

What Do You Do With a Chance?

Discussion Guide and Activities for At-Home Learning

Age range: 5–8 Grade level: K–3

Written by Kobi Yamada Illustrated by Mae Besom

AWARDS

- Independent Publisher Book Award (2018)

OBJECTIVE

Teach students to take chances and not hold back even if they feel scared to fail or make a mistake, because taking chances can lead to amazing new experiences.

SUMMARY

What Do You Do With a Chance? offers encouragement to be brave and take chances even when we're scared.

The story is about a boy who discovers a chance one day. He's unsure about it and lets the chance go. When another comes around, he takes it, but this time he falls and feels embarrassed. He's too afraid to take another chance after that. But he realizes that he's missing out by not taking chances, and something incredible happens when he finally lets go of his fear and takes a chance.

Yamada and Besom's award-winning and *New York Times* best-selling book reminds readers to take chances even when they're scared. Holding back makes us miss out on amazing opportunities, and readers will feel excited knowing their chances might lead to something new and wonderful.

DISCUSSION GUIDE

Taking chances can be scary. We might fail and feel embarrassed, which means we're less likely to take chances in the future because we don't want to feel that way again. *What Do You Do With a Chance?* shows readers that letting go of your fears and taking a chance can actually lead to incredible things: we can have fun and feel good instead of holding back and missing out.

Yamada and Besom want readers to feel empowered to do what's scary. With vivid illustrations and a relatable character, the pair aim to point out how easy it is to pull back from chances. In the book, the chance is depicted as a golden origami butterfly, meant to convey the beauty and excitement that comes with chances. As enticing as it is, the boy pulls away from the chance, which is Yamada and Besom's way of showing how easy it is for us to turn away from something with an unknown



outcome. But growth only happens when we can overcome our fear and make the conscious choice to improve ourselves and go for something wonderful.

The key takeaway is that overcoming your fears and taking chances can lead to fun, self-growth, and self-empowerment.

DISCUSSION QUESTIONS

- Why do you think the boy is afraid to take a chance?
- Have you ever felt scared to take a chance? What happened?
- Why do chances come around less when we ignore them?
- What do you do to make yourself feel brave?
- Why do you think the chance is gold and shiny?
- How do you think the boy feels when he's holding back from taking a chance? How do you think he feels after he takes a chance?
- Why is taking a chance and failing a good thing? What do we learn?
- In the pictures, the boy's world is black and white. Why does it become colorful after he takes a chance?
- How do you know when you get a chance?
What do chances look like?



ACTIVITIES

Create a paper chance

Give students a sheet of paper and ask them to fold it into any kind of shape they want. If you'd like, they can color or draw on their chance to decorate it. When they're finished, attach a string to their creation and let them hang it up somewhere it will remind them to take chances. This activity is meant to foster creativity and encourage bravery.

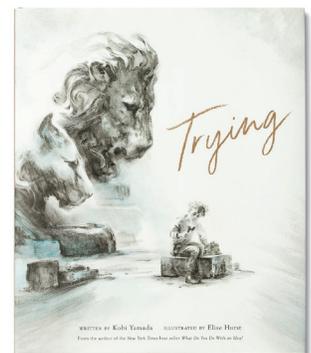
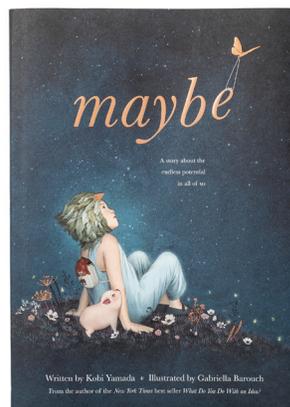
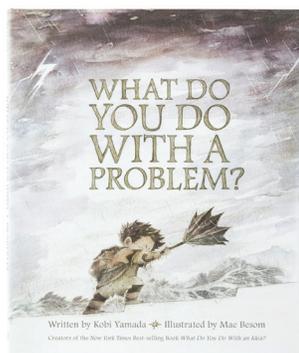
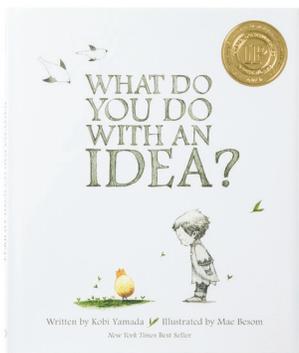
Hunt for chances

On slips of paper, write down a few challenging activities students can try in order to help them practice taking chances. Examples of activities include saying something nice to someone, trying a new food, or saying yes to a new experience. Hide the slips of paper around the room and ask students to search for them! (Bonus: if you're feeling extra creative, you can fold them into origami shapes.) When they find all of the chances, ask them to do what the papers say. When they're done, ask them how they feel after taking so many chances. This activity is meant to get kids moving and help them to step out of their comfort zones.

Compare feelings

Ask students to think about a time when they took a chance, such as saying hi to someone new or trying a new food. How did the chance make them feel? Scared? Excited? Worried? Then have students ask a classmate, friend, parent or caretaker, sibling, or relative about a time they took a chance. Compare your feelings—which ones are similar? Which ones are different? This activity is meant to create a sense of camaraderie and normalize the emotions we have.

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