



RUN RABBIT RUN

Educator's Guide

Run Rabbit Run is a narrative framework designed to support early learners as they explore the foundational concepts of identity, belonging and strengths development. Set in a vibrant forest school, the story follows Rabbit, Squirrel and Otter as they navigate peer relationships, trial and error, and the growth that comes from discovering their natural talents. Guided by Ollie the owl, a gentle and observant mentor figure, the characters come to understand that flourishing begins with knowing and honoring who you are.

This guide translates the story's themes into a practical, five-lesson curriculum that aligns with strengths-based, whole-child instructional priorities. The design reflects early learning best practices, integrating inquiry, collaboration, expressive language and metacognition. There are also three additional extension activities to keep the theme going throughout the year.

Benefits of Using This Guide

Run Rabbit Run supports key social-emotional learning priorities by helping students explore their identity, recognize personal strengths and develop compassion for others. This guide promotes a positive classroom culture through affirmation, reflection and peer connection. Its flexible structure makes it easy to implement during morning meetings, counselor-led push-ins or as part of the first few weeks of school when classroom communities are forming. Through story, discussion and hands-on activities, this guide offers a simple yet powerful way to lay the foundation for a supportive and inclusive learning environment.

Overview

Target audience: Pre-K through third grade

Objective: Help students identify and develop their personal strengths; recognize their peers' talents; and experience a supportive classroom culture rooted in affirmation, curiosity and growth.

Instructional priorities:

- Whole-child development
- Strengths-based learning
- Inquiry, collaboration and self-expression
- Movement, language and metacognition

Flexible use:

- Whole-group lessons
- Morning meetings
- Counseling and small group interventions
- Media center or cross-grade partnerships

Run Rabbit Run: Lessons at a Glance

A strengths-based curriculum exploring identity, belonging and growth for pre-K through third grade

Lesson	Focus Areas	Key Activities	Learning Outcome
1 Discovering Your Strength	Self-awareness and personal strengths	<ul style="list-style-type: none">• Reading aloud• Class discussion• Discovering My Strengths! take-home activity	Students begin to identify their own strengths and areas of natural interest.
2 Branching Out With Strengths	Expression and celebration of strengths	<ul style="list-style-type: none">• Strengths tree activity• Student sharing	Students express their strengths visually and contribute to a shared classroom display.
3 Celebrating Differences	Recognizing others' strengths	<ul style="list-style-type: none">• Strengths discussion• Peer interviews• Helping Hands — We're Better Together! partner activity	Students see how diverse strengths support community.
4 Strength in Numbers	Teamwork and collective problem-solving	<ul style="list-style-type: none">• Animal role-playing• Solving challenges as a group	Students learn how to use their strengths to work together to solve problems and support one another.
5 Show Your Strength	Reflection and growth mindset	<ul style="list-style-type: none">• Movement• Reflection activity• Strengths showcase	Students reflect on growth and understand that everyone's journey is unique.

Run Rabbit Run: Extension Activities

Small group, hands-on, collaborative experiences that extend the core lessons and deepen learning through creativity, teamwork and problem-solving

Lesson 1: Discovering Your Strength

Learning outcome:

Students will begin to identify areas of natural interest and ability — what they enjoy, where they feel confident and how they like to engage. This introduces the concept of self-awareness as the first step in strengths-based learning.

Materials:

- *Run Rabbit Run* book
- Strengths chart
- Discovering My Strengths! worksheet

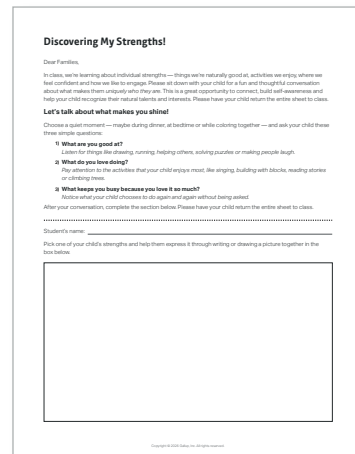
Instructions:

- 1) **Read the book.** Read *Run Rabbit Run* together as a class.
- 2) **Introduce strengths.** As a class, talk about what each of the animals is really good at. Make a **strengths chart** listing their strengths (Rabbit: running, Squirrel: climbing, Otter: swimming).
- 3) **Discuss.** As a group, discuss the following questions:
 - *Why did the friends start to feel sad at school?*
 - *What happened when each animal tried to be like someone else?*
 - *How did Ollie help them feel better? What did he remind them to do?*
 - *What do you think Ollie meant when he said, “Let rabbits run”?*
- 4) **Shift the focus to students.** Give some examples of strengths that students may recognize: good at math (strength: numbers), taking care of younger siblings (strength: caring), putting on plays in front of friends and family (strength: performing). Discussion questions:
 - *What is something you love to do even if it's tricky?*
 - *What do you feel proud of when you finish?*
 - *What do you think Ollie would notice about you?*

Add their responses to your **strengths chart**. Include pictures or words, depending on the age of your students.

5) **Activity:** Discovering My Strengths!

1. Hand out the **Discovering My Strengths!** worksheet.
2. Ask students to talk to their parents, grandparents or caregivers about their strengths and what they learned when they go home that evening. Explain that they need to fill out the worksheet together and return it the next day. Tell them you'll add their strengths to the **strengths chart**.
3. Optional: Create a mini-book of classroom strengths using students' completed worksheets.



Discovering My Strengths!

Dear Families,

In class, we're learning about individual strengths — things we're naturally good at, activities we enjoy, where we feel confident and how we like to engage. Please sit down with your child for a fun and thoughtful conversation about their talents, their interests, and what they love. This is a great opportunity to connect, build self-awareness, and help your child recognize their natural talents and interests. Please have your child return the entire sheet to class.

Let's talk about what makes you strong!

Choose a special moment — maybe during dinner, at bedtime or while coloring together — and ask your child these three simple questions:

1. **What are you good at?**
Listen for things like drawing, running, helping others, solving puzzles or making people laugh.
2. **What do you love doing?**
Pay attention to the activities that your child enjoys most, like singing, building with blocks, reading stories or drawing.
3. **What keeps you busy because you love it so much?**
Notice what your child chooses to do again and again without being asked.

After your conversation, complete the section below. Please have your child return the entire sheet to class.

Student's name: _____

Pick one of your child's strengths and help them express it through writing or drawing a picture together in the box below.

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Discovering My Strengths!

Dear Families,

In class, we're learning about individual strengths — things we're naturally good at, activities we enjoy, where we feel confident and how we like to engage. Please sit down with your child for a fun and thoughtful conversation about what makes them *uniquely who they are*. This is a great opportunity to connect, build self-awareness and help your child recognize their natural talents and interests. Please have your child return the entire sheet to class.

Let's talk about what makes you shine!

Choose a quiet moment — maybe during dinner, at bedtime or while coloring together — and ask your child these three simple questions:

1) What are you good at?

Listen for things like drawing, running, helping others, solving puzzles or making people laugh.

2) What do you love doing?

Pay attention to the activities that your child enjoys most, like singing, building with blocks, reading stories or climbing trees.

3) What keeps you busy because you love it so much?

Notice what your child chooses to do again and again without being asked.

After your conversation, complete the section below. Please have your child return the entire sheet to class.

Student's name: _____

Pick one of your child's strengths and help them express it through writing or drawing a picture together in the box below.

Lesson 2: Branching Out With Strengths

Learning outcome:

Students will identify and express a personal strength and add it to a shared classroom “strengths tree” — a living symbol that you can add to throughout the lessons. This builds self-awareness, confidence and a sense of belonging within a supportive community.

Materials:

- Strengths chart
- Discovering My Strengths! worksheet
- Leaf template
- Strengths tree

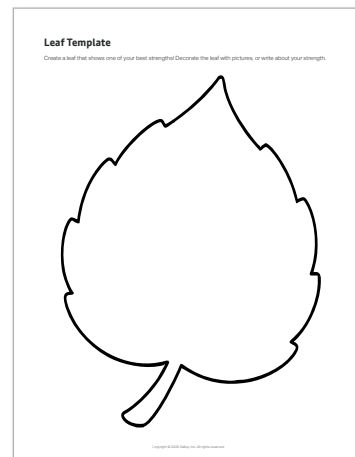
Instructions:

- 1) **Review.** Remind students about Lesson 1 by saying: *Remember when we talked about what the animals were good at?* Reference your **strengths chart** from Lesson 1. Rabbit is good at running. Squirrel is good at climbing. Otter is good at swimming.
- 2) **Shift the focus to students.** Ask students to look at their completed **Discovering My Strengths!** worksheets from Lesson 1. Talk about the conversations students had with family members or caregivers and what they discovered they’re good at. Give students the opportunity to get up and talk about their strengths or share their worksheet.

Add any new strengths to your **strengths chart**.

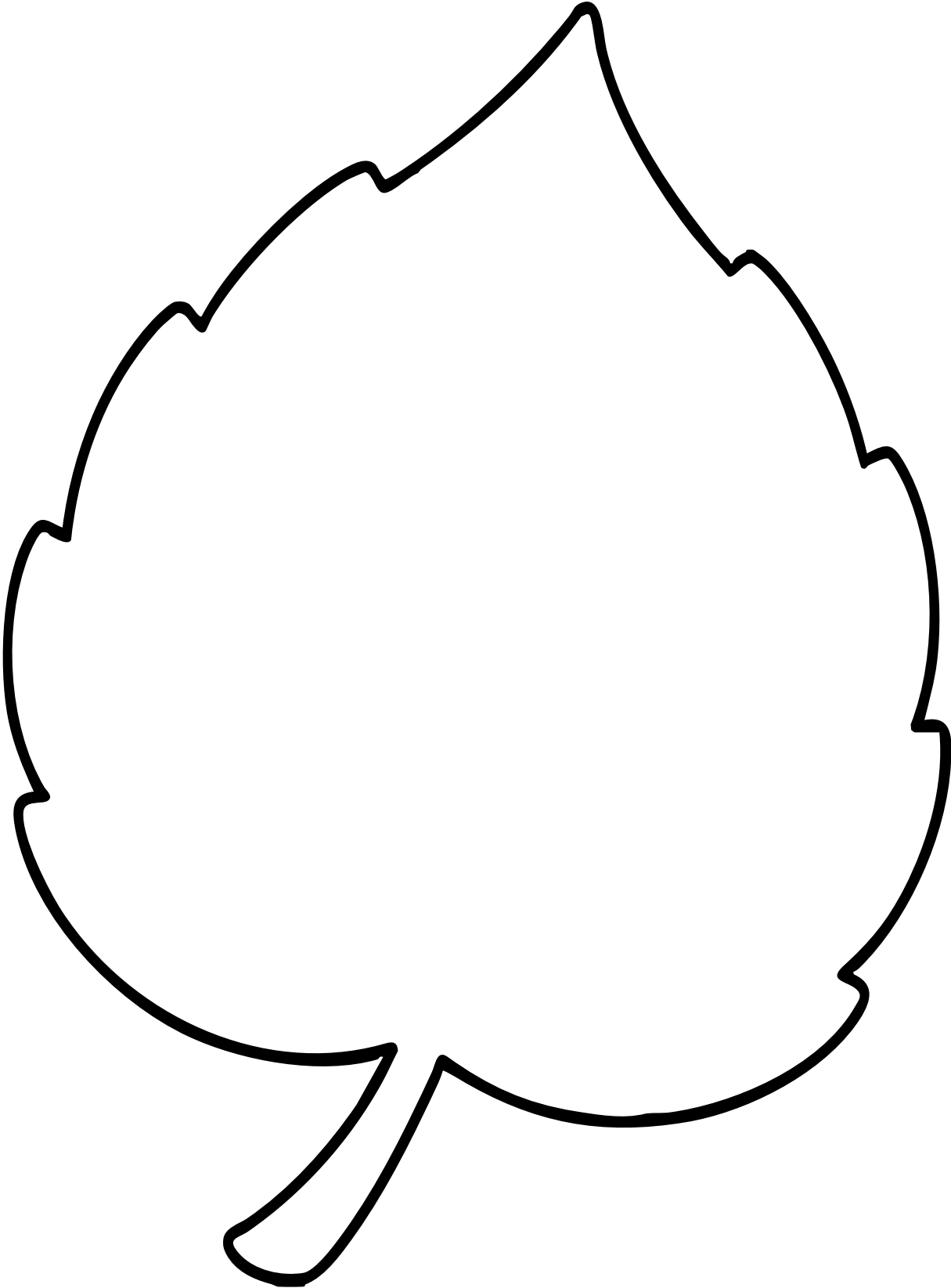
3) **Activity:** Branching Out With Strengths

1. Create a **strengths tree**. You can use a bulletin board, a wall design or a drawing on your white board — anywhere a large “tree” would fit in your classroom.
2. Hand out one leaf to each student. Use **leaf template**.
3. Ask each student to pick a strength they identify with using the **strengths chart** you made together. Then ask them to create a leaf that represents their personal strength. Tell students they’ll each add a leaf to the **strengths tree** to celebrate and highlight their strengths. Some may draw, others might write, depending on their age and ability.
4. Hang each student’s leaf on the classroom **strengths tree** as they finish, or collect them and hang them on the tree after they leave for the day.



Leaf Template

Create a leaf that shows one of your best strengths! Decorate the leaf with pictures, or write about your strength.



Lesson 3: Celebrating Differences

Learning outcome:

Students will begin to recognize and articulate how their classmates' strengths differ from their own — and how those differences make the community stronger.

Materials:

- Strengths tree
- Helping Hands — We're Better Together! worksheet

Instructions:

- 1) **Introduce the discussion.** Gather students around the now “full” **strengths tree** to discuss the leaves that are on display. Remind them that everyone has different strengths and we're all good at different things. Discuss how other people's strengths make our community stronger and how we can help each other.

To help students recognize different strengths, ask them questions about their leaves. For example:

- If Emma wrote “drawing” on her leaf or drew a picture of a paint palette and brushes, you may say something like: *“If I wanted a beautiful picture of a rainbow, who might be able to help me?”*
- If Alex drew blocks on his leaf, you may ask something like: *“If I wanted to build a strong house for my family to live in, who might be able to help me?”*
- If Ryan drew a picture of numbers or wrote “counting,” you may ask something like: *“If I wanted to share my jellybeans with my two friends, who could help me with that?”*

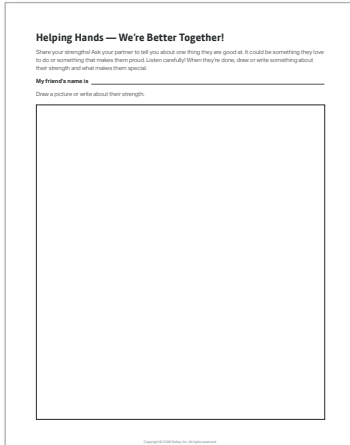
For older students, you may want to give them a chance to ask questions about the leaves. Give them the prompt: *“If I wanted to _____, who could help me with that?”*

This gets kids talking about and recognizing that everyone has unique talents, and we can use them to help each other.

- 2) **Activity:** Helping Hands — We're Better Together!

This activity builds self-awareness, encourages students to recognize strengths in others, and lets them practice listening and speaking.

1. Hand out the **Helping Hands — We're Better Together!** worksheet.
2. Assign partners or let students choose a partner.
3. Ask students to take turns telling their partner one thing they are good at — something they enjoy or feel confident doing.
4. After sharing, have students write a sentence or draw a picture to show their partner's strength.
5. Invite a few students to share what they learned about their partner with the class.



Helping Hands — We're Better Together!

Share your strengths! Ask your partner to tell you about one thing they are good at. It could be something they love to do or something that makes them proud. Listen carefully! When they're done, draw or write something about their strength and what makes them special.

My friend's name is _____

Draw a picture or write about their strength.

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Helping Hands — We're Better Together!

Share your strengths! Ask your partner to tell you about one thing they are good at. It could be something they love to do or something that makes them proud. Listen carefully! When they're done, draw or write something about their strength and what makes them special.

My friend's name is _____

Draw a picture or write about their strength.



Lesson 4: Strength in Numbers

Learning outcome:













Students will explore how combining different strengths results in greater success. They will begin to understand their role in the classroom community and how supporting others' growth strengthens the whole class.

Materials:

- Animal role cards
- Classroom materials for drawing or building

Instructions:

- 1) Prepare.** Print as many **animal role card** sheets as you need. Cut them so each card shows one animal. You can also use blank cards so students can create their own.
- 2) Introduce the activity.** In the forest, different animals do different things to keep the forest safe, happy and fun. In this activity, the class will solve a forest challenge together using teamwork and everyone's ideas.
- 3) Divide into groups.** Hand out the **animal role cards** to each group. Discuss the animals' strengths, and choose one forest animal for each group. Group the same animals together (bears with bears, foxes with foxes).
- 4) Read the forest challenge.** Choose one forest challenge from the sample challenges on the next page, or create your own. Read the challenge together as a class. Ask each group to think about their animal's strengths and how they can help the whole forest team.
- 5) Allow time for brainstorming.** Each group will work together to decide how their animal can help all the other animals solve the forest challenge. They can draw, act it out, make a model with classroom materials or just talk it through. Do one or several challenges, depending on your students' age level and how much time you want them to spend on solving each challenge.
- 6) Solve the challenge.** As a class, read the challenge again. Go around the room and ask each group how their animal will use its strengths to help solve the forest challenge.
- 7) Discuss.** As a group, discuss the following question:
 - *How does it feel when someone includes your ideas?*

 Bear Strength: I am strong I can lift and carry heavy things.	 Deer Strength: I am gentle and alert I can hear danger and run fast to stay safe.	 Skunk Strength: I am brave and know how to protect myself I warn others to stay back.	 Woodpecker Strength: I am hardworking I can tap and tap to find food.
 Owl Strength: I am wise and alert (careful) I can help others learn and grow.	 Fox Strength: I am clever and quick I can find smart ways through the forest.	 Frog Strength: I am a great jumper and lover water! I can live on land and in the pond.	 Otter Strength: I am playful and a great swimmer! I can float and turn in the water.
 Squirrel Strength: I am good at gathering and saving food! I can plan ahead for winter.	 Raccoon Strength: I am good with my paws! I can grab, dig and open things.	Strength: _____	Strength: _____
 Rabbit Strength: I am fast and careful! I can run and hop away from danger.	 Beaver Strength: I am a great builder! I make strong homes.	Strength: _____	Strength: _____



Sample forest challenges for Lesson 4

Challenge 1: A Dark and Stormy Night

Oh no! A storm washed out part of the forest trail, and the animals need to rebuild it so everyone can travel safely. What can your group do to help?

Ideas for teamwork:

- Create a plan to build a new forest trail.
 - Act out how animals help in different ways: digging, lifting, planning, leading.
 - Build or draw a bridge to go over the damaged trail.
-

Challenge 2: Lost Little Chipmunk

Oh no! A little chipmunk got separated from its family and doesn't know the way home. What can your group do to help?

Ideas for teamwork:

- Make trail signs.
 - Draw or build a forest path.
 - Use role-playing to act out the journey together.
-

Challenge 3: Prepare for Winter

The seasons are changing, and winter is coming fast! The forest friends need to prepare for the cold, hard winter before the snow arrives. What can your group do to help?

Ideas for teamwork:

- Sort and collect pretend food (acorns, berries, leaves).
 - Design cozy homes using blocks or paper.
 - Share ideas about what each animal needs to stay safe.
-

Challenge 4: The Pond Is Drying Up!

The forest pond is drying up and the animals need water! What can your group do to help?

Ideas for teamwork:

- Create a map to find water.
 - Act out finding water and bringing it back safely.
 - Take turns helping and checking on friends.
-

Challenge 5: The Wind Scattered the Supplies!

A big gust of wind blew the animals' supplies all over the forest! The animals must find the scattered items and return them to the right places before the sun goes down. What can your group do to help?

Ideas for teamwork:

- Create labels or sorting areas.
- Make a group game. Whoever finds the most supplies wins!
- Assign roles for finding, sorting and delivering.



Bear

Strength: I am strong! I can lift and carry heavy things.



Deer

Strength: I am gentle and alert! I can hear danger and run fast to stay safe.



Owl

Strength: I am wise and watch carefully! I can help others learn and grow.



Fox

Strength: I am clever and quick! I can find smart ways through the forest.



Squirrel

Strength: I am good at gathering and saving food! I can plan ahead for winter.



Raccoon

Strength: I am good with my paws! I can grab, dig and open things.



Rabbit

Strength: I am fast and careful! I can run and hop away from danger.



Beaver

Strength: I am a great builder! I make strong homes.



Skunk

Strength: I am brave and know how to protect myself! I warn others to stay back.



Woodpecker

Strength: I am hardworking! I can tap and tap to find food.



Frog

Strength: I am a great jumper and love water! I can live on land and in the pond.



Otter

Strength: I am playful and a great swimmer! I can twist and turn in the water.

Strength:

Strength:

Strength:

Strength:

Lesson 5: Show Your Strength



Learning outcome:

Students will reflect on their personal growth and celebrate how everyone's journey is unique, reinforcing the idea that growth looks different for everyone, but every strength matters.



Materials:

- None



Instructions:

- 1) Set the scene.** Tell students they're going to celebrate how far they've come in discovering their own strengths.
- 2) Get students moving.** Ask students to stand up at their desks or spread out in a large group gathering space.
- 3) Call out the prompts below, giving students time to reflect on each one:**
 - *Take one big step forward if you learned something new about yourself.*
 - *Stretch your arms out wide if you discovered a new strength you didn't know you had.*
 - *Hop forward one time if you learned about a friend's strength.*
 - *Turn in a circle one time if you felt proud of something you did even if it was hard.*
 - *Take a small step forward if you're still learning — that's okay!*
- 4) Celebrate:** At the end of the activity, gather everyone in a circle. Go around and ask each student to act out one of their strengths using movement. Examples of strength movements:
 - **Building:** Pretend to stack big blocks in front of you, or pretend to hammer.
 - **Counting:** Hold up fingers one at a time while tapping your head gently with your other hand to show that you're using your "thinking brain."
 - **Painting:** Pretend to dip a paintbrush in a bucket, then sweep your arm as if you're painting big, colorful brush strokes in the air.
 - **Taking care of family:** Wrap your arms around yourself in a big hug, then stretch out your arms like you're helping or comforting someone else.

Extension Activity 1: Create a Forest Map!

Working in groups, students will collaborate to plan and design a forest map. They will decide what features to include, choose roles for each person and create a map that reflects their shared ideas. When they're done, each group will present its forest map to the class and explain how they worked together to create it.



Focus areas:

- Teamwork
- Spatial thinking
- Creativity
- Sharing



Materials:

- Create a Forest Map! handout
- Forest Map Outline
- Classroom materials for drawing and building



Instructions:

- 1) Divide students into groups and explain the objective: Groups will work together to design a forest map.
- 2) Give each group the **Create a Forest Map!** handout, which has the instructions for the activity. For younger students, you might want to go through the instructions as a class first.
- 3) Give each group the **Forest Map Outline** or a big sheet of blank paper. Students can use the outline or design their own. Then allow time for teamwork.
- 4) When time is up, ask groups to share their maps with the class and explain how they worked together as a team and how each person helped.
- 5) When all groups are done presenting, answer the discussion questions as a class.



Discussion questions:

- What made your team work well together?
- Did anyone use a strength in a surprising way?
- Why is it helpful when people don't do or see things the same way?

Create a Forest Map!

Step 1 Build your team

Everyone in your group is important, and each person has special skills. Talk about what each person would like to do when you create your map. You can switch jobs or have more than one. Work together and listen to each other's ideas. Then pick a job based on how you can help your team best. Here are some ideas:

- **The artist:** Loves to draw and color the map
 - **The planner:** Has great ideas and helps decide where things go
 - **The organizer:** Makes sure everything fits and works together
 - **The storyteller:** Can tell a fun story about your forest when the map is done
-

Step 2 Come up with a plan

What do you want your forest to look like? What will you put in it? Where will everything go? You can add anything you like to your forest map! Be creative. This is your forest! Here are some ideas to get you started:

- A fort made from sticks and leaves
 - A stream with fish or frogs
 - Rocks or a small hill to climb
 - A dirt trail for walking or hiking
 - Trees, flowers and animal homes
 - A secret hiding spot or lookout tower
 - Animals like birds, deer, foxes and squirrels
-

Step 3 Make your forest map

When you're ready, use the Forest Map Outline or a big sheet of paper to draw your forest map. Use markers, crayons, colored pencils or whatever you like. Label your map with names, pictures or signs. Remember your jobs and cheer each other on.

REMINDERS

- Everyone's ideas matter. Let each person share!
 - Use kind words and take turns.
 - There is no wrong way to make a forest. It's all about imagination and teamwork.
-

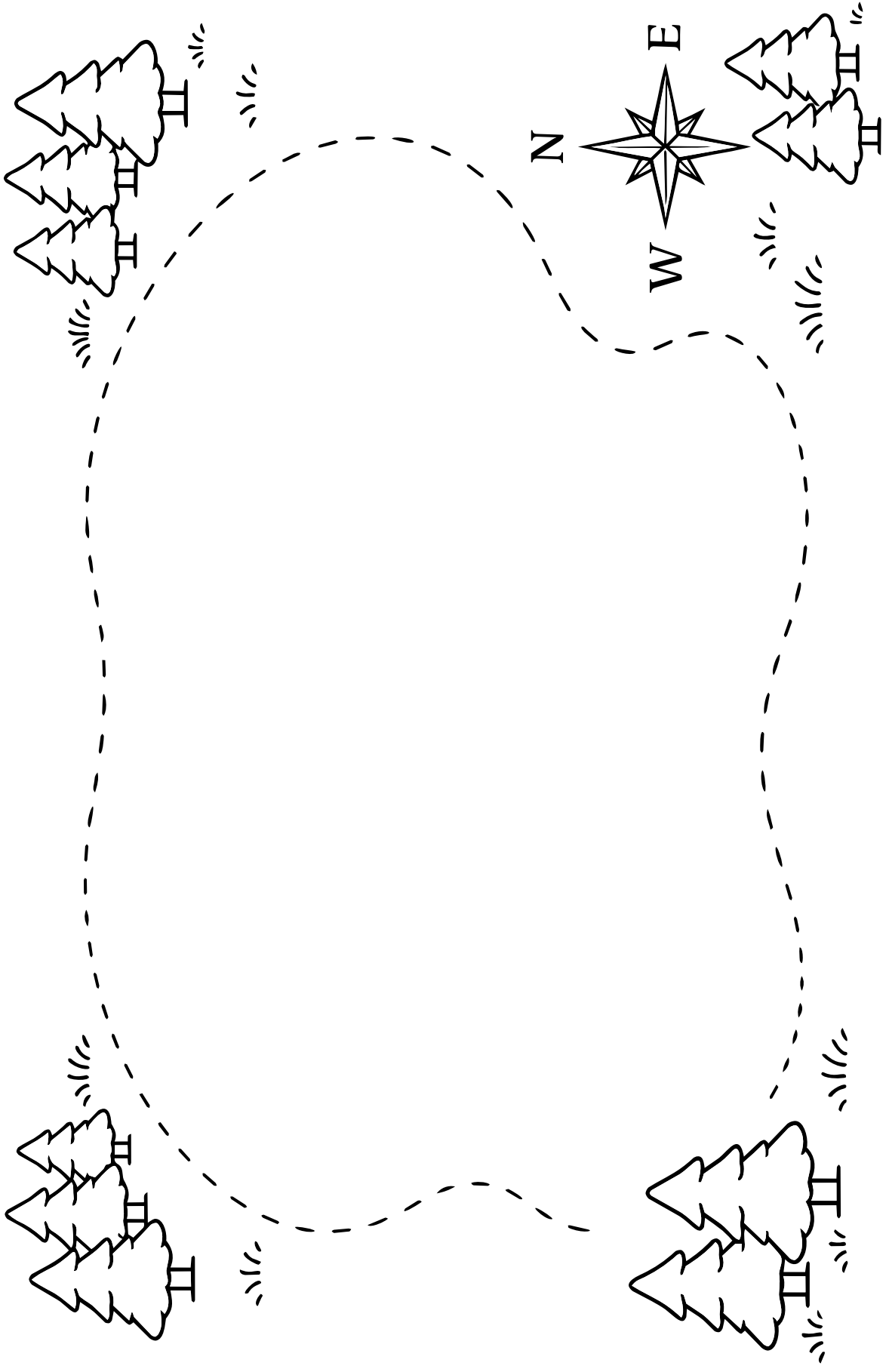
Step 4 Share your forest map

When your team is done, show your map to the class and tell us:

- How you decided what to add to your forest map
- How each person helped

Forest Map Outline

Create your own forest map with your team. Add fun forest things like rocks, animals and trees. Use your imagination!



Extension Activity 2: Build a Home for a Forest Animal

Working in groups, students will collaborate to design and build a home for a forest animal. They will imagine and discuss what their animal needs and then build a cozy, safe forest home together. When they're done, each group will present its forest home to the class and explain which animal they picked, what kind of home they made and how each person helped.



Focus areas:

- Teamwork
- Design
- Engineering
- Sharing



Materials:

- Build a Home for a Forest Animal handout
- Classroom and natural materials for drawing and building



Instructions:

- 1) As a class, talk about what different kinds of animal homes are in the forest. Which animals live in trees, caves, holes or nests? What do different animals need to stay safe and comfortable?
- 2) Divide students into groups. Give each group the **Build a Home for a Forest Animal** handout, which has the instructions for the activity. For younger students, you might want to go through the instructions as a class first.
- 3) Allow time for teamwork and gathering building materials.
- 4) When time is up, ask groups to share their animal homes with the class and explain which animal they chose, what kind of home they made and how each person helped.
- 5) When all groups are done presenting, answer the discussion questions as a class.



Discussion questions:

- What made your team work well together?
- Did anyone use a strength in a surprising way?
- Why is it helpful when people don't do or see things the same way?

Build a Home for a Forest Animal

Step 1 Choose a forest animal

As a group, choose one animal that lives in the forest. Here are some ideas:

Bears	Rabbits
Deer	Frogs
Owls	Woodpeckers
Foxes	Skunks
Squirrels	Raccoons

Step 2 Build your team

Everyone is important! Talk together and decide what each person is good at and what they will do when you build your animal's home. You can switch jobs or have more than one. Here are some ideas:

- **The artist:** Draws pictures or signs for the home
 - **The planner:** Helps decide where everything goes
 - **The builder:** Uses materials to put the home together
 - **The decorator:** Adds fun forest details
-

Step 3 Work together to make your forest animal's home

Start creating! Remember your jobs and cheer each other on. Take your time, and make sure your animal will be happy and safe in its new home. Gather the materials you need to build and decorate your animal's home. You can use things from the classroom, home or nature. Here are some ideas:

- Blocks or bricks
 - Paper for drawing or folding
 - Sticks, leaves, pinecones
 - Small boxes or containers
 - Glue, tape, scissors
 - Crayons or markers for decorating
-

Step 4 Share your forest home

When your team is done, show your animal's home to the class and tell us:

- Which animal you picked
- What kind of home you made
- How each person helped

Extension Activity 3: Make a Forest Diorama

Working in groups, students will collaborate to create a forest diorama — a 3D model inside a box. They will decide what animals and forest features to include, gather materials, choose roles for each person, and build a diorama that reflects their shared ideas. When they're done, each group will present its forest diorama to the class and explain what animals and features they chose, why they chose them, and how they worked together.



Focus areas:

- Teamwork
- 3D modeling
- Nature study
- Art integration
- Sharing



Materials:

- Small box or shoebox for each group
- Make a Forest Diorama handout
- Classroom materials for drawing and building



Instructions:

- 1) As a class, talk about what different kinds of animals live in the forest (for example, bears, deer, owls, foxes, squirrels, rabbits, frogs, woodpeckers, skunks, raccoons). Then brainstorm what other things you would find in a forest (for example, trees; streams, rivers and ponds; rocks and mountains; fallen logs; leaves and bushes; caves or animal nests).
- 2) Divide students into groups. Give each group the **Make a Forest Diorama** handout, which has the instructions for the activity. For younger students, you might want to go through the instructions as a class first.
- 3) Allow time for teamwork and gathering building materials.
- 4) When time is up, ask groups to share their dioramas with the class and explain what forest features they chose, why they chose them and how they worked together as a team.
- 5) When all groups are done presenting, answer the discussion questions as a class.



Discussion questions:

- What made your team work well together?
- Did anyone use a strength in a surprising way?
- Why is it helpful when people don't do or see things the same way?

Make a Forest Diorama

Step 1 Build your team

Each team member can help in different ways. What is each person good at? What do they like to do? Pick a job for everyone based on their strengths. You can switch jobs or have more than one. Here are some ideas:

- **The artist:** Draws animals, trees or backgrounds
 - **The builder:** Cuts, glues and puts everything together
 - **The planner:** Helps decide where everything goes
 - **The nature lover:** Reminds everyone what a forest needs
 - **The decorator:** Adds fun colors and details
-

Step 2 Work together to build your forest diorama

It's time to create your forest world! Use a small box or shoebox. This will be your forest. Gather the materials you need to design, build and personalize it. You can decorate it with things like:

- Paper to make animals, trees or backgrounds
- Crayons, markers or colored pencils
- Scissors and glue
- Craft sticks, pipe cleaners, pom-poms
- Sticks, leaves or pebbles
- Tape and string

Work together to add the trees, animals and other items to your box. Here are some ideas of things you can do:

- Use the inside walls to draw the sky, mountains or tall trees.
 - Make animals stand up by folding the bottom of the paper or taping them to blocks or rocks.
 - Don't forget to add water, homes and food for the forest animals.
-

Step 3 Share your forest diorama

When your team is done, show your diorama to the class and tell us:

- What animals and forest features you added
- Why those things are important in a forest
- How your team worked together

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