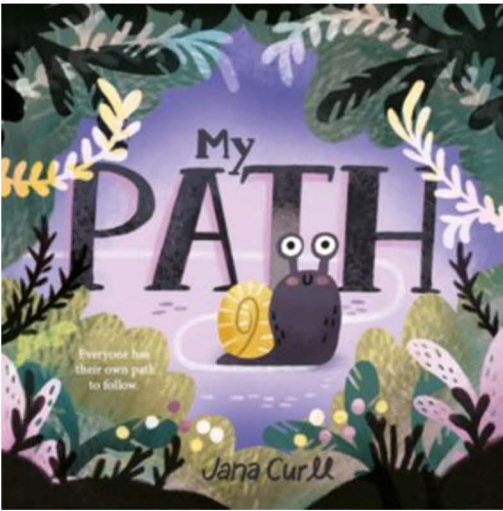


My Path

Teaching Resources



A joyful, empowering celebration of finding your path.

In this charmingly illustrated picture book, a little snail sets off to find its path. There are mountains to climb, rushing rivers to cross, and sometimes the journey ahead seems impossible. But listening to their inner voice, this determined snail keeps going.

Follow this adventurous snail as they decide not to follow the crowd and face unexpected challenges. This inspiring journey will help young readers see that even the smallest creature can find their unique way forward.

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About these resources

Jana Curll has created a fun, inspiring set of activities based on *My Path* that will encourage children to develop empathy and self-confidence, think creatively, and work collaboratively.

Share your activities with us! @nosycrowus #MyPath



My Path

Discussion Questions

- What does it mean to “follow your own path”?
- Could it have more than one meaning?
- How do family and friends influence our ability to follow our own path?
- Why would the snail go off on their own path instead of following the other snails?
- When would it be a good time to follow the snails?
- Can you think of a time when you felt pulled between following your own desires and meeting others’ expectations? How did you handle it?
- What are some challenges that come with choosing a path that is different from that of the people around you?
- How do you deal with feelings of uncertainty?
 - Would you ask for help?*
 - Why can that be a good thing?*
 - Would you explore on your own?*
 - Why can that be a good thing?*
 - Would you dive right in?*
 - When can that be a good thing?*
 - Would you take a break?*
 - When can that be a good thing?*
- Is your path right for other people? Why or why not?



CREATIVE ACTIVITY

Our Path

PART 1

You will need:

- One Pass the Path template per student.
- Pencils, pens, crayons or other tools to draw with.

Objective: To encourage collaborative creativity, and to explore the idea of a journey as a series of surprises.

Instructions:

- Print one *Pass the Path* template per person. Students can use pencils, pens, or crayons to draw.
- Fold the paper using the dotted line guides so that the paper is divided into four horizontal spaces.
- With the first section, containing the snail, visible, read the first drawing prompt aloud. When students are done drawing, have them fold their section under the paper so it isn't visible, and pass the paper to another student.
- Continue in the same way: read the next drawing prompt, allow students to draw, then fold their drawing under and hand it to someone else for the next section.

Drawing prompts to read aloud:

Section 1 (top of the page)

Draw a home for your snail to start from. Then draw an easy, clear path for them to follow. Connect it to the path lines on the right side of the page. When you are done, fold your section underneath so that you can't see it and pass it to another person.

Section 2

Hm. Looks like the snail's path has become more challenging! Draw this new path from the right side of the section to the left side. Draw objects and obstacles for the snail. When you are done, fold your section underneath so you can't see it and pass it to another person.

Section 3

Oh no! There are some big obstacles for our snail! What are they? Draw these obstacles, but also a way for the snail to get past them. (For instance, perhaps someone is there to help them?)

Section 4

Draw a path that you think the Snail would enjoy! Is it calm? It is exciting? What is their final destination?



CREATIVE ACTIVITY

Our Path

PART 2

When you are finished, open the final picture. Let's take a look! Each student will be talking about the page that they are now holding

Discussion Questions

Look at the top of the page in Section 1.

- What makes the path “easy” for the snail to travel on? Did you draw similar things on the easy path when you drew it?
- Is there anything different?
- How do you think the snail is feeling on this easy path?

Let's look at Section 2. In this section, the path starts to get more challenging for our snail.

- What challenges do you see on the path? Did you draw similar things when you drew the challenging path? What is different?
- How do you think the snail is feeling with more challenges?

Let's look at Section 3. In this section, the path is difficult for our snail.

- What makes these challenges difficult?
- Could any of these difficult challenges actually be *fun* for our snail?
- Could any of these difficult challenges be *dangerous* for our snail?
- Do you see anything or anyone that could help our snail keep going?

Let's look at Section 4. In this section the snail is on their way to their final destination.

- Explain why the snail is going there. Can you describe what the snail might be feeling once they get to their destination? Could they be happy? Proud? Relieved?
- What do you think the biggest challenge on this whole path was?
- If you could give some advice to the snail, what would it be?

Section
1



...



Section
2

...



Section
3

...



Section
4



ACTIVE ACTIVITY

A Snail's Pace

You will need:

An area like a classroom, gymnasium or outside space.

Use "obstacles" available to you. (Furniture, equipment, natural structures.)

Objective: To encourage creativity, coordination, cooperation and focus.

Instructions:

- Set up an obstacle course in the classroom, gym, or even outside. Have obstacles that children can go over, under or around. Try to use obstacles that invite multiple approaches to pass (over/ under, etc.). You can encourage students to wear jackets or coats as "snail shells" if you want.
- First, have the children move through the course at a pace that is comfortable to them.
- Then, have the children move through the course as slowly as they possibly can, just like the snail in the story. Hands and knees may work best.
- As they move, encourage them to observe everything around them. Stretch out arms and legs like a snail's tentacles.
- If safe, have them close their eyes for 30 seconds or so to experience their environment in a new way.

Discussion Questions:

- How did it feel to go slowly after going normally? Did the obstacle course feel different? What do you notice when you took your time to pay attention to each part of the obstacle course?
- How can we help each other if someone needs to go slower?
- What obstacles are safer to go slow on, but might be dangerous if we were fast?
- What can we learn about going at a "snail's pace"?

**You will need:**

Blank writing and drawing paper
Pencils or pens to draw and color with

CREATIVE ACTIVITY

My Path Map

Objective: To encourage students to reflect on their own personal journeys and the concept of finding one's own path.

Instructions:

Ask students to write (or draw) about a time when they faced a decision or challenge in their lives. How did they navigate it, and what helped them find their way? Have them create a “path map” showing the steps they took toward their goal, similar to how the snail finds its path in the story.

CREATIVE ACTIVITY

Compare and Contrast

Objective: To encourage students to think critically about the nature of different journeys.

Instructions:

Everyone has their own path! After reading the book, have students compare the snail's slow and steady path to that of other animals (e.g. a rabbit, bird, or cheetah). What makes the snail's journey unique? What does the snail have that the other animals don't? Discuss how different animals (and people) approach their challenges in different ways, and how that might be okay.