

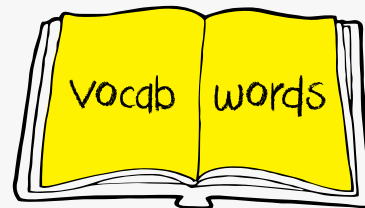
# Is it an Accident or on Purpose?

## Social Emotional Learning

**Project and Purpose:** Students will create and analyze scenes to determine the difference between doing something by accident and on purpose, aka unintentionally or intentionally.

### Essential Question:

How do we know if something that happens is an accident or if it is done on purpose?



- **Pre-set on desk:** an object that can be dropped on the floor and will not break; could possibly appear to be “precious”
- Accident sign (can be a piece of paper with word written on it)
- On Purpose sign (can be a piece of paper with phrase written on it)
- Nerf ball or other soft-type of ball
- A flat stone (good for skimming)
- **Beginning/Middle/End** chart

intentional

skim

**Room Set up:** Chairs, tables and desks pushed back to create an open space to move and interact.

PreK-2

### Introduction

1. Show your two signs and talk to the students about the day's topic: By Accident or On Purpose?
2. Ask students to define each term and give examples in their lives of small accidents.

### Direct Instruction (I do)

1. Walk around the room and by accident, bump into the desk, knocking over the unbreakable object (see pre-set).
2. Immediately claim that it was an accident and put it back on the table.
3. Using the signs to help, ask students to vote if they agree or disagree and why.
4. Hold up the Nerf/soft ball and wonder out loud if it would be an accident or on purpose if you aimed and threw the ball at the object.
5. Using the signs to help, lead a quick discussion with the students and ask for their advice to guide your action.
6. **Ask the Essential Question:** How do we know if something that happens is an accident or on purpose?
7. Introduce, define, and discuss the word *intentional: done in a way that is planned and deliberate.*

Notes: \_\_\_\_\_

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### Guided Exploration (We do)

1. Explain that everyone will work together to tell a story about boys having fun skimming stones just like this one (hold up the stone) into a pond, but the creatures who live in the pond were NOT having fun.
2. Tell the students that they will stay in their seats to be the characters of the frogs in the pond and that you will play the character of one of the boys. Ask the students to create a sound like upset frogs to use every time a 'stone' is thrown in the pond.
3. Practice with the students as they say the final sentence of the story as the frogs, "Please Stop! It might be fun for you, but it is painful for us!"
4. Explains that you will pretend to throw 5 stones. Each time the 'frogs' croak their response. After the 5th stone, all the 'frogs' will say the final sentence of the story.
5. After the 5th throw, the 'frogs' say, "Please Stop! It might be fun for you, but it is painful for us!"
6. Discuss the story; consider using any/all of the following questions:
  - a. Was the boy throwing the stones on accident or on purpose?
  - b. Did the boy intentionally try to hurt the frogs?
  - c. What do you think the frogs thought about it?
  - d. How do we apply this story to tell if something is done by accident or on purpose?
7. **FOR OLDER STUDENTS:** Teacher reads the story of *The Fox and the Goat* and asks students to determine if it is a story about an accident or something being done on purpose. Use the signs to have them vote and defend their answers.

### Independent Practice (You do)

1. Break students into small groups or pairs (depending on age), and tell them they will create a 'scene' to show a moment that is either an accident or something that is on purpose.
  - a. **Grade K:** Teacher writes 'Accident' or 'On Purpose' on several pieces of paper and places these in a basket. Each small group will take a paper to show them which scenario they will create.
  - b. **Grades 1 and 2:** The students choose if they are showing an accident or something done on purpose.
2. Tell students to think about each scene having:
  - a. A beginning with characters who do an action either on purpose or by accident
  - b. A middle to show what happens after the characters do their action
  - c. An end to show the result of the action
3. Use the **Beginning/Middle/End** chart to create a plan. Students can draw pictures or write their plan on the chart.
4. Give time for students to rehearse their scene several times.
5. Each group shares their short scene.
6. After the scene, the teacher holds up the Accident and On Purpose signs.
7. The class votes by hand if it showed an accident or on purpose.

Notes: \_\_\_\_\_

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## Conclusion/Reflection

1. Review the activity and ask them to describe how they know something is done by accident or on purpose.
2. Continue the conversation and ask students to think about how they should react or respond when something is an accident or done on purpose. What should they say after an accident? What should they say if they do something on purpose? What should they do in each incident?

Notes:

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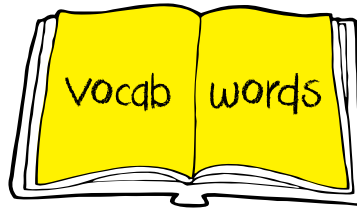
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## Vocabulary Definitions

### intentional (adj)

- Definition: done in a way that is planned and deliberate.
- Context: When Brie pulled hard on Ystefany's pigtail, it was intentional.

### skim (verb)

- Definition: to throw an object (such as a flat rock) in a gliding path; especially : to throw so as to bounce along the surface of water.
- Context: I remember when we were young and Suzie and I would skim stones by the edge of the lake.

## The Boys and the Frogs

One day there a boy played by a pond where a family of Frogs lived.

The boy was having fun throwing stones and making them skip across the water.

The boy was enjoying throwing many stones fast and far, but the Frogs in the pond were very scared.

Finally one of the oldest and bravest Frogs poked his head out of the water and yelled to the boy. “Please, boy, stop all this cruel playing! It might be fun for you, but it means pain for us.”

**Moral:** Always stop and think whether your fun could be the cause of another’s unhappiness.

## The Fox and the Goat

A Fox fell into a well and couldn’t get out. After a while, a very thirsty Goat walked up to the well. The Goat saw the Fox in the well and said, “Hello! Does the water taste good?” The Fox answered, “It is very good! In fact it is the best water I ever drank in my life! Come down and try some for yourself!” The Goat was so thirsty that she jumped into the well. The very clever Fox immediately climbed onto the Goat’s back and climbed out of the well.

The Fox looked down at the Goat, now stuck in the well. “Good-bye, my Goat friend! If you had thought for just a moment, you wouldn’t have jumped into the well without making certain you had a way to get out!”

**Moral:** Look before you leap.

# Beginning/Middle/End Chart

Plan the beginning, middle, and end of your “Accident or On Purpose” scene by writing or drawing your ideas in the boxes below.

**Beginning:**

**Middle:**

**End:**