



## *Rumbling with Vulnerability:* **PERMISSION SLIPS**

See pages 53-54 in *Dare to Lead*.

Length: 20-30 minutes

### **Our Why:**

Sometimes we need to give ourselves permission to be our brave authentic selves – to be brave and afraid at the same time; permission slips are a way to state our intention for how we want to behave.

### **Vocabulary:**

*Permission slip* - A permission slip is when a person in authority allows someone to do something. For example, when a parent signs a paper allowing their child to go on a field trip. For personal permission slips, you are in charge of your own behavior – so you're giving yourself permission to feel or act a certain way. It is setting an intention for how you want to behave in difficult situations.

### **Materials:**

Sticky notes

<b>Starting with the Learning</b>	<b>Teacher Notes:</b>
<p>Sometimes there are things that get in the way of being courageous or vulnerable. The things that get in the way might include fear of not being good enough or concerns about what other people will think. In those times, it can help to give ourselves permission to act or feel a certain way.</p> <p><b>Connection for engagement:</b></p> <ul style="list-style-type: none"><li>• Tell students, <i>"We are all familiar with having parents sign permission slips for you to participate in an activity or to go on a field trip. Today we are going to think about the idea of giving ourselves permission to do things that might feel scary or uncomfortable."</i> Share a personal example of a time when you used a permission slip or when a permission slip might have been helpful.<ul style="list-style-type: none"><li>◦ Ex. I was going to a party where there would be a lot of people that I didn't know. I gave myself permission</li></ul></li></ul>	<p><b>During the class exercise:</b></p> <ul style="list-style-type: none"><li>• Sometimes students might share permissions that aren't appropriate (ex. permission to break rules or permission to be mean). Use gentle guidance to explain that these permissions aren't in line with the purpose of the exercise. One way to do this (for grades 3-5) would be to say <i>"How did people feel when they heard Dylan's permission? Does anyone want to share their reaction to Dylan's permission slip?"</i> This will stimulate discussion to help clarify the</li></ul>

to talk to people, but also to walk away if I needed some alone time. Before going to the party, I wrote a note and stuck it in my pocket. The note said, “I give myself permission to talk to at least two people that I’ve never met and to walk away from the crowd for a few minutes if I’m feeling overwhelmed.” I looked at the note before I went into the party and I looked at it a few times during the party when I was feeling uncomfortable. Point out how this example includes permission to be brave and afraid at the same time.

- Explain that permission slips can be a reminder of how we want to feel or act – they are guidelines, not rules.
- Ask students to volunteer examples where they might have benefitted from giving themselves permission to be or feel a certain way.
- It is important to explain that when our permission slips involve another person, we don’t have control over what the other person does. For example, if you didn’t finish your homework one night, you can give yourself permission to ask your teacher for more time. But your teacher doesn’t have to agree to give you more time. Nonetheless, it was okay to give ourselves permission to ask the question.

#### **Mini-lesson:**

- The big picture of all Daring Classrooms activities is about learning to be brave and courageous. Often the activities will include sharing information about ourselves with the classroom community.
- Exercise: Ask students to think about how they might feel when sharing personal information or when listening to others sharing their personal information.
  - On a sticky note, write down one or two permissions that will help you when sharing. Some ideas might include:
    - I give myself permission to collect my thoughts before speaking
    - I give myself permission to write down some notes, so that I don’t forget the things that I want to say
    - I give myself permission to tell others that I am feeling nervous
    - I give myself permission to ask the teacher to let someone else go ahead of me so that I can have a few extra minutes to think of my answer
- Discussion
  - When you listened to other students’ permissions, were there some that you could relate to? Were there some that you wished you had written down?

#### **Lesson Closing:**

- Discuss some situations where it might be helpful to use permission slips. These might include classroom situations and situations in other areas of life.

point of the exercise without indicating that permissions are right or wrong. If students are having a hard time articulating their reactions, you might say, “*When I heard Dylan’s permission, I worried that someone might feel hurt if he was mean to them. Did anyone else have a similar reaction?*”

## Moving from Knowledge to Daily Practice

- Consider using permission slips at the beginning of each Daring Classrooms lesson where sharing is involved. Take a few minutes at the beginning of the lesson to have students write a quick permission slip. When appropriate, allow students to share their permissions if they are comfortable doing so. Permission slips can be useful in many situations. Consider using permission slips before classroom discussions, presentations, or quizzes. Permission slips can be helpful whenever there is a situation in class where students might feel worried or apprehensive.

