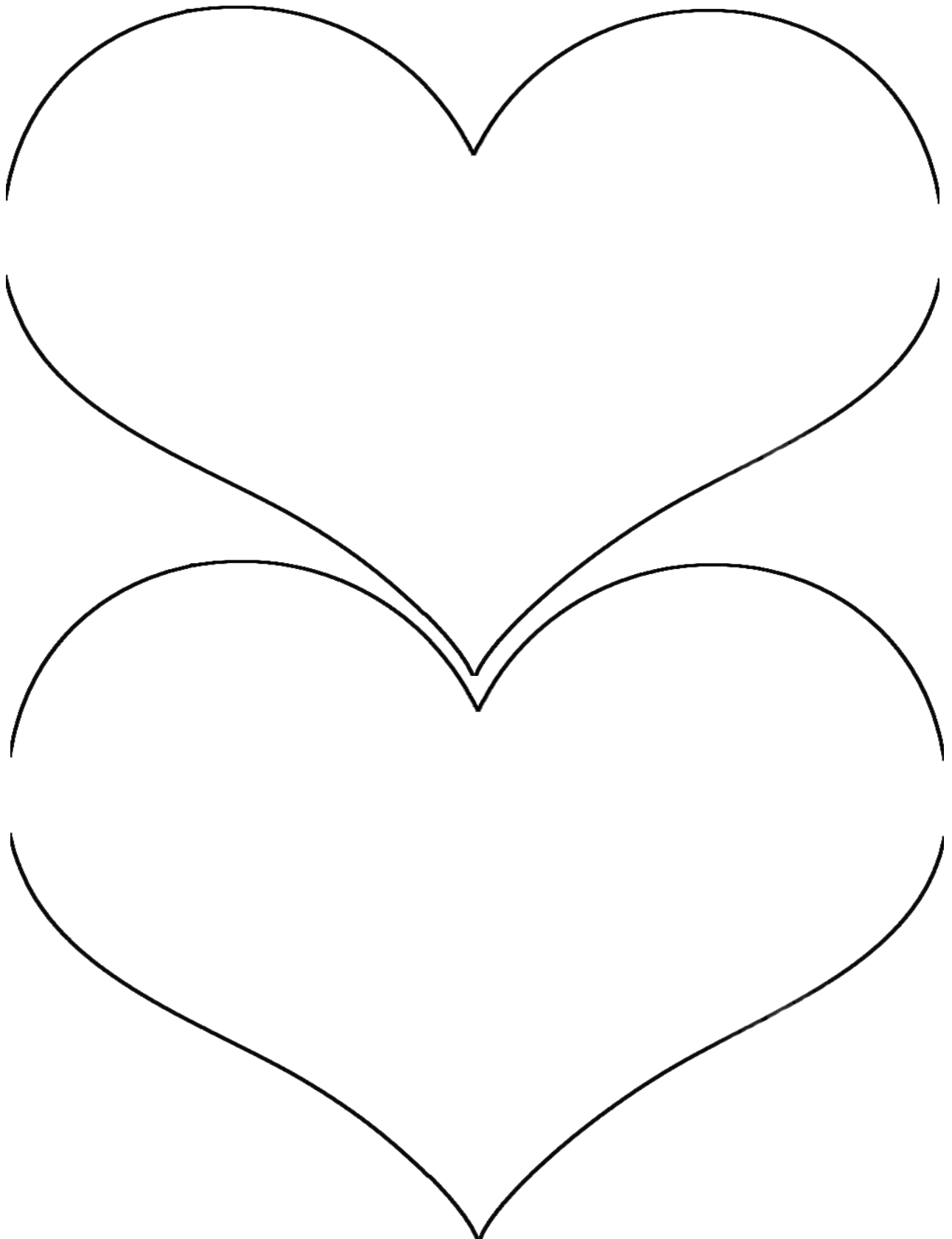
The SGLs highlight that the concept of stars and dots is the same in both the book and DVD.

- The SGLs define stars and dots and gives personal examples of each.
- The students complete the Stars and Dots activity, sharing with the group if possible (SGLs should record what the students share on their GTKY sheet).
- The SGLs lecture on not letting stickers stick.
- The SGLs share their completed Heart activity.
- The students complete the Heart Activity with one-on-one assistance from their SGL as needed and sharing is done in groups. (Note: SGLs should record what the students share on their GTKY sheet.)
- The class comes back together to sing "You Are Unique".
- The LT assigns students to read the book to others.
- The LT and TAs say goodbye to students.

**Check for learning:** SGLs should review their students' stars, dots, and hearts to become more familiar with them as well as assessing where each student is with regard to achieving the learning goal of the lesson. SGLs need to write each of their students a note that includes positive feedback, constructive criticism, and any additional personal message related to the Stars and Dots and Heart activities. These notes should help the students better understand the learning goals of Lesson Two, as well as positively enhancing the relationship between the SGL and the student. They can also contain the SGL's phone number and email in order to facilitate an ongoing relationship with the student.

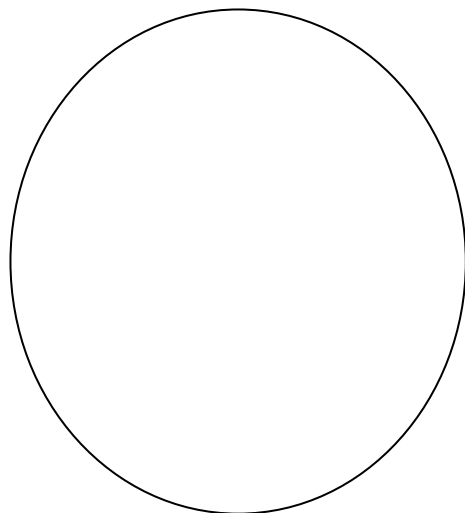
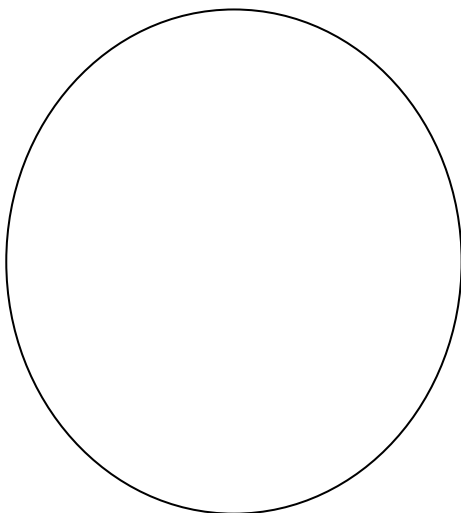
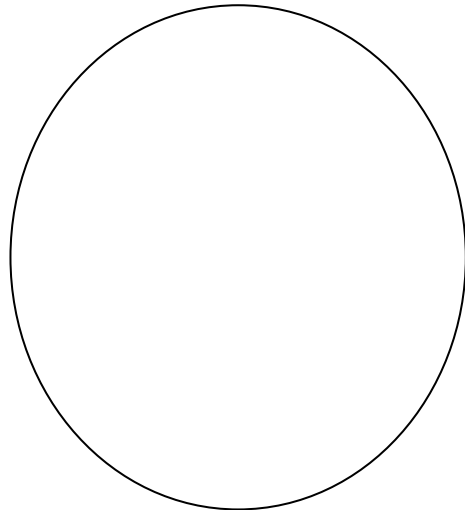
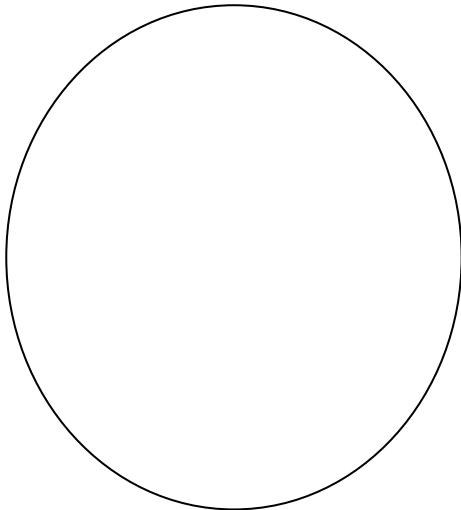
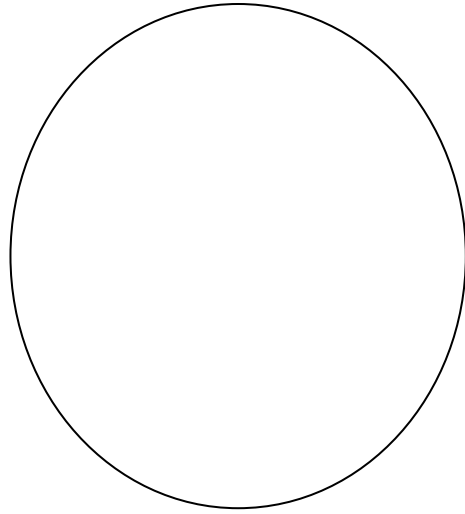
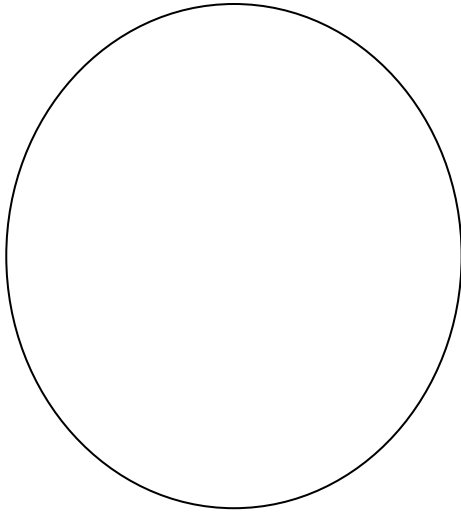
You are special - unique, important, created for a purpose!

Print on pink paper and cut out.



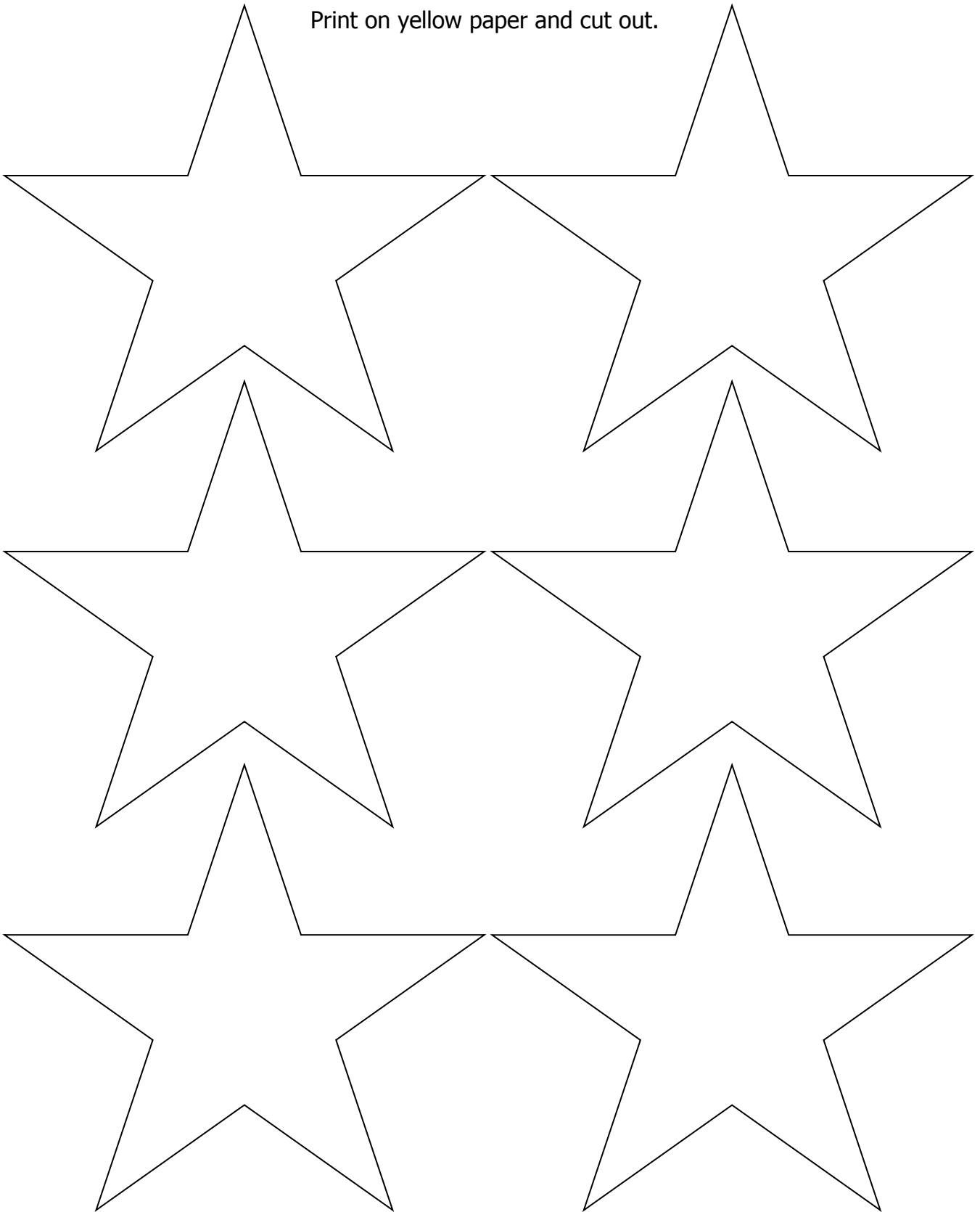
You are special - unique, important, created for a purpose!

Print on gray paper and cut out.



You are special - unique, important, created for a purpose!

Print on yellow paper and cut out.



## **YAS CC Lesson 3**

### **(short-form)**

**Enduring Understanding:** The students will know they are special.

**Objective/Learning Goal:** The students will demonstrate the application of the YAS message.

**Prerequisites:** The LT and TAs should be well prepared for their drama performance. Additionally, they should have decided in advance which group will perform each presentation. The SGL in charge of the song needs to have decent musical ability and have the hand motions to the song memorized.

#### **Materials:**

- SGLs' notes to students
- You Are Special book for teachers
- Blank paper
- Writing utensils
- Props for LT and TAs' drama performance
- Drama Scripts\*
- Props for students' drama performances
- **\*You Are Unique song sheets**
- **\*Parent Invitation**
- Digital Camera
- **\*Picture Gift Photo "Frames"**

#### **Activities in Chronological Order:**

- The LT and TAs greet the class.
- The LT and TAs perform a drama for the class.
- The LT and students discuss the message of the drama.
- The LT explains the plan for the next lesson, including the learning goal.
- The students divide into their small groups.
- The SGLs have the students write a short narrative about their homework assignment: sharing the YAS message with others.
- The SGLs share about a time they shared the YAS message with others.
- The students share about their recent experiences.
- The SGL collects the narratives.
- The SGLs review the theme of the book, the 2 important questions, the concept of stars and dots, and the difference between knowledge and belief.
- The SGLs inform their students which of the six performances they will be preparing for the next lesson.

The SGLs pass out drama scripts or "You Are Unique" song sheets to their students and let them read the documents.

- The SGLs and their students discuss why this performance is important in achieving the learning goal of the next lesson.
- The SGLs and their students prepare for a rehearsal towards the end of this class.
- Every small group performs in front of the entire class.
- After each group, the respective SGL highlights the message of the performance.
- The LT gives the invitations to students to pass on to their parents.
- The LT and TAs say goodbye to the students.
- The TAs take a picture of every student, telling them it will be used in a gift for their parents, as they depart from class.

**Check for learning:** In addition to reading the students' narratives, the SGLs should reflect on how well their students have achieved all the learning goals up until now. They should make a plan for addressing any important points in the final lesson or by following up with students outside of class.

## **CC Drama One**

### **You Are Special Thematic Overview**

Subject/Message: Everyone is special; no qualifications required.

Characters: Punchinello, Lucia, Eli, Four Wemmicks (Beauty, Sturdy, Clever and Sweetie), and the Narrator

Scenery: A vacant area, a chair, a desk with some dolls and tools on it

#### **Scene 1**

Narrator: In a scenic valley named Wemmicksville live many Wemmicks. The Wemmicks are little people; a woodworker named Eli carves them all. All day long the Wemmicks do only one thing -- stick stickers onto each other. They stick stars onto Wemmicks that are charming and that are smart, and stick grey dots onto those who are considered less fortunate.

(Sturdy and Clever come out from the right side.)

Clever: I tell you, Sturdy, in this valley no one can compare to my intelligence! I had a debate with Allen today, and I won! Look at me, 5 more stars!

Sturdy: So what? Look at me! I have 7 more stars! Ha-ha!

(Sturdy walks and doesn't pay attention to where he is going.)

(Punchinello hurriedly comes out from the left side, his head down, many grey stars are stuck on him. He doesn't pay attention to where he is going either and runs into Sturdy.)

Sturdy: Ouch! Don't you have eyes!?

Punchinello: (Simultaneously) Ahhh~~~~~!

(Punchinello falls to the ground, his basket turns over, and the potatoes spill onto the ground.)

Punchinello: So sorry...

Sturdy: Ha! Punchinello! No wonder!

Clever: Punchinello! Are you all right? Ha-ha! You're ok, aren't you? You are so fat!

Sturdy: Yes! Ha-ha!

(Punchinello clumsily picks up his potatoes, not paying attention to Sturdy and Clever.)

Clever: Sturdy, are you all right?

Sturdy: Of course I'm ok. I am so strong!

(Sturdy looks at Punchinello.)

Sturdy: The paint on Punchinello is scratched and dull.

Clever: It won't take long before he looks as dull as his potatoes! Ha-ha! To reward you, I will give you some stickers!

(At hearing "stickers," Punchinello stops picking up his potatoes to look at them.)

(Clever sticks a star onto Sturdy.)

Clever: Sturdy, you get a star for being so strong!

(Sturdy is very proud.)

(Clever carefully takes out a gray dot and hides it. He then approaches Punchinello with a serious look.)  
Clever: Punchinello! Here you are!  
(Clever quickly sticks the gray dot onto Punchinello.)  
Clever: One more! Congratulations!  
(Sturdy also quickly sticks a gray dot onto Punchinello.)  
Sturdy: Ha-ha, it's for you to cover your scratches!  
Punchinello: (Embarrassed) You...you...!!  
Sturdy and Clever run out, laughing all the way.)  
Sturdy and Clever: Catch us if you can!  
Punchinello: You...you...you've gone too far!  
(Punchinello sits down on the ground sadly. After a while, he turns away to continue picking up his potatoes.)  
(Sweety shows up from the right side, singing a song.)  
Sweety: What's wrong with you?  
(Punchinello pays no attention to Sweety and goes on picking up the potatoes.)  
Sweety: (Annoyed, stamps her feet) Hey! I asked you a question! Can you speak?  
(Beauty shows up from the right side.)  
Beauty: Hey Sweety, stay away from him! Watch out! His dirty potato hands might stain you. Look how ugly his paint is! And look at all his gray dots!  
(Sweety looks up and down Punchinello.)  
Sweety: You already have so many gray dots! One more won't make a difference to you!  
(Sweety takes out a gray dot and sticks it onto Punchinello.)  
Sweety: Ha-ha!  
(Punchinello pitifully looks at Beauty and Sweety, who have many stars.)  
Beauty: Hurry up Sweety! Or you may be late for the party!  
Punchinello: (In a little voice) ...What party?  
Sweety: (Proudly) The Annual Star-Beauty contest!  
Beauty: It has nothing to do with you.  
Sweety: (Takes Beauty's arm) Let's go!  
(Beauty and Sweety go down from the left side, singing songs. Punchinello stares at their figures. The basket falls from his hand and the potatoes fall on the ground again. Punchinello looks down at the tomatoes and cries sadly, with his head in his hands.)

## Scene 2

(Lucia shows up happily, not a star or a gray dot is on her; she finds Punchinello.)  
Lucia: Are you OK?  
(Punchinello doesn't raise his head.)  
Punchinello: Please go away! Don't give me gray dot!  
(Lucia comes close to Punchinello and sits beside him.)



Lucia: (Gently) Tell me what has made you so sad. Maybe I can help.  
(Punchinello raises his head.)  
Punchinello: Who are you?  
Lucia: (Smile) I'm Lucia.  
Punchinello: (crying) I...I...I'm Punchinello.  
Lucia: (Reaches out her hand) Nice to meet you!  
(Punchinello is surprised, pauses momentarily and then reaches out his hand.)  
Punchinello: Hi Lu...Lucia.  
Punchinello: (Surprisingly) You don't have any stickers on you!  
Lucia: Yes! (Stands up) Look carefully, no stars, no dots! They just don't stick on me!  
Punchinello: How can it be? I don't believe it.  
Lucia: You can try to put a sticker on me, but it won't work.  
(Punchinello carefully takes out a stars-box, takes out a star and tries to stick it onto Lucia, but the sticker does not stick on her.)  
Punchinello: (In a loud voice) That's wonderful!! How do you do that?  
Lucia: (Gently and confidently) It's very simple. I spend time with Eli every day!  
Punchinello: Eli?  
Lucia: Yes, Eli the wood-maker.  
Punchinello: (Suspiciously) Why?  
Lucia: (Smile) You should go to see him, and then you will understand. He lives in the mountain. Go!  
(Lucia leaves.)  
Lucia: Remember to meet with Eli!  
Punchinello: (Yells to Lucia) But will he meet with me?  
(Punchinello pauses awhile and then quickly picks up the tomatoes. He decides to meet with Eli.)

### Scene 3

(Eli sits on a chair.)  
(Punchinello goes forward. He comes before the desk and sees that Eli doesn't notice him. Punchinello turns back and is about to leave.)  
(Eli stops working.)  
Eli: Punchinello?  
(Punchinello stops.)  
Eli: Punchinello, I'm so glad you're here. Come closer so we can talk.  
(Punchinello turns to Eli.)  
Punchinello: You know my name?  
Eli: Of course I know your name. I made you.  
(Eli comes to Punchinello.)  
Punchinello: I came because Lucia told me to. She is a Wemmick unlike any other. She has no stars or dots.  
Eli: Yes, I know that. Lucia is a very good friend of mine.  
Punchinello: I really want to be like her. I'm so tired of all these stickers.  
Eli: Yes, I notice you have many dots.

Punchinello: I'm sorry Eli. I try very hard not to get dots, but no matter how hard I try I always end up with more.

Eli: You don't have to apologize for your dots. Of course I care about every Wemmick that I make, but their judgment of you doesn't matter to me.

Punchinello: Really?

Eli: Yes, really! What does matter to me is you knowing and believing the truth of who you are.

Punchinello: What is that truth?

Eli: You are so incredibly valuable, so incredibly special. I know this is true because I made you, and I don't make mistakes.

Punchinello: That is hard for me to accept.

Eli: I know. You have let the other Wemmicks define your value for so long it's going to take some time for you to really know and believe this truth.

Punchinello: What should I do?

Eli: For now, come and see me every day so I can remind you of this truth. And, remind yourself of this truth every time other Wemmicks try to stick stars or dots on you. The stickers only stick when you forget how special you are.

Punchinello: Okay Eli, I'll give it a try.

#### **Scene 4**

On the way home, Punchinello trips and falls. A few Wemmicks who see this open up their boxes of gray dots and start walking towards him. Before they arrive, Punchinello closes his eyes and, with great conviction, says, "I am special because I was made that way." At this moment, a Wemmick goes to stick a gray dot on him, but instead of sticking, it falls to the ground. The Wemmick looks surprised. Punchinello smiles.

END

**CC Drama Two:  
You Are Special Sequel**

Subject/Message: Knowing and believing the YAS message is a life-long journey. Even after one learns it in their head, they have to continue to learn it in their heart.

Characters: Punchinello, Lucia, Eli, Little Birds, Little Flowers, Cici, and Narrator

Scenery: Eli's working room, side of the street

**Scene 1**

(Eli is painting a newly made Wemmick. He sits in his chair.)

Narrator: Punchinello comes to Eli's place every day since the first time they met. That has been Punchinello's habit. Today Punchinello comes with an unhappy look.

(Punchinello drags his feet to the gate of Eli's house. He seems to have no strength to move. Eli sees him and stops working to look at Punchinello.)

Eli: Punchinello?

Punchinello: (Sigh) Yes?

(Punchinello slowly raises his head, confused.)

Punchinello: (After a while, in a light voice) Eli....

Eli: What happened, Punchinello?

(Punchinello enters the room.)

Punchinello: (He grumbles.) Dots...all gray dots! (He raises his voice.) Eli, I don't know why you made me this way. I believed you! I believed that I was special. But many days later the other Wemmicks are still laughing at me!

(Punchinello goes to the middle of the stage.)

Punchinello: There are even more people that make fun of me than before!

(Punchinello is about to cry; he angrily sits down on the ground. Eli patiently listens. Then he stands up, moves toward Punchinello, and reaches out his hand.)

Eli: Punchinello....

(Punchinello looks up to Eli and sees that Eli is very kind. Punchinello exhales deeply, put his hand in Eli's, and follows him to the window.)

(Music plays; three little birds are flying outside.)

Eli: (Points at the birds) Look at those birds; they do not know how to sow or reap, or know how to store. But they are happy and enjoy their freedom. Are you not more precious than those little birds?

(Punchinello stares at the birds and then looks at Eli.)

Eli: Come, Punchinello.

(Eli and Punchinello go out of the room, a little flower grows by the door.)

Eli: Look at this little flower.

Punchinello: Um...it's nothing special.

Eli: Look carefully. Look at its form and its color. Isn't it beautiful? This flower neither toils nor spins, but the greatest king is not clothed like this little flower.

(Eli turns to Punchinello and looks into his eyes.)

Eli: This little flower is alive and beautiful today, and it will wither tomorrow, but it is still clothed. You are more precious and are better cared for than this flower. Why do you still worry about other Wemmicks' sneers?

Punchinello: But I don't know what to do... I still worry about...

(Eli gives Punchinello a hug. Then they step into the room together.)

Eli: Have you ever thought about how these worries might impact your life? Do you think these worries can bring you more joy and freedom? They cannot, so why do you worry about these tiny things? You know that I made you, and you are very, very special.

Punchinello: (Nods and smiles) Eli, I do not completely understand, but I do feel much better. Will you continue to help me understand?

(Eli takes a script from his desk.)

Eli: Take this. It may be of help. It will help you remember how special you are.

(Punchinello takes the script and reads it carefully.)

Punchinello: (Looks at Eli) Thank you Eli; you love me so much! I have to leave now, but I will see you tomorrow!

Eli: Bye Punchinello! Remember----you are special!

(Punchinello leaves a little happier. At that moment, one gray dot falls off him. Punchinello feels very happy again.)

## Scene 2

(Punchinello stands in the middle of stage; birds and flowers are around him. A little girl goes by; she is crying. The flowers and birds leave the stage.

Punchinello goes up to the girl.)

Punchinello: Hello!

(Little girl ignores Punchinello and continues walking. Punchinello catches up with the girl and gives her a tissue.)

Punchinello: Here, take this.

(Little girl stops, turns back, looks at Punchinello.)

Punchinello: (With a big smile) Take it. Don't cry. What made you so sad? Please tell me.

(Little girl hesitates and takes the tissue.)

Little girl: (In a low voice) Thank you.

Punchinello: My pleasure! I'm Punchinello. What's your name?

Little girl: Cici.

Punchinello: Cici, why are you so sad?

Little girl: My classmates do not like me. They always make fun of me. (Points to her arm) These are the gray dots I got today. (Stamps her feet) I don't like them either! I hate school!

Punchinello: Um...I used to feel that way, but now I don't let it bother me.

(Cici looks at Punchinello in disbelief.)

Punchinello: Look, see! (Shows Cici his gray dots.)

Cici: ...Wow!

Punchinello: Yea, I have more gray dots than you! In fact, most of the other students don't like me, and they always make fun of my clumsiness. But I have this!

(Punchinello takes out the script.)

Punchinello: I want you to take this from me.

Cici: What's this?

Punchinello: Read it. My best friend, Eli, gave it to me. I hope it will help you. And, I want you to know something ---- you are special!

Cici: I am special?

Punchinello: Yes! You are special! I need to go now. Please read the script; it will help you.

Cici: (Doubtfully and slowly) Um...thank you.

### Scene 3

(Cici sits down, opens the script, and reads it aloud slowly. When she reads the word "bird", the birds behind her fly around; when she reads "little flowers", the little flowers also come out.)

Cici: Look through the window, those flying birds, they do not know how to sow or reap, or know how to store. But they are happy and enjoy their freedom. Are you no more precious than those little birds? Those little flowers, they do not toil nor spin, but the greatest king is not clothed like these little flowers.

(Cici stands up, steps forward, then she stops.)

(Music plays.)

Flower A: (takes Cici's hand) Alive and beautiful as we are today, but withered tomorrow we will be; still we are happy and dance for joy. Why do you worry about other people's sneers?

Bird A: (takes Cici's other hand) We don't sow, nor do we reap; still we are happy and free. Your worries do not prolong your life. Why do you worry about the tiny things?

All the birds and flowers: Eli made us very, very special! (They turn to Cici.) You are special too!

Cici: (Looks at the birds and the flowers and then speaks to the audience) Am I really special like the birds that enjoy their freedom and the flowers that are so beautiful? (Raises her voice) Maybe I am special! I need to go spend time with Eli! He will make me feel better!

(Cici goes down hand in hand with flowers and birds.)

END

### **CC Drama Three: The Important Role of Parents**

Subject/Message: Parents have a very influential role in their children knowing and believing they are special.

Characters: Lim Tianci, Lim Hao (Tianci's dad), Jin Hua (Tianci's mom), Mr. Wong (Lim Hao's colleague), Mr. Lee, Mrs. Chang, Mrs. Chao, Narrator

Scenery: Lin Tianci's home, left of the stage; a set of desk and chair, right of the stage; empty space.

#### **Scene 1**

(Lim Tianci comes up from left, sits on the chair, takes out a textbook from his school bag, and opens it. Lim is thinking of something and cups his chin.)

Narrator: Tianci had the lesson "*You Are Special*" in school today. And the Teacher assigned a same-titled composition as homework. Tianci is thinking, "Am I special? I'm not much different from other teens. I'm not extremely tall, not a superstar in sports, and I only do so-so in my studies...that's really nothing special..." And then, Tianci thinks of his parents.

Lim Tianci: (Begins to write) My dad is a construction worker, and my mom works as a cook for his construction team. Everyday my mom serves meals to my dad...this routine started a long time ago, when they got married.

(Lim Hao and his colleague, Mr. Wong, come up from the right. They begin to plaster the wall.)

Mr. Wong: Lim! Jin Hua takes your meal to you every day!

(Jin Hua comes up from the right, bringing a dinner plate)

Jin Hua: Lim Hao, come here!

Mr. Wong: Ha-ha, how I envy you!

Lim Hao: You should also take a rest and have some lunch. Hua, let's go outside. The paint smells badly in here.

Jin Hua: Ok.

(The Lims, Mrs. Wong, and Mr. Lee go down to have lunch.)

#### **Scene 2**

Lim Tianci: (writing) Mom said she was not in good health when I was born. She had to rest at home and could not work. So my dad needed to work very hard to have enough money to pay the bills. He often worked until very late. But mom still managed to serve him his meals every day.

(Lim Tianci looks to the right. Lim Hao is plastering the wall with his two colleagues, Mr. Wong and Mr. Lee.)

Jin Hua: (Bringing a dinner plate, pregnant): Hao, come here! Have your lunch, and please rest a little.

Lim Hao: (Stops his work, go towards Jin Hua) You should have stayed at home---as I told you. I can eat at the cafeteria.

Jin Hua: I feel good today.

Mr. Wong: Ha-ha! Lim, congratulations! The baby will be born within 2 months?

Jin Hua: Yes, thank you!

Mr. Lee: What will you name the baby?

Lim Hao: Tianci if it's a boy, and Tian'en if it's a girl.

Mr. Wong: What do they mean?

Jin Hua: Every person is precious and unique. This child is the best present we have ever received.

Lim Hao: This child is so special and deserves all of our love.

Mr. Lee: Wow, I can't wait to see the baby!

Lim Hao: You will see it. Let's go have lunch.

Mr. Lee: Sounds good!

(The Lims, Mrs. Wong, and Mr. Lee go down to have lunch.)

### Scene 3

Lim Tianci: (writing) Mom said I was too weak when I was born. They worried a lot about me. Dad said that mom suffered greatly during the delivery. In order to take care of me, my mom sacrificed her health, and dad also asked for a one-month leave from work to take care of us. He did all of the housework and stayed home with us every day.

(Lim Tianci looks to the right. Jin Hua comes up from the right. She has a chair in one hand and a baby in another hand. She looks pale. Lim Hao with three of his colleagues, Mr. Wong, Mrs. Chang and Mrs. Chao come up from the right.)

Lim Hao: Hua, look! We have visitors.

Mr. Wong: Jin Hua!

Jin Hua: (About to stand up) Welcome!

Mrs. Chang: Please don't get up.

Mrs. Chao: (Approaches Jin Hua, bends over to look at the baby) He is a cute baby! What's his name?

Lim Hao: Tianci, he is our special gift. Ha-ha!

Mrs. Chao: Tianci! Tianci, let me hold you for a while.

Mrs. Chang: (Takes out a candy from her pocket) Tianci! Let me give you sweet candy, so your life sweet!

Mr. Wong: Lim, your child looks good. He is getting better.

Lim Hao: Yes, much better. And his appetite is growing.

Mrs. Chang: It's quite difficult to raise a baby. Hua has endured a lot.

Jin Hua: It's all worth it when we can see our baby grow strong. No matter how difficult it has been, we love him just the same.

Lim Hao: (Takes the baby) He is our unique treasure! The hardships are not a big deal.

Mrs. Chang: How great the love of parents!

Mrs. Chao: Agreed! Hua, we're glad to see that you are all well. Now we need to go. Rest yourself!

Jin Hua: Thank you for visiting us!

Mrs. Chang: Our pleasure!

Lim Hao: Tianci, say goodbye to them! Ha-ha!

Mr. Wong: Bye Lim! Bye Jin Hua!

The Lims: Bye!

(The Lims, Mrs. Wong, Mrs. Chao, and Mrs. Chang go down.)

#### **Scene 4**

Lim Tianci: (Writing) My dad has said many times that my name means I am their most treasured gift. Um...maybe I really am special.

(Lim Hao and Jin Hua come up from the right.)

Lim Hao and Jin Hua: Tianci! We are back! Are you hungry?

(Tianci drops his pen and runs to Lim Hao and Jin Hua.)

Lim Tianci: You are back! I want to tell you about the fun I had at school today!

Lim Hao: Tell us!

Lim Tianci: Some volunteer teachers told us the You Are Special story! I will tell you the story during dinner. But my question is... Am I special too?

Jin Hua: (smile) Oh my child! Surely you are special. You are so precious to us. You are more than we could have ever hoped for – the best present we have ever received!

Lim Tianci: (happily) Yeah~~~! Let's have dinner!

END



### **CC Drama Four: Sharing With Others**

Subject/Message: Sharing "You Are Special" is beneficial to oneself and to other people.

Characters: Ying Zi, Volunteer Teacher Ali, Chao Ming Ming, Ling Ling, Siu Yung, Bik Xia, Chuen Yin, Narrator

Scenery: Classroom, a vacant area (five chairs in a U from so that audiences can see the actors)

#### **Scene 1**

(Volunteer Teacher Ali, Chao Ming Ming, Ying Zi, Siu Yung, Ling Ling come up from the right and sit down on the chairs; Ying Zi sits on the side. Volunteer Teacher Ali stands up.)

Ali: Good morning everyone! Glad to see you all!

Students: Good morning Miss Ali!

Ali: Did you like the book You Are Special?

Students: Yea!!

Ali: Then how many of you shared the story with your parents?

(Chao Ming Ming, Siu Yung and Ling Ling raise their hands.)

Ali: Great! Who can tell me how you shared?

Chao Ming Ming: I can!

Ali: Good! Please tell us.

Chao Ming Ming: I shared it with my mom last night. My mom was pleased; she said that it was an interesting story, and she asked me to tell my dad about it too. Unfortunately, I was already fast asleep when he got home!

(They all laugh and applaud.)

Ali: Don't forget to tell your dad! Well, who else can tell us how they shared the You Are Special story?

(Ling Ling raises her hand)

Ali: Ling Ling...

Ling Ling: My older sister didn't do well on her high school entrance exam. She is very sad about it. Last night I told her about the You Are Special story, and she felt much better. She said she would keep the story in her diary. And she also told me I was a very good storyteller.

(Everyone applauds.)

Ali: That's great! How about you, Siu Yung?

Siu Yung: Actually, I didn't get to tell my parents last night. They came home after I went bed. Instead, I shared the story with the grandmother who lives next door. She smiled throughout the whole story!

Ali: That's also meaningful!

Siu Yung: In fact, her hearing is poor, so she smiles at anyone she sees, but I know she liked the book.

(Everyone laughs.)

Siu Yung: Don't laugh! Although she is in her 80s and has no teeth, she is special, isn't she?

Ali: Right. Siu Yung, you are great!

(Ali leads the applause.)

Ali: How about you, Ying Zi?

(Ying Zi stands up, lowers her head.)

Ying Zi: (In a low voice) I didn't share it with anyone.

Ali: Why?

Ying Zi: (Nervously) I don't know anyone I can share it with...or how to share the story.

Ali: (Kindly) Do you like the story?

Ying Zi: Yes, I like it.

Ali: Do you believe that you are special?

(Ying Zi raises her head but doesn't know how to answer.)

Ali: (Kindly looks at Ying Zi) Ying Zi, you are a special girl, and that was how you were made. You are kind-hearted; be confident in yourself!

Ying Zi: (moved) Ok.

Ali: Class is almost over. Promise me that you will share this story with other people, ok?

Ying Zi: (Nods) I promise you I will.

Ali: (Smiles) I know you will! What about the rest of you guys? Will you keep on sharing it with others?

Students: We will!

Ali: (Delighted) Great! I want you to tell me all about it next time we meet! Now it is time for us to rest.

(They leave and remove the chairs)

## Scene 2

Narrator: Time goes by. Ying Zi keeps her promise in her heart, but still she has no idea who she can share the story with. During a holiday break, Ying Zi goes back to her hometown, which is in a remote village. There she meets her childhood friend, Chuen Yin.

(Chuen Yin comes up from the left, crying. Then she sits down in the middle of the stage. Ying Zi walks by, singing a song, with a little flower in her hand. Then Ying Zi sees Chuen Yin.)

(Ying Zi hurries to Chuen Yin.)

Ying Zi: Chuen Yin? It's you! Long time no see!

(Chuen Yin raises her head.)

Chuen Yin: (Doubtfully) Ying Zi? Ying Zi! You are back!?

Ying Zi: Yes, I'm on holiday. I have missed you so much! Why are you crying? What happened?

(Chuen Yin shakes her head, takes a deep breath and sighs, and brushes her tears away.)

Chuen Yin: (Sobbing) How I envy you! You can go to school!

Ying Zi: What happened?

Chuen Yin: (Shaking her head) My parents can no longer afford my tuition fees. I had to leave school right after you left last year. My parents asked me to herd the sheep. One of the sheep didn't come back this morning, and my dad punished me for that. Now he is out looking for the sheep.

Ying Zi: (sympathetic) Maybe your dad was overwhelmed with worry at that moment. Don't cry. I will help you to find the sheep!

Chuen Yin: That's very kind of you!

Ying Zi: Let's go.

(They circle the stage once.)

Ying Zi: (Takes a breath) Chuen Yin, do you know that you are very special?

Chuen Yin: Me? Special? What's wrong with you, Ying Zi?

Ying Zi: (Confidently) I want to tell you a story.

Chuen Yin: A story? Ok.

(They go off stage.)

Narrator: Ying Zi shares You Are Special to Chuen Yin and promises her that she will write to her often. Ying Zi feels much better and is comforted by the story. And eventually, they find the sheep.

### Scene 3

Narrator: It has been three months since the new school term began. Ali comes back to visit the children. They are having fun on the playground.

(Ali and the kids sit in U form.)

Bik Xia: Miss, it's so good to see you again!

Siu Yung: Yes, Miss, please come back to visit us often!

Ali: (Smiles) Okay. I will be sure to come back often. I miss you too! Um, does anyone have an update or news about sharing the You Are Special story?

(All the kids raise hands. Ali is very surprised.)

Ali: Fantastic! Let Ying Zi share first.

(Kids all applaud.)

Ali: Ying Zi, you did it! I'm so proud of you! Tell us with whom you shared.

Ying Zi: (Hesitates) Um...I ...I told 12 people.

Ali: Wow! That's amazing!

Ying Zi: First, I shared the You Are Special story to my friend, Chuen Yin. She had to leave school and is often punished by her family for doing her chores incorrectly. She has become very shy and does not like to talk with other people very often. When I told her that she is special, she wept, and so did I. Then I gave her a little flower and told her that even a wild flower can be so beautiful and special; she was more precious than that flower, and she was very, very special because that was how she was made.

Ali: Good. And then?

(All the kids are listening attentively.)

You are special - unique, important, created for a purpose!

Ying Zi: She was so happy! We spent that day together, and I felt she had changed. I could tell from her eyes. They were shining like stars. I was so moved. So I decided to share the story to more people.

Ali: Ying Zi, you are so great! I'm really glad for you. Let's continue to make an effort to tell people together!

Kids: Yeah!

Ali: For Ying Zi and for ourselves! (Everyone applauds and laughs.)

END

### **CC Drama Five: Before and After**

Subject/Message: "You are Special" is a significant message that can change a person's life.

Characters: Mr. Chang, Chang Yung (Mr. Chang's son), Tai Hung, Siu Peng, Meng Fei, Volunteer Teacher Ali, Narrator

Scenery: Chang Yung's home, classroom

#### **Scene 1**

(At Chang's place, Mr. Chang sits in a chair in the middle of the stage and watches TV. Chang Yung comes up from the left.)

Narrator: Chang Yung is fond of playing video games. He goes to cyber bars with his friends. Sometimes he even skips classes to play games. Now it's 9 p.m., and Chang Yung just arrived home.

Chang Yung: (head droops) I'm back.

(Chang Yung keeps walking, and he manages to avoid Mr. Chang.)

Mr. Chang: Why so late?

(Chang Yung pretends to not be listening.)

(Mr. Chang shuts the TV off.)

Mr. Chang: Stand up! I am talking to you!

(Chang Yung stands up. Mr. Chang stands up from his chair.)

Mr. Chang: Come here.

(Chang Yung comes to Mr. Chang, unwillingly.)

Mr. Chang: Where did you go after class? To the cyber bar again?

Chang Yung: (Carelessly) Yeah.

Mr. Chang: (Very angry) Why do you speak to me like this!? Are you proud of yourself for being addicted to the bars?

Chang Yung: I didn't mean it.

Mr. Chang: (Rage) Look at yourself! You skip classes! You left your homework behind! You play video games! What else have you achieved in school? Now you have learned to talk back to me!

Chang Yung: (Rebelliously) You insulted me first! Whatever I do, you dislike!

Mr. Chang: How many times have I asked you to work hard in school! You don't know the hardships your mom and I endure in order to pay for your tuition!

Chang Yung: Don't tell me about your troubles! I have troubles too! It's your fault that I hate school!

Mr. Chang: (Confused) You blame me for your poor performance? Why didn't you work harder?

Chang Yung: Whether I work hard or not, you just don't like me! I hate you! I hate you all!

Mr. Chang: Get out of here!

Chang Yung: I will!

(Chang Yung runs out. Mr. Chang also comes out.)

## Scene 2

Narrator: Chang Yung goes to a cyber bar and stays there overnight. He has no idea where he can go except the bars. He feels like no one really loves him in this world. On the second day, some volunteer teachers come to his school. After hearing the You Are Special story that they brought, he is deeply moved.

(Chang Yung, Tai Hung, Siu Peng, Meng Fei come up from the left.)

Tai Hung: Hey Chang Yung! Why are you so quiet?

Chang Yung: No reason.

Meng Fei: You look strange today. Are you all right?

Siu Peng: Yeah, you always go to the bars for games. And you are always excited! Why are you so quiet today?

Chang Yung: How did you like the You Are Special story?

Meng Fei: It's just a story! I like Eli; if only there was an Eli in the real world.

Chang Yung: Do you think there is not?

Meng Fei: I don't know. I'm not sure.

Chang Yung: How about you two?

Tai Hung: You are Special is encouraging to me, but I don't see how it relates to my life.

Siu Peng: Ha-ha! You can say "You Are Special" to yourself every day!

Tai Hung: Ha-ha! Perhaps! If I can remember, I will.

(Chang Yung is in deep thought, suddenly he stops.)

Chang Yung: You can go ahead. I must go back to the classroom, but I will meet up with you soon.

(Siu Peng, Meng Fei and Tai Hung go off stage from the right.)

(Ali comes up. She meets Chang Yung.)

Chang Yung: Miss Ali!

Ali: (Smiles) Hi Chang Yung. Why haven't you gone home?

Chang Yung: (Seriously) Miss Ali, I have a question.

Ali: You can ask me.

Chang Yung: (Seriously) Am I really special?

Ali: (Looks into Chang Yung's eyes) Yes! Chang Yung, you are special! You were made special. And you are brave; your peers like you.

Chang Yung: (Doubtfully) But I feel I'm very normal...my dad, my mom, and my teachers, none of them like me!

(Chang Yung is almost crying.)

Ali: Why do you feel your dad and mom do not like you?

Chang Yung: Dad reprimands me all the time...I upset him.

Ali: How did you upset him?

Chang Yung: I do not study. I go to the cyber bar instead, and...I even fought with him last night...he got so angry.

Ali: Do you want to perform well in school?

Chang Yung: Of course!

Ali: Do you love your dad? Chang Yung: (Hesitates) Um...yes.

Ali: Then remember this: your dad loves you very much! You are a unique gift to your parents. Otherwise your parents wouldn't work hard to raise you in this city and make enough money to pay for your tuition fees.

Chang Yung: You mean...they really love me?

Ali: Yes! To them, there is only one "Chang Yung". You are special! Sometimes they get upset because they love you so much. They are just worried about you!

Chang Yung: (Nodding) Yes, I agree...

Ali: In fact, I bet you don't really want to fight with your dad, do you?

Chang Yung: Yes, you are correct. I do not want to fight with him.

Ali: Do you believe that your dad's love for you is unchanging?

Chang Yung: I suppose....

Ali: Good. But you need to change your ways.

Chang Yung: How?

Ali: First, I want you to believe that you are special. You have unique gifts and talents, but you have to believe that before you can make any changes in your life. Secondly, you must apologize to your dad for being so disrespectful. Next, try to show your parents that you love them every day. Finally, set goals for yourself, and over time you can accomplish them. Will you try that for me? You have to be patient, but it will work. You are special, and I know you can do it!

Chang Yung: (Moved) Thank you Miss Ali! No one has ever told me that before!

Ali: You are welcome! (Smiles) Now go home and start living life as the special person you have been created to be!

Chang Yung: OK!

(Siu Peng comes on stage.)

Siu Peng: Chang Yung, hurry up, we are waiting for you at the cyber bar!

Chang Yung: (Happily) I won't be going there anymore. I have to go home.

Siu Peng: (Surprised) Home?

Chang Yung: (Excited) Yes! And you should go home too!

(Chang Yung circles the stage once and then goes off stage.)

Siu Peng: Are you ok?

(Siu Peng goes off stage.)

### Scene 3

Narrator: Chang Yung thought that Mr. Chang didn't love him. But now he begins to understand his father. He can't wait to go home, but to his surprise, Mr.

Chang is waiting for him at the gate of his school.

(At seeing Chang Yung, Mr. Chang quickly goes up to his son.)

Mr. Chang: Chang Yung!

(Chang Yung hurriedly runs to his father.)

Chang Yung: Dad...I..I'm sorry. I love you.

Mr. Chang: I love you too. You are so special to me and to your mom!

(Mr. Chang is so moved that he hugs Chang Yung closely.)

Mr. Chang: Come on, let's go home!

END

## **CC Drama Six: Stars and Dots**

Subject/Message: Nothing, including real-life stars and dots, can change the truth. People are special no matter what kind of judgments they receive.

Characters: Mrs. Gao, Su Chie, Tin En, Jia Jia, Siu Sue, Le Le, Gi Gi, Wu Yue, Jia He

Scenery: Classroom, nine chairs in U form, some schoolbags, an empty space

### **Scene 1**

(Classroom, students come up from the left, sit down on the chairs. Miss comes up.)

Mrs. Gao: I have good news for you! Next month, some volunteer teachers will come to our school to hold a party. We will give a performance. Does anyone have any suggestions on what we should perform?

Jia He: Chorus!

Wu Yue: Come on, don't you have any new suggestions?

Gi Gi: Mrs. Gao, Su Chie can dance.

Mrs. Gao: Su Chie, can you arrange a girl dance?

Su Chie: Yes, I can.

Mrs. Gao: Good. You can pick some girls to dance with you. Ok, now it's time for everyone to go home.

(Mrs. Gao goes off stage. Some students are picking up their schoolbags.)

(Siu Sue, Le Le, Gi Gi come to Su Chie.)

Le Le: Su Chie, you are so brilliant---- not only do you study well, but also you can dance and sing!

Gi Gi: Yes, I admire you. You wear pretty clothes to school, and you always look so good.

Siu Sue: When did you learn to dance?

Su Chie: I didn't learn to dance in a school. I just like it a lot. I learned from watching TV shows.

Siu Sue: Wow! How gifted you are!

Su Chie: (smile) I'll teach you. Now let's go home!

(They go off stage, talking and laughing.)

Jia Jia: Tin En, can you dance?

Tin En: Only a little. But I like dancing.

Jia Jia: Do you want to join the dance show?

Tin En: Yes, it should be a lot of fun. How about you?

Jia Jia: I...I won't. I don't have any nice clothes...and I wear glasses; that's inconvenient...

(Wu Yue and Jia He, who are behind the two girls, hear their talks.)

Wu Yue: Hey four-eyes! You'd better not go dancing!

Jia He: Yeah! What if in the middle your glasses fall off! How shameful!



(Talking as they go off stage)

Jia Jia: (angry) I don't like it when they call me four-eyes! That is not very nice.

Tin En: Don't listen to them. They were joking. I think you look good in glasses.

Jia Jia: Really? Thank you. You are so kind!

Tin En: My pleasure.

Jia Jia: And you are so nice-tempered. I have never seen you get angry!

Tin En: There is no need to be angry.

Jia Jia: What if people say bad words to you?

Tin En: You don't need to react to what they say. I think everyone is special.

Jia Jia: But they always call me "bookworm"... "four-eyes"...

Tin En: Those are just labels they want to put on you. You are your own person, and you are special! You were made special. Only you who wear glasses and love to read can be called "Jia Jia"!

Jia Jia: Thank you, Tin En! We can join the dance together!

Tin En: Okay.

(Jia Jia and Tin En go off stage.)

## Scene 2

(Su Chie and Siu Sue come up, walk front; Tin En and Jia Jia go up, walk behind; they see Siu Sue and Su Chie.)

Tin En: Siu Sue! Su Chie!

(Siu Sue and Su Chie stop; they turn around.)

Su Chie: Hey, it's you!

Tin En: Jia Jia and I want to join the dance.

Su Chie: You can. But she could not.

Tin En: Why?

Su Chie: We have only one open spot. And, I don't think she has a suitable skirt.

Jia Jia: I...

Siu Sue: Jia Jia, can you dance? What can you do except read all day long? (In a low voice) And your study hasn't even improved much!

(Siu Sue and Su Chie go away.)

Jia Jia: (Disappointed) Ay! (Looks off to the distance)

Tin En: Jia Jia? Are you all right?

Jia Jia: I will not go. They're right. I'm not good looking at all. I have no pretty skirts and my study is not good! I'm useless!

Tin En: Please don't think this way! Let's ask Mrs. Gao for one more vacancy.

Jia Jia: That won't help...I don't want to go.

(Tin En and Jia Jia go off stage.)

### Scene 3

(Jia Jia goes up, droops her head, and goes forward slowly. Tin En runs up, catches up with her.)

Tin En: Jia Jia!

Tin En: (excited) I heard that Le Le will go home next week. She could not attend the rehearsal. Let's tell Mrs. Gao that you can replace her!

Jia Jia: No. Tin En, I can't dance.

Tin En: How do you know if you don't even try? Remember what I said? You are not what those other children call you! You are very special! Do you like dance?

(Jia Jia nods.)

Tin En: Right. Have a try, and if you can't dance well, I will practice with you.

Jia Jia: But...

Tin En: Jia Jia, you are unique, and you are special! Don't let yourself be influenced by other people. If you give up without a single try because of what other people say, that will be a shame.

Jia Jia: Um... let me think about it.

Tin En: Don't give up Jia Jia!

Jia Jia: Maybe you're right. I am special! And I should not believe what other people say about me. If I want to dance, then I should try.

Tin En: Great! Let's talk to Mrs. Gao.

Jia Jia: (happily) Ok. Thank you for believing in me and telling me I am special. You are a good friend.

Tin En: You are welcome!

END

**You're Invited to a...**

## **"You Are Special" Parents' Day Celebration**

**Come and Enjoy:**

- ❖ Performances by your child
- ❖ An inside scoop on what your child has been learning
- ❖ Advice from a professional counselor on becoming an even better parent
- ❖ A surprise treat!

Time: \_\_\_\_\_

Location: \_\_\_\_\_

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## **YAS CC Lesson 4**

### **(short-form)**

**Enduring Understanding:** The students will know they are special.

**Objective/Learning Goal:** The students will successfully share their YAS experience with their parents.

**Prerequisites:** In addition to having the students send an invitation home to their parents, it is good for school employees to follow-up with parents to encourage them to be present at this lesson. Having a counselor participate in this lesson is also extremely important. The counselor will need to understand the YAS program and prepare an appropriate, related lecture for the parents that will attend. The photos from the last lesson should have been printed and laminated onto the picture gift photo "frames". Snacks and games should also be prepared for the students. Small gifts can be purchased for staff involved in supporting or implementing YAS. Additionally, 2 rooms will need to be available for use as the parents and students separate for a time.

#### **Materials:**

- You Are Special book for teachers
- Small gifts, optional
- 2 file folder signs
- All performance related props and additional items
- **\*You Are Unique song sheets**
- Picture gifts
- Permanent markers
- Writing utensils
- **\*Post-evaluations**
- Snacks
- Any game related materials

#### **Activities in Chronological Order:**

- The LT welcomes parents and introduces themselves and the TAs.
- The LT acknowledges any school staff in attendance and presents small gifts.
- The LT uses the file folder signs to lead the students in answering the 2 most important questions.
- The LT introduces the plan and purpose of the meeting.
- The "Thematic Overview" drama is performed.
- The respective SGL highlights the main point.
- The "YAS Sequel" drama is performed.

The respective SGL highlights the main point.

- The "Important Role of Parents" drama is performed.
- The respective SGL highlights the main point.
- The "Sharing with Others" drama is performed.
- The respective SGL highlights the main point.
- The "Before and After" drama is performed.
- The respective SGL highlights the main point.
- The "Stars and Dots" is performed.
- The respective SGL highlights the main point.
- The "You Are Unique" song is performed.
- The respective SGL highlights the main point.
- The LT or TA hands out song sheets and leads everyone present in singing "You Are Unique".
- The LT dismisses the students to enjoy their YAS celebration and introduces the licensed professional counselor (LPC).
- The LPC reads the book to parents, lectures on related points, and takes time for a Q&A session.
- While that is going on, the students spend time with their small group enjoying snacks, writing their parents a letter on the back of their picture gift, completing an evaluation form, and playing games.
- The LPC notifies the LT when they have finished the session with the parents.
- The students rejoin their parents and give them their picture gift.
- The LT thanks everyone for coming, offers closing remarks, and dismisses everyone.
- The SGLs meet all of their students' parents before cleaning up and departing.

**Check for learning:** The LTs compile and review all evaluation materials.

## **Camp Curriculum Scripts**

## **CC Lesson 1 Script**

### **Introductions (10 minutes)**

LT: Hello everybody! Welcome to the next 2 hours of your weekend. Thanks for sharing this time with us today. Before we get started, I want to say thank you to your teacher and headmaster for letting us come to your school today. They work very hard to provide you with a good education and we feel privileged that we can come to your school today and share what we think is a very important message. **My name is \_\_\_\_ and I am special.** I have brought some of my special friends with me today to help me with our meeting. Is it okay if I introduce my friends to you? (Wait for the students to respond. If they don't, say again.) I said, is it okay if I introduce my friends to you?

LT: **This is \_\_\_\_ and he/she is special!**

TA1: **Yes, I am \_\_\_\_ and I am special!**

LT: **This is \_\_\_\_ and he/she is special!**

TA2: **Yes, I am \_\_\_\_ and I am special!**

(This pattern continues until every team member, including the MC (Materials Coordinator), has been introduced.)

LT: Now you already know our names and who we are. We also want to know who you are. Please take a nametag and write your name on it, large and neat. While you are writing your nametag, take a piece of candy to enjoy in a little while.

(MC gives materials to TAs for them to pass around to the students. Be sure that all teachers also put on a nametag. Afterward, the MC needs to collect all permanent markers, extra nametags, and extra candy after the students finish.)

LT: Today we are going to share with you one of our favorite books, You Are Special by Max Lucado. This book might seem a little young for you since you are in grade 5, but this book is great whether you are 2, 22 or 102! It really is one of my favorite books and I am \_\_\_\_\_ years old.

LT: Also, we want you to know that we are only teaching the grade 5 class in your school. So it is a unique opportunity for you!

LT: Okay, pop your candy in your mouth and let's get reading. While I read the story from the front of the classroom my friends are going to walk around with their books so you can see the fantastic pictures. Here we go!

### **Book Reading (20 minutes)**

(LT reads book loudly and with lots of energy and enthusiasm OR the whole team can take turns reading the book OR team members can be different characters in the book as it is read OR read the book in any way you think will be engaging and effective.)



### Q&A (10 minutes)

LT: So, now we want to know what you think of the book. My favorite part is \_\_\_\_\_. What is your favorite part? (Have students raise their hands to answer; call on them by name. When they give their answers, listen carefully and comment on their answers. Do not correct their answers.)

LT: To make sure we remember the basic parts of the story, let me ask you a few objective questions. (Questions to ask: 1. What's the setting of the book? 2. Who is the main character of the book? 3. What's the problem in this story? 4. What's the solution to this problem? 5. What lesson did Punchinello learn.?) You can ask more objective questions if you'd like. Do correct their answers.

### Getting to Know You handout (15 minutes)

LT: As you already know, Eli helped Punchinello come to know and believe that *he is special*. One of the reasons this was possible is because Eli knows all about Punchinello. We want to help you realize how special you are in our eyes, so we want to know more about you.

LT: My friends are going to give you a handout called **Getting to Know You, Because You are Special!** Please complete this worksheet. When you are finished, we are going to get into small groups so we can really get to know each other.

(MC provides handouts to be given to the students.)

(While the students are working on the handout, you should use this time to decide how you are going to break them into small groups. A lot of this depends on the layout of the classroom and how many teachers and students you have. Each small group should never have more than 10 students. The smaller the small group, the better. The MC can join their small group as long as everyone knows where to get the materials they need.)

### **Last Question Lecture (10 minutes)**

LT: Before we get into small groups we want to talk about the most important question on your handout. The most important question on your handout is the one at the top of the second page: "Are you special? Why?" **This is the whole reason why my friends and I came to your school today—to bring you this important message that you are special. And, we don't just want you to know that you are special; we want you to believe that you are special. Knowing something is when you hold a piece of information in your head. Believing something is when you hold a piece of information in your heart.** In fact, this message is so important, I came all the way from \_\_\_\_ today to be here. \_\_\_\_ came all the way from \_\_\_\_\_. We all came to share this important message to you. China is a huge country; in fact, China has more people in it than any other country in the world. The population of China is about 1.4 billion people. That's a good fact for you to remember. It's easy not to feel special when you are surrounded by so many people. There were times that I didn't feel special, but now I know I am and I want you to know that, too!

LT: Because we are such nice teachers ☺, we are actually going to tell you the answer to the last question. (2 Teachers hold up the file folder signs.)

LT: Okay, I'll ask the question, **"Are you special?"** Now you read the answer (open the sign).

Students: **Yes, I am special!**

LT: Let's try that again. (Repeat a few times.)

TA: Now, the next question, **"Why are you special?"** (Open the file folder sign.)

Students: **Because I was made that way!**

TA: One more time. (Repeat a few times.)

LT: Okay, now we are going to ask you without the signs. Are you special?

Students: Yes, I am special!

LT: Why are you special?

Students: Because I was made that way!

LT: I think we need to say that one more time, and a little bit louder. ☺  
(Repeat.)

LT: Okay, for those of you that didn't write the correct answer down on your handout you can change it now while the other teachers come and break you into small groups. When you are finished, you can stand up and take a stretch.

### **Small Group Time Getting to Know You Sheet (15 minutes)**

(Use more classrooms if available; have the students move as little as possible unless you have lots of extra time. If they start moving around the whole classroom, it's easy to lose 15 minutes of the lesson time and we don't want that to happen.)

(MC-be sure each Teacher that has a small group takes an "it" bag, enough blocks or slips of paper, and blank paper with them.)

SGL: Hello everybody. My name is \_\_\_\_ and I am your small group leader.

SGL: I'd like to have you write down your name on this block, so we can start to know more about each other from drawing our names from the "it" bag.

SGL: My name is \_\_\_\_ and I am special. Now I will draw a name from our "it" bag (Don't put the block you drew back to the bag). Whoever is chosen, please introduce yourself. Then, you need to answer a **GTKY** question from the person who drew your name. First, I want to ask (Look at the person you just drew), what is my favorite color? (Doing this will help ensure that the students are paying attention while other students talk.)

Student: My name is \_\_\_\_ and I am special! (Share answers.)

SGL: Great. You are next, but before you go, please tell me \_\_\_\_'s hometown? (Do this sporadically throughout the small group time as time allows. Go through everyone in the group.)

### **Small Group Time Drawing & Book Giving (20 minutes)**

(MC gives the books to each small group.)

SGL: Thank you so much for sharing. I really liked getting to know each of you more. Please give me your **GTKY handouts**, and I will take them with me so I can read all of your answers and really get to know you before I come back next time. Now you are going to draw things that are special to you or something you've done that is special to you. All formal artwork has a title. Please put 'Special is...' at the top of your drawing paper and complete the sentence with your drawing. You can use color, or ink, or whatever. Include a 50-word explanation of your picture on the back. I know some of you don't feel like you're very good at artwork. That's okay; we all have things we are good at and things we are not good at. As long as you try your best, your drawing will be great in my eyes. Trust me; you'll really want to do a nice job on this assignment. I'll tell you why later. (Give them the blank sheets of paper.) Be right back.

(Get a book for each student in your small group and a permanent marker.)

SGL: Our gift to you is your very own copy of You Are Special. You can continue working on your drawing until it is time for you to receive your book.

(One at a time, write the name of the student in the book. You should write, "You are special!" the date, and "from" your name beforehand. Call students to you one at a time, look him/her in the eyes, extend your hands and ask, "May I have your hands?" **Then, with great conviction and love, say "As \_\_\_\_ said before, there are nearly 1.4 billion people in China and you, \_\_\_\_, are only 1 of those people, but, you are special!"** (Give them the book, and then do the same with all the books and students until every student in your small group has a book.)

(After giving books to the students, they may ask you to sign your name in their books, but it's not an appropriate time to do this. Tell the students we will have time to sign their books during the last class. Remind them to bring their books with them every class. After the students finish the drawing, take time to offer positive comments about each student's drawing.)

### **You Are Unique Song (10 minutes)**

Write down the lyrics of "You Are Unique" on the blackboard in advance.

LT: I will teach you a beautiful song called **You Are Unique**. As the title said, you are unique in Eli's eyes, in our eyes. I will sing the song to you first, and then you can follow me.

(LT or TA leads students singing a couple of times.)

LT: You are great! Do you like the song? Since you have learned so well, I will check if you can still remember the song next time.

### **Review and Goodbye (10 minutes)**

LT: Before we go, we need to collect your drawings. We'd love to keep them for remembering you. Our next meeting will be on \_\_\_\_\_ (date). We look forward to seeing you then. Also, we need to know if there were any of your classmates missing today. We need to be sure we save a book for them, and you need to be sure to tell them about the important message we shared with you today. We also need to leave a few extra books for your school's library. Thank you again for letting us come to your school today. Before we go, we have to review once more: Are you special?

Students: Yes, I am special!

LT: Why are you special?

Students: Because I was made that way!

LT: That's right, you are special because you were made that way. I have a suggestion: before the next class, try to read your new book to one other person. You can share in your small group in lesson 3 about how it goes, ok? See you next time!

## CC Lesson 2 Script

### Introductions (5 minutes)

LT: Hello again, and thank you for letting us come a second time to be a part of your weekend. As a reminder, my name is \_\_\_\_ and I am special. I have brought some of my special friends with me again to help me teach your class. Do you remember any of my friends' names? (Wait for some responses, then go ahead with re-introductions.)

LT: **This is \_\_\_\_ and he/she is special!**

TA1: **Yes, I am \_\_\_\_ and I am special!**

LT: **This is \_\_\_\_ and he/she is special!**

TA2: **Yes, I am \_\_\_\_ and I am special!**

(This pattern continues until every team member has been introduced.)

LT: Like last time, we don't just want you to know our names, but we want to know your names as well. I do remember quite a few of your names (Point to a few students and say their names), but I think it would be great if we all have our nametags again.

(MC- passes out their nametags that were signed last time.)

LT: You can see that our classroom looks different today because we hung all your pictures on the wall. No matter how you feel about your drawing, as long as you tried your best, we love your pictures. Let's clap for your special pictures! (Wait for the students to respond.)

LT: Please take your drawing with you after class. Your SGLs made some comments on the back of the picture; you can read them when you go home. Thanks!

### Stand Up, Sit Down Activity (5 minutes)

LT: Everyone needs to take a seat. (If possible, have all TAs, etc., sit down, except for the one that is speaking, so they can participate in the activity.) Have the **Getting to Know You** sheets (**GTKY**) in your hands so you can refer to them in order to get more specific throughout the activity. Ask certain groups of students to stand up and sit down if they fit into certain categories. (For example: "All girls stand up." (Sit down.) "All boys stand up." (Sit down.) Continue on with: students wearing red, students from Henan, students whose favorite food is chicken, whose favorite color is purple, etc.)

### **GTKY Commenting (5 minutes)**

(Using a histogram or graph drawn on the blackboard, share some statistics from their completed GTKY sheets.)

LT: Is one who loves red better than the one who loves green? Is an introvert person better than an extrovert person? The answer is no. We all have differences, and we are all special.

### **Knowledge vs. Belief Lecture and Personal Sharing (10 minutes)**

TA: (Come up to the LT) So, these students seem like they know they are special, but do we just want them to know in their head they are special?

LT: No, that's not all we want. **We want them to know in their head and believe in their heart they are special. Just like we said last time, knowing something is when you hold a piece of information in your head. Believing something is when you hold a piece of information in your heart.**

TA: **In order for this message, "you are special", to really effect your life, you must know and believe it.** There are so many good things that come from knowing and believing that you are special. (List some reasons that you have thought of beforehand.) Though I know and believe I am special now, I can remember a time in my life when I didn't know and believe that. Can I tell you about it?

(Wait for students to respond.)

TA: (Proceed to tell a 5-8-minute story about some time(s) in your life when you didn't know and believe you were special. Have it be something with which the students can identify.)

TA: Thanks for being good listeners and letting me share. It feels good to talk about it.

### **"You are Special" Movie Time (40 minutes)**

LT: We also prepared a surprise for you. We will watch a movie together! Can you guess what movie we are going to watch? (Wait for their responses.) Yeah! We are going to watch "You Are Special!" Do you want to watch it? (Wait for their responses.) I already watched it several times. I still enjoy it, and I'm touched by it every time I watch it. I think you will enjoy it, too. Ok, are you ready? Let's watch together! Please be quiet, and after watching we will share in small groups, so please pay attention.

**Small Group Time**  
**Questions and Sharing Time ( 10 minutes )**

SGL: Which do you prefer, the storybook or the movie? Why? (If the question has a correct answer, offer correction and guidance when needed. If not, enjoy listening to the various responses.)

SGL: How is the movie different from the book? (Listen to answers; correct when needed.)

SGL: How is the movie similar to the book? (Listen to answers; correct when needed.)

SGL: **One of the most important ways the movie and the book are the same is the focus on stars and dots.**

**Small Group Time**  
**Stars & Dots (15 minutes)**

SGL: This story, whether it's presented in the movie or the book, talks a lot about stars and dots. But, I wonder if we actually understand what a star means or what a dot means. What is a star? What is a dot?

(Guide students to understand that **a star is basically a compliment, a symbol of approval; a dot is the opposite because it is a symbol of disapproval.**)

SGL: **Stars and dots are not just part of this story, but stars and dots are part of our real life. We all get stars and dots from others: from our parents, teachers, friends, and even people we don't know.** I'd like to share with you some of the stars and dots I've gotten from others, and then I will have you write down yours as well.

(SGL shares 3 stars and 3 dots.)

SGL: Okay, now it's your turn. I will give you some blank stars and dots so you can write down yours. Remember, stars are compliments/symbols of approval people have given you while dots are the exact opposite. Please let me know if you need help.

(Give them enough time to finish.)

SGL: Does anyone want to share his/her stars or dots?

(Stars and dots are very personal, so it's ok if they don't want to share.

Afterwards you can put all stars and dots in the envelope. Tell them you will keep them secret.)

(SGLs should record what the students share on their GTKY sheet.)

### **Small Group Time Not Letting Stickers Stick (5 minutes)**

SGL: Thanks for your trust, and thanks for your sharing. I am very touched. Now, I have some more questions for you about stars and dots:

- What makes Punchinello change? What did he do? (Possible correct answers: Lucia's example and encouragement; Punchinello's self-examination; Eli's acceptance, love, and instruction, etc.)
- Why can't the stickers stick on Lucia? (Possible correct answers: She didn't let them stick; She didn't care about the stickers; She went to see Eli every day; She knew her identity; etc.)

SGL: Dear Students, **the stickers can only stick to those who care about them and let them stick. As the story tells us, it is an individual's choice whether or not the stars and dots stick. We have this same choice to make. And I encourage you to choose not let them stick on you.** The only way this is possible is for you to know in your head, and believe in your heart, that you are special just like Eli told Punchinello. I am telling you, learning this truth and getting to a place where stars and dots don't stick to you will take time. It's actually a lifelong journey meaning that you will learn and grow in these areas for the rest of your life. I can tell you from experience, the best time to start a lifelong journey is as soon as possible! Let's continue on this journey together to know and believe we are special and to not let stickers stick!

### **Small Group Time Heart Activity (15 minutes)**

SGL: Ok, let me help you get more understanding of the stars and dots in the following activity. You know, one of my favorite parts of the story is how Lucia has no stars or dots. Most people agree they don't want to have the dots stick. But, many people don't want to give up the stars. They still want the stars to stick. Do any of you feel the same way? Why? Why do you think it's easier to give up having the dots stick? For those of you that don't want the dots or stars to stick, can you share why you feel this way? (Have students share in a few minutes.)

SGL: **It's you, not others, that have the right to decide how you feel about yourself in your own heart and mind. So instead of letting others give you stars and dots, you will learn to identify your own strengths and your weaknesses. From that place of knowing yourself, you can make your own decision as to how you feel about yourself.**

SGL: I will hand out a blank heart to you later. Before that, I am going to share with you my strengths and weaknesses. (Share 3 of both). No matter how great my strengths are, or how terrible my weaknesses are, I am able to look at them and still say, "I am special because I was made that way!" I hope after you identify your strengths and weaknesses, no matter what they are, you can say the same thing, too.



You are special - unique, important, created for a purpose!

(Let the students work on their hearts for a few minutes and share with the group. Be sure to offer help as this activity can be quite challenging for people. SGLs should record what they share on their **GTKY** sheet.)

### **Song Time** **Revision of You Are Unique Song (5 minutes)**

Hand out song sheets and sing "You Are Unique" with the other teachers. Encourage the students to remember the lyrics. You can also change all "you" into "I" in the lyrics, and sing again.

### **Review and Goodbye (5 minutes)**

LT: Thank you again for having us. Before we go I want a few of you to tell me one thing you learned today. (Call on some students to share, don't let them say the same things as one another.) One last, time: Are you special?

Students: Yes, I am special?

LT: Why are you special?

Students: Because I was made that way.

LT: That's right; you are special because you were made that way. I think you will agree with me it's a great message. So I have homework for you. It is to share the "You Are Special" message with at least one other person. Last class I just "suggested" that you do this. Today, I am actually assigning it as homework. You can share this message by reading your new book to someone and then telling that person they are special. It will be great to share with our small groups in the next lesson how our experiences go with sharing this message with others. See you next time!

### **CC Lesson 3 Script**

#### **Greeting (5 minutes)**

LT: Hello everybody! It's great to see you all again. At this point we should all know each other, so no nametags today. (The LT should try to say every person's name in the class. If there is time, have a student do the same.)

#### **Teachers' Drama (10 minutes)**

LT: Today we are going to start off with a special performance. I hope you enjoy it. (All teachers will participate in performing one of the six YAS dramas. The drama should be well rehearsed as it needs to serve as an example of a quality performance.)

(Perform the dramas.)

LT: Thanks for being such a good audience. How did you like this drama? What was the best part? What do you think this drama is about? (Help students understand the meaning and key points of the drama.)

LT: Drama and other forms of performance are a great way to convey important messages. You're actually going to perform dramas or be part of a singing group during the next lesson in order to share different parts of the YAS program with people that join our class.

#### **Explanation of the plan for today and the goal of the next lesson (5 minutes)**

LT: Our next lesson together will be very important. We will actually invite your parents, teachers, and headmaster to attend our class. The goal of that lesson will be for you to share your YAS experience with them. We'll do this by talking to them about YAS, performing dramas that explain important parts of what we've been learning, and singing our song together. In a moment, you will break into your small groups and begin to prepare for the performance for which your group is responsible. There are seven different performances (Six dramas and one singing group): You Are Special Thematic Overview, You Are Special Sequel, The Important Role of Parents, Sharing With Others, Before and After, and Stars and Dots. We encourage you to work hard today with your small group as you prepare for the next class. We also encourage you to have fun today, to be creative, and to get excited about sharing with others. At the end of class today we will have time to rehearse, and each group can perform for the rest of the class. This will help us to be prepared to put on a great show next lesson!

**Small Group Time**  
**Sharing With Others (15 minutes)**

SGL: It's great to see all of you again. Before we start preparing for our performance, I want to know how many of you have already shared this message with others. I am going to give each of you a piece of paper. You can write your experience of sharing the message with others. I want to know as many details as possible including who, what, when, where, and why: whom did you share with; what did you share; where did you share; when did you share; why did you share? (Give the students some time to finish their sharing experiences.)

Ok, please pass me the paper when you finish. I will keep them and read very carefully when I go home today. I believe all your experiences are precious. Thank you for your trust and sharing. And I want to tell you about my experience with sharing the message with others. (Share your personal experiences. Make sure they are positive, encouraging examples of how to share.)

SGL: Does anyone want to share your experience? (Let students share their experiences.)

(After sharing, collect all their papers.)

**Small Group Time**  
**YAS Review (10 minutes)**

SGL: There is still one more task for us to accomplish before we begin to prepare for our performance. That is to review some of the main points of YAS. Do you still remember the two very important questions? Tell me together! (Are you special? Why are you special?)

SGL: Very good! Who can tell me what stars and dots stand for? (Stars stand for approval; dots stand for disapproval.)

SGL: Who can tell me the difference between knowledge and belief? (Knowledge is information you hold in your head; belief is information you hold in your heart.)

### **Small Group Time Performance Practice Time (30 minutes)**

(SGLs decide beforehand about the performance for which their group will be responsible. If the SGL is responsible for a drama, they need to read through the script with their small group, make sure the small group understands the subject/message of the drama, decide on roles, prepare any props/costumes and practice, practice, practice! If the SGL is responsible for the song, they need to make sure the students have the song and hand motions memorized, and practice, practice, practice! Remember, each performance should only be 5 minutes long.)

### **Performance Rehearsal (35 minutes)**

(Have every small group perform. When each drama is finished, the LT or TA needs to make sure the message of the drama was clearly conveyed. So, the LT or TA should lecture and do some Q&A with the students for a few minutes after every drama. All SGLs should seek out ways their group can improve before the next lesson and work with their students accordingly.)

### **Invitation, Goodbye, and Picture Taking (10 minutes)**

LT: We had a wonderful time today. The next time we see you (tell them the date) you'll be here with your parents. We have made an invitation for your parents. Please pass it on to them. You can decorate it some more before you give it to them if you'd like.

LT: Next time when we meet, we'll have a good time sharing your YAS experience with your parents and anyone else who attends. You will perform your dramas and sing for them. In addition, we'll have a few, fun surprises for you. Don't forget to practice your dramas or singing between now and then. Also, don't forget to bring your book next time so we can sign each other's books. Finally, your small group leader wrote you a note about the Stars and Dots and Heart activities you completed in the last lesson. Be sure to get your note from them before you leave.

LT: Now we need to take everyone's picture as you leave, so please make a line by the door, and as you depart, we will get your picture. (When they come to get their picture be sure to tell them, again, that they are special!)

## **CC Lesson 4 Script**

### **Welcome and Introduction (10 minutes)**

LT: Hello and welcome to the "You Are Special" Parents' Day Celebration. (Introduce yourself and everyone on the team. Thank them for coming today. Thank the teachers and headmasters for allowing you to implement the You Are Special program at their school.)

LT: To get things started, let's tell your parents and teachers two of the most important things you have learned during this program. (Show them the file folder signs and have them answer loudly.)

(Now, put a lot of emphasis on how special their children are and how they obviously have special parents. Tell them you hope they have had a chance to read the You Are Special book with their child, and if they haven't, they should do so soon. Explain that instead of "lecturing" them about what their students have been learning in YAS, you will show them through various performances that you hope they enjoy.)

### **Drama and Singing Performances (40 minutes)**

(The order of the dramas should be: 1) Thematic Overview 2) YAS Sequel 3) The Important Role of Parents 4) Sharing with Others 5) Before and After 6) Stars and Dots 7) You are Unique Song. At the start of the drama students should introduce themselves; "Hi, my name is \_\_\_\_ and I am special." One student needs to introduce the name of their drama. The LT or TA should do some explaining after each drama to make sure the subject/message is clearly expressed.)

(After the drama, the singing group will perform "You Are Unique" with hand motions. After the group sings through the song 1-2 times, the SGL should invite all the students and parents to sing along. End this section after the singing is finished.)

### **Family Counselor Lecture for Parents (60 minutes)**

(After the performance the teachers and parents should give the students a round of applause. Invite students to go into the other classroom. The LT can introduce the family counselor. Have a student or a TA read You Are Special to the parents first. Then the family counselor will speak and do Q&A for 20 minutes, **mostly about the role they have in helping their children know and believe they are special.**)

### **"Party" for Students (60 minutes)**

(Students get a snack and drink and break into their small groups with their SGL. Talk about how well the performance went, have the students write a note to their parent(s) in permanent marker on the back of their laminated picture, sign each other's books, and exchange contact information. Every SGL needs to do any review or learning goal clarification they think would be beneficial for their group. The SGL also needs to talk with their group about how they liked the YAS program. **Have the students and applicable school employees complete the appropriate post-evaluation forms. These notes need to be brought to the volunteer/instructor debrief.** If there is time, SGLs can facilitate games within their small group.)

### **Closing and Goodbye (10 minutes)**

(The family counselor should notify the LT when they are finished. At that point, the students can rejoin their parents. The LT should make some closing remarks about the picture gift for the parents, how it has been so wonderful to work with their children, that their children are special and so are they, etc., and how even though this program is finished for the semester, you **hope the You Are Special message will become part of their family's daily life.** End with the 2 questions, "Are you special"? and "Why are you special"?)

## **Evaluation Material**

## Evaluation Information

Pre-and post-evaluations are not required for individuals implementing without New Song's direct oversight; however, they are strongly encouraged. In addition to the valuable information evaluations can provide to New Song for future YAS Program refinement, evaluations can also provide your organization insightful feedback as well. As such, the evaluations we include may be revised/expanded upon based on data your organization feels to be the most important. Below is a list of the key data that should always be captured, regardless of the organization or implementation strategy. (You can print the pre-and post-evaluations from the YAS Master Curriculum Guide or ask for a digital version of the MCG by contacting New Song.)

### **Pre-evaluations** (for CC and/or SDC)

Pre-evaluations are best implemented with no direct link to actual implementation. This is why we suggest conducting pre-evaluations **before** the first lesson of any implementation.

### **Post-evaluations** (for CC and/or SDC)

In addition to post-evaluations completed by students, it can also be helpful to attain feedback from co-implementers, parents, teachers whose classes you are implementing within, the leadership of an organization you are implementing for, etc. A general post-evaluation has been included for your reference. If you would like further advice on this type of evaluation, please contact New Song.

Necessary components include:

- Date and location
- Evaluation questions



## YAS Student's Pre-Evaluation

**Location:**

**Date:**

**Age:**            **Gender:**    M       F

**Directions:** Please circle the letter that best describes your agreement with each statement. Strongly Agree (SA), Agree Somewhat (A), Disagree Somewhat (D) and Strongly Disagree (SD). Remember, circle what is true for you now.

1. I feel that I'm a person of worth, at least on an equal par with others.	SA	A	D	SD
2. I feel that I have a number of good qualities.	SA	A	D	SD
3. All in all, I am inclined to feel that I'm a failure.	SA	A	D	SD
4. I am able to do things as well as most other people.	SA	A	D	SD
5. I feel I do not have much for which to be proud.	SA	A	D	SD
6. I take a positive attitude toward myself.	SA	A	D	SD
7. On the whole, I am satisfied with myself.	SA	A	D	SD
8. I wish I could have more respect for myself.	SA	A	D	SD
9. I certainly feel useless at times.	SA	A	D	SD
10. At times, I think that I am no good at all.	SA	A	D	SD

## YAS Student Post-Evaluation

**Location:**

**Date:**

**Age:**

**Gender:** M F

**Directions:** Please circle the letter that best describes your agreement with each statement. Strongly Agree (SA), Agree Somewhat (A), Disagree Somewhat (D) and Strongly Disagree (SD). Remember, circle what is true for you now.

1. I feel that I'm a person of worth, at least on an equal par with others.	SA	A	D	SD
2. I feel that I have a number of good qualities.	SA	A	D	SD
3. All in all, I am inclined to feel that I'm a failure.	SA	A	D	SD
4. I am able to do things as well as most other people.	SA	A	D	SD
5. I feel I do not have much for which to be proud.	SA	A	D	SD
6. I take a positive attitude toward myself.	SA	A	D	SD
7. On the whole, I am satisfied with myself.	SA	A	D	SD
8. I wish I could have more respect for myself.	SA	A	D	SD
9. I certainly feel useless at times.	SA	A	D	SD
10. At times, I think that I am no good at all.	SA	A	D	SD
11. How much did you enjoy the YAS Program? (Please circle one) Not at All      Average      Very Much      Extremely				
12. Which part of the YAS program did you like the best?				
13. Did you receive a <u>You Are Special</u> book?      Yes      No				
14. Did you read the book to someone else?      Yes      No Who?				
15. Was this the first time you participated in a YAS Program?      Yes      No				
16. Please share any additional questions or thoughts. Your opinion is important! (If needed, use the back of this paper.)				

## **YAS Student's Evaluation Scoring Sheet**

(for office use)

1. I feel that I'm a person of worth, at least on an equal par with others.	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
2. I feel that I have a number of good qualities.	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
3. All in all, I am inclined to feel that I'm a failure.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
4. I am able to do things as well as most other people.	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
5. I feel I do not have much for which to be proud.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
6. I take a positive attitude toward myself.	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
7. On the whole, I am satisfied with myself.	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
8. I wish I could have more respect for myself.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
9. I certainly feel useless at times.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
10. At times, I think that I am no good at all.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

Student total

\_\_\_\_\_

Lowest possible score is 0

Highest possible score is 30

Median score 15

## Implementer's Evaluation Post Implementation

**Organization:**

**Date:**

**Location of Training:**

**No. of participants:**

**Age range of participants:**

**Directions Post-Evaluation:** Please mark the box that best describes your agreement with each statement. Remember: mark what is true for you now.

<b>PART 2 Implementation Questions</b>	<b>Strongly Disagree</b>	<b>Somewhat Disagree</b>	<b>Somewhat Agree</b>	<b>Strongly Agree</b>
1. I feel good about how I implemented the program.	0	1	2	3
2. My students responded positively.	0	1	2	3
3. I believe the YAS program has been valuable to my students/participants.	0	1	2	3
4. This program has been helpful to me personally.	0	1	2	3
5. I see evidence that my students have a better sense of self-worth as a result of this program.	0	1	2	3
6. I feel good about recommending this program to others.	0	1	2	3
7. I hope to take another New Song training.	0	1	2	3
8. I plan to do another New Song program implementation within (circle one):	<b>never</b>	<b>6 months</b>	<b>1 year</b>	<b>12+ months</b>
9. Is this your first New Song program implementation?	<b>Yes</b>	<b>No</b>	If no, how many implementations have you done? _____	

Please feel free to give any additional comments here.

## **References**

Lucado, M. (1997). You Are Special. Wheaton, IL: Crossway Books.

Lucado, M. (2000). You Are Special (Chinese Translation). Taiwan: Taosheng Publishing House.

You are special - unique, important, created for a purpose!

### **A Note From New Song**

We hope you found this curriculum guide to be useful. Any positive feedback or constructive criticism is appreciated.

If you need further assistance with regard to ordering You Are Special books, YAS program implementation, or are interested in other services provided by New Song Personal Development Resources, please email us or check out our website:

[info@newsongchina.org](mailto:info@newsongchina.org)

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