



# AWESOME ACTIVITIES

## INCLUDES:

Activities For Individuals, Small Groups, Classrooms, and Learning Centers  
All-School Activities  
Bulletin Boards  
Sociograms  
Evaluations

## TOPICS:

Beginning-Of-The-Year  
Communication  
Self-Esteem and Self-Concept  
Peer Relationships  
Cooperation and Team-Building  
Study Skills and Test-Taking Skills  
Decision-Making  
Character Education  
Career Awareness  
Conflict Resolution, Anger Management, and Bullying Prevention  
Creativity and Imagination  
End-Of-The-Year



COMPILED BY

**Arden MarTenz**

## ***Awesome Activities***

eBook ISBN: 978-1-57543-245-8

Paperback ISBN: 978-1-57543-135-2

**REPRINTED 2006**

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Published by Mar\*co Products, Inc.

1443 Old York Road

Warminster, PA 18974

1-800-448-2197

[www.marcoproducts.com](http://www.marcoproducts.com)

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# INTRODUCTION

Activities come in many forms. They can be activity sheets, interactions, or bulletin boards. They can be used with individuals, in small groups, with classrooms, or as an all-school program. Activities can take up an entire class period or be completed in less time.

Activities are as versatile as the person presenting them, but there is one constant. No matter the type, the number of students involved, or the time needed to complete them, activities are an integral part of our educational system.

The ideas for this book came from the wealth of material published in *PIC (Practical Ideas For Counselors)*, a bi-monthly newsletter that was sold by subscription. When, after 25 years, Mar\*co Products decided to discontinue *PIC*, I found I had notebooks full of terrific ideas and I decided to compile these ideas into one publication.

The activities in this book have been divided into topics to make it easy to locate what you want, when you want it. At the beginning of each section, the activities are placed into one of the following categories:

- **Complete Lesson Plans:** These are classroom lessons that require an entire class period or more to complete. If warranted, *Additional Ideas* to enhance the lesson are included. The accompanying activity sheets may be reproduced.
- **Activities:** These activities may not require an entire classroom session. You will find ideas for activities that can be completed in a lesser time or in conjunction with another presentation, as well as reproducible activity sheets.
- **Bulletin Boards:** Guidance-related lessons that include creating a bulletin board.
- **All-School Programs/Bulletin Boards:** Programs that involve the entire student body in a common purpose.
- **Reproducible Extras:** A selection of pick-and-choose reproducibles that include bookmarks, awards, flyers, letters, posters, activity sheets, and much more.

Since the content of guidance topics must be reinforced when the counselor is not in the classroom, this book also includes a *Learning Centers* section. The activities offered in this section can take place in the classroom or, if the counselor is lucky enough to have space, in the counselor's room.

Sections on *Sociograms* and *Evaluations* are also included. These sections will help counselors better understand their students and their counseling programs.

Although many great activities featured in *PIC* were written by counselors from various parts of the country, none of them are included in this book. The activities in this book were written by Mar\*co staff members who have been practicing counselors. Not all the activities in this book were published in *PIC*. Some were developed from the wealth of information I have accumulated. I hope you find this collection as useful as I did, and I hope your students enjoy the activities as much as my students did!

30-40  
MINUTES

# ENCOURAGEMENT PICTURES

## Objective:

To allow students to receive complimentary verbal feedback from their classmates

## Materials Needed:

### FOR THE LEADER:

- Chalkboard and chalk or dry-erase board and marker (optional)

### FOR EACH STUDENT:

- Construction paper
- Pencil
- Crayons or markers

## Pre-Presentation Preparation:

None

## Procedure:

**INTRODUCTION:** Introduce the topic of *encouragement* by saying the following sentence or writing it on the board.

**Encouragement is recognizing the good part of something, even if everything isn't perfect.**

**ACTIVITY:** Tell the students:

**It seems easy to find fault or notice things that are wrong or not done perfectly.**

**When someone tells you something is wrong with what you did, how do you feel? (*sad, angry, hurt, etc.*)**

**How do you feel when someone says something good about something you have done? (*happy, glad, excited, etc.*)**

**Today you are going to draw a picture. It can be a picture of anything you like. You may draw your picture on any color construction paper. I will give you (NUMBER OF MINUTES) minutes to draw your picture. Then we will talk about what we will do with the drawings.**

Give each student a piece of construction paper, a pencil, and crayons or markers. Tell the students to begin drawing. When the allotted time has elapsed, have the students bring their drawings and sit in a circle. Then say:

**Each of you will walk around the inside of the circle and stop in front of each person. As you stop in front of each person, hold your drawing so your classmate can see it. The person looking at your drawing should say some-**



AWESOME ACTIVITY **EXTRA**

# MY LISTENING



**Directions:** Look at each line along the continuum. Put a mark on the line that tells how you act in listening situations.

.....|.....|.....|.....|.....|.....|.....|.....|.....|.....|

NEVER INTERRUPT ANOTHER PERSON ALWAYS INTERRUPT PEOPLE

.....|.....|.....|.....|.....|.....|.....|.....|.....|.....|

NEVER NEED TO HAVE THINGS REPEATED ALWAYS NEED TO HAVE THINGS REPEATED

.....|.....|.....|.....|.....|.....|.....|.....|.....|.....|

NEVER UNDERSTAND WHAT IS BEING SAID ALWAYS UNDERSTAND WHAT IS BEING SAID

.....|.....|.....|.....|.....|.....|.....|.....|.....|.....|

NEVER THINK ABOUT SOMETHING ELSE WHEN SOMEONE'S TALKING ALWAYS THINK ABOUT SOMETHING ELSE WHEN SOMEONE'S TALKING

Mar:co

Answer the following questions:

1. I interrupt when someone is talking.  OFTEN  NOT VERY OFTEN
2. I need to have things repeated.  OFTEN  NOT VERY OFTEN
3. I understand what is being said.  OFTEN  NOT VERY OFTEN
4. I listen most to \_\_\_\_\_ .
5. I listen least to \_\_\_\_\_ .

## AWESOME ACTIVITY #17



20-30  
MINUTES  
SHORT  
FOLLOW-UP  
SESSIONS

# BOUQUET

## Objective:

To recognize positive actions of others

## Materials Needed:

FOR THE LEADER:

- Vase
- Construction paper
- Straws
- Stapler and staples

## Pre-Presentation Preparation:

Using construction paper, make a variety of flowers. Staple a straw to each finished flower for a stem. Put the flowers in the vase.

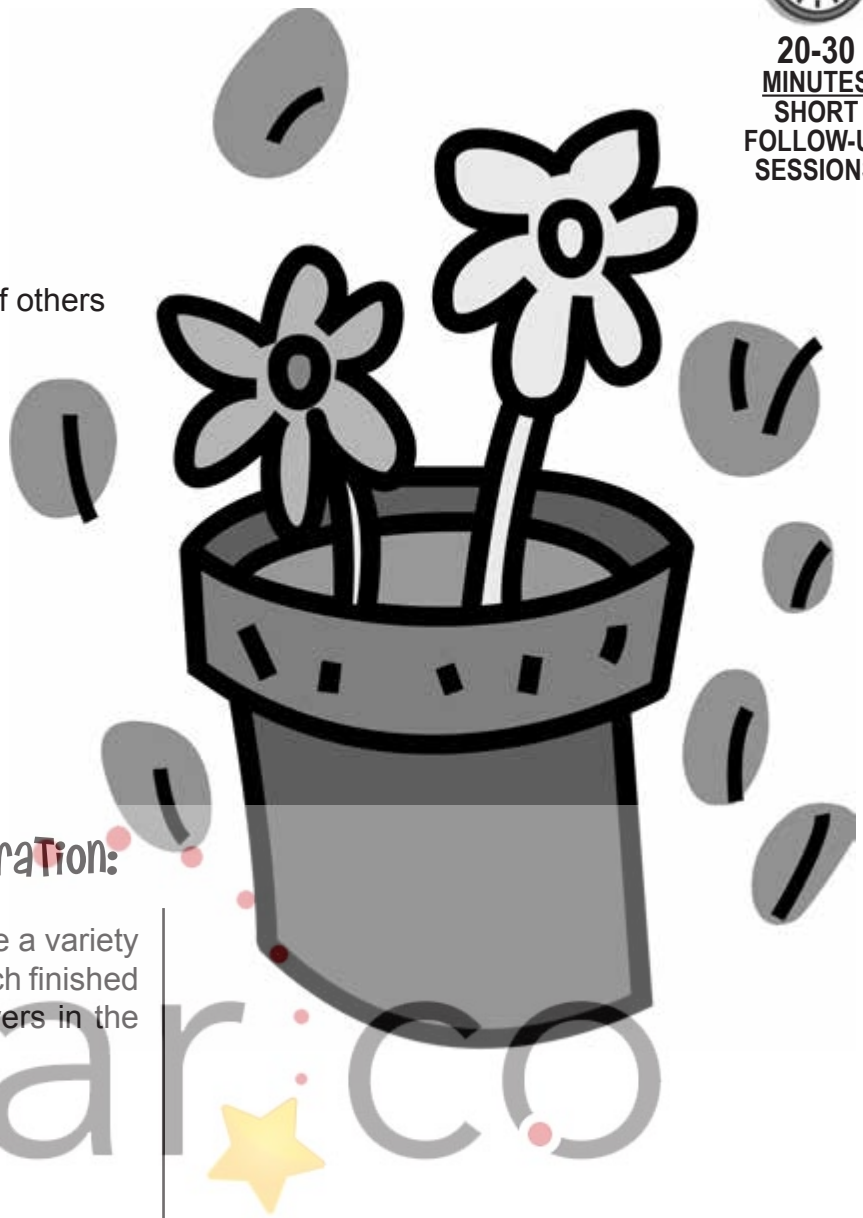
## Procedure:

**INTRODUCTION:** Introduce the activity by saying:

Suppose you work and work to learn to ride a bike and when you have finally gotten it down, you ride toward your friends or parents. Nobody notices your accomplishment. How do you think you would feel? Which do you think makes a person feel

better, to accomplish something and have no one notice or to accomplish something and have it be noticed? (*People like to be noticed.*)

For the next few weeks we are going to notice accomplishments that the boys and girls in this classroom achieve.



# AWESOME ACTIVITY EXTRA

REPRODUCE THESE CONFIDENCE-BUILDING WRISTBANDS FOR KIDS TO WEAR.



Use a glue stick to attach the ends. You may want to let the children decorate their wristbands prior to gluing them around their wrists.

The image displays seven vertical wristband templates, each with a unique design and message. From top to bottom:

- Wristband 1:** Features a decorative border of stars and swirls. The text reads "I BELIEVE IN ME!".
- Wristband 2:** Features a decorative border of swirls and a starburst. The text reads "PROUD TO BE ME".
- Wristband 3:** Features a central illustration of five children in various poses. The text reads "BE YOURSELF! YOU'RE GREAT!".
- Wristband 4:** Features a decorative border of hearts and a diamond. The text reads "I CARE ABOUT".
- Wristband 5:** Features a decorative border of sun-like symbols and swirls. The text reads "TODAY I WILL BE MY BEST!".
- Wristband 6:** Features a decorative border of stars and swirls. The text reads "REACH FOR THE STARS!".
- Wristband 7:** Features a decorative border of stars and swirls. The text reads "SPECIAL KID".

## AWESOME ACTIVITY #40



30-40  
MINUTES  
SHORT  
FOLLOW-UP  
SESSIONS

# FRIENDSHIP-GRAMS

## Objective:

To have the students make positive comments to a classmate

## Materials Needed:

### FOR THE LEADER:

- Slips of paper containing the names of each student in the class
- Container
- Paper
- Pencil

### FOR EACH STUDENT:

- Friendship-Gram* (page 112)
- Pencil

## Pre-Presentation Preparation:

Reproduce enough *Friendship-Grams* for the entire activity. Print the name of each student in the class on a slip of paper and put the papers in the container.

## Procedure:

**INTRODUCTION:** Ask the students:

How do you feel when you receive a “thank you” note, a nice letter, or a positive comment or compliment from another person?

If these things make you feel good, do you think you could make others feel good if you sent a “thank you” note, a nice letter, or gave a positive comment or compliment to someone?

We can make ourselves feel good by making others feel good.

**ACTIVITY:** Show the students the *Friendship-Gram*. Then say:

This is a *Friendship-Gram*. You are going to have an opportunity to write one to someone.

One day each week, I will have each of you select a name from this container. You are to look at the name, then give the slip to me. I will write down your name and the name written on the slip of paper. Do not tell anyone whose name you have.

AWESOME ACTIVITY **EXTRA**

**HELPFUL HINT:**  
**FRIENDS...**

Treat  
Others  
The Way  
They  
Want  
To Be  
Treated.

**KIND**

**RESPECTFUL**

**TRUSTWORTHY**

**HELPFUL**

**LOYAL**

**SINCERE**

**DEPENDABLE**

**HELPFUL HINT:**  
**FRIENDS...**

**LISTEN!**

blah, blah, blah  
and then I saw th  
blah, blah, blah,  
blah, blah, blah, b  
blah, blah, blah  
so after that I w  
blah, blah, blah  
h, blah, bla  
h, blah, bla

Don't  
do all  
of the  
talking.

**HELPFUL HINT:**  
**FRIENDS...**



DON'T ACT LIKE



THEY THINK THEY  
ARE BETTER



THAN OTHER PEOPLE.





**30-40  
MINUTES**  
FOLLOW-UP  
SESSIONS

# COOPERATION WEEK

## Objective:

To emphasize the importance of cooperation by setting aside one week in which to perform cooperative activities in the classroom

## Materials Needed:

FOR EACH TEACHER:

- Cooperation Week Activities* (pages 142-143)

FOR THE COUNSELOR:

- Cooperation Week Activities* (pages 142-143)
- Mural paper and other items required for the chosen all-school activities

## Pre-Presentation Preparation:

Make a copy of the *Cooperation Week Activities* for the counselor and for each participating teacher.

## Procedure:

**INITIATING THE PROGRAM:** The first step in initiating an all-school program is to meet with the principal, go over your plan, and obtain permission to take the idea to the teachers. When asking teachers to do something guidance-related that is not on their regular schedule, be sure to have something in mind for the counselor to do as well. This is a program in which both teachers and the counselor will participate.

**INTRODUCING THE PROGRAM:** After receiving permission to proceed with the program, set aside one week as *Cooperation Week*. Determine a time to meet with the teachers. A faculty meeting is a good time to do this, since the time has already been set aside and teachers immediately know that the principal is in favor of the project.

Introduce the program by telling the teachers:

**When students cooperate with one another, they learn to get along with each other and to respect individual differences. Cooperation is emphasized in individual classrooms at appropriate moments. But to impress upon the students the importance of cooperating with one another, we are going to set aside one week during which each classroom will perform one**



30-40  
MINUTES  
DAILY  
FOLLOW-UP

# MOTIVATING GOOD STUDY HABITS

## Objective:

To have students identify good study habits and earn feathers

## Materials Needed:

### FOR THE LEADER:

- Scissors
- Stapler and staples
- Black marker
- Chalkboard and chalk or dry-erase board and marker

### FOR EACH STUDENT:

- Oaktag strip 3" wide by 24" long
- 6-8 feathers cut from white construction paper (see right)
- Crayons or markers

## Pre-Presentation Preparation:

Cut an oaktag strip 3" wide by 24" long and 6-8 feathers from white construction paper for each student.

## Procedure:

**INTRODUCTION:** Tell the students, in your own words or reading from a book, the story of the first Thanksgiving. Include the Native Americans' contributions to this

feast, such as wild turkey, venison, corn, and berries. Explain that many Native American tribes used feathers to celebrate important deeds.

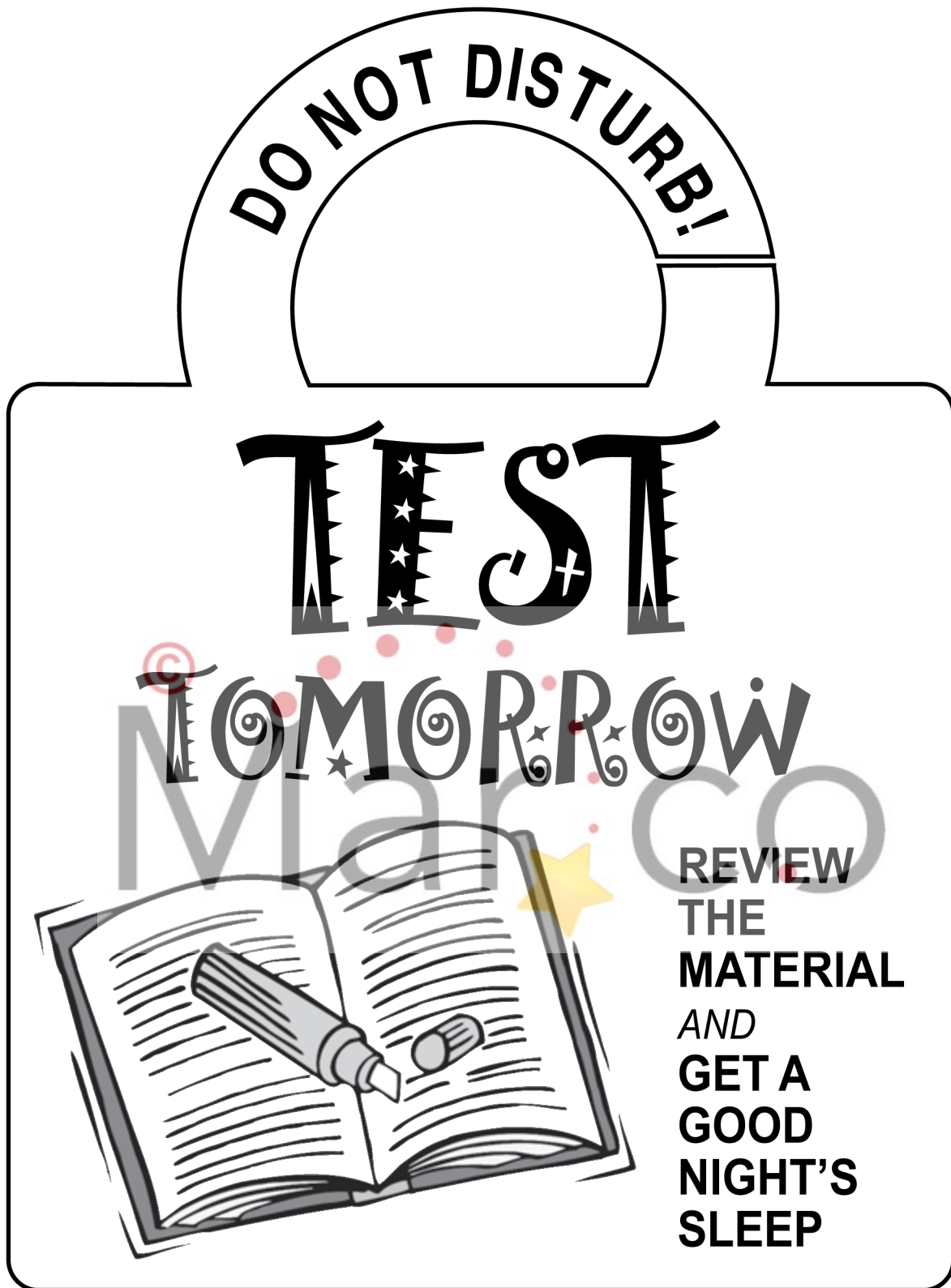
**ACTIVITY:** Give each student an oaktag strip, 6-8 feathers, and crayons or markers. Then say:

**Native Americans put feathers in their headdresses to make everyone aware of their important deeds. Today you are going to make your headdress to show something equally important for you as a student in (NAME OF GRADE). You can begin by decorating your piece of oaktag. (Stop the lesson until this has been accomplished.)**

**Now I want you to color each feather and write your name on the back of each feather. (As this is being done, go around the room and fit a headband to each individual student. Staple the ends together and cut off the excess oaktag. Collect the feathers.)**

Continue the lesson by talking to the students about good study habits. Have them name things that help them and other students do their best at school. Write their contributions on the board as they are mentioned. The list should include: paying attention, working quietly, thinking before you answer, raising your hand, sitting in your seat, doing your own work, having materials ready, listening to directions,

AWESOME ACTIVITY EXTRA



## AWESOME ACTIVITY #78



**30-40  
MINUTES**  
FOLLOW-UP  
SESSIONS

# TRAIL OF DECISIONS

## Objective:

To have students make good decisions about their behavior

## Materials Needed:

### FOR THE LEADER:

- Roll of shelf paper
- Markers, paints, or crayons of various colors
- Stapler and staples or glue stick

### FOR EACH STUDENT:

- 8½ X 11" piece of tagboard
- Marker or pencil
- Scissors

## Pre-Presentation Preparation:

None

## Procedure:

**INTRODUCTION:** Choose a spot in the room where it will be possible to display a long sheet of shelf paper. This may be on the floor or around the walls of the room. The shelf paper should be in a place

where the students can easily reach it. The students should be able to decorate the paper without fear of tearing it or having it fall down.

**ACTIVITY:** Unwind the roll of shelf paper and show the students where it will be. Then say:

**This is your *Trail of Decisions*. The trail will grow longer and longer as you make decisions and add to it.**

**What does a trail look like?**

**What might you find on a trail?**

**I want you to work together, using markers (crayons or paint) to decorate the shelf paper so it will look like a trail.**

When the students have finished, roll the shelf paper back up. Then give each student a piece of tagboard, scissors, and a marker or a pencil. Say:

**Using your piece of tagboard and a marker (pencil), draw around one of your feet. Then cut out your outline and print your name on your foot pattern.**

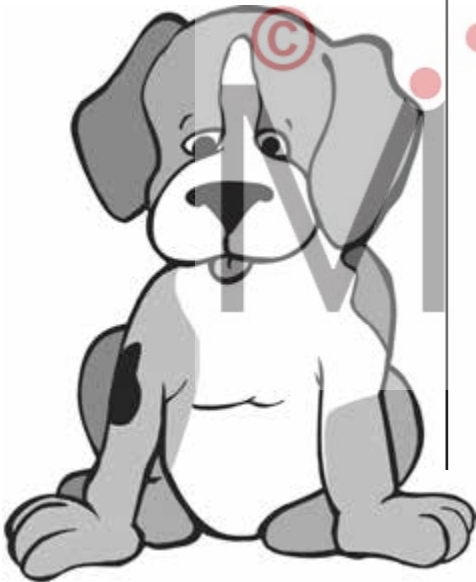
Collect the foot patterns. Then say:

**Between now and our next session you will be making decisions. Some of these decisions will have to do with the way you**

AWESOME ACTIVITY **EXTRA**

ANSWER THESE  
QUESTIONS BY PRINTING:

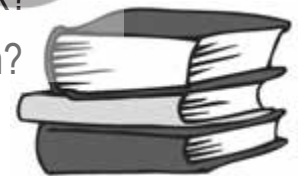
- M for Mom
- SM for Stepmom
- D for Dad
- SD for Stepdad
- I for Me
- T for Teacher
- F for Friends
- O for Others



**WHO DECIDES ...**



1. \_\_\_ what I wear to school?
2. \_\_\_ what I eat for breakfast?
3. \_\_\_ who my friends are?
4. \_\_\_ how neat I keep my desk?
5. \_\_\_ to brush my teeth?
6. \_\_\_ if I do my homework?
7. \_\_\_ what my jobs are at home?
8. \_\_\_ if I clean up my room?
9. \_\_\_ when I go to bed?
10. \_\_\_ whether I bring or buy my lunch?
11. \_\_\_ what my favorite food is?
12. \_\_\_ what game to play with my friend?
13. \_\_\_ what program to watch on TV?
14. \_\_\_ to remember my books for school?
15. \_\_\_ what my homework will be?
16. \_\_\_ if I complete my schoolwork?
17. \_\_\_ where I sit in the classroom?
18. \_\_\_ where I live?
19. \_\_\_ when to have recess?
20. \_\_\_ whether I can have a pet?



Count how many decisions were made by:

- |         |             |             |             |
|---------|-------------|-------------|-------------|
| ___ Mom | ___ Dad     | ___ Stepmom | ___ Stepdad |
| ___ Me  | ___ Teacher | ___ Friends | ___ Others  |

Who makes the most decisions in my life? \_\_\_\_\_



30-40  
MINUTES

# CREATE A NEW WORLD

## Objective:

To have the students analyze their world and create a world of their choice

## Materials Needed:

FOR THE LEARNING CENTER:

- Copy of *Create A New World Instructions* (page 242)
- Paper
- Pencils
- Collection bin

Place the *Create A New World Instructions*, paper, pencils, and a collection bin at the learning center.

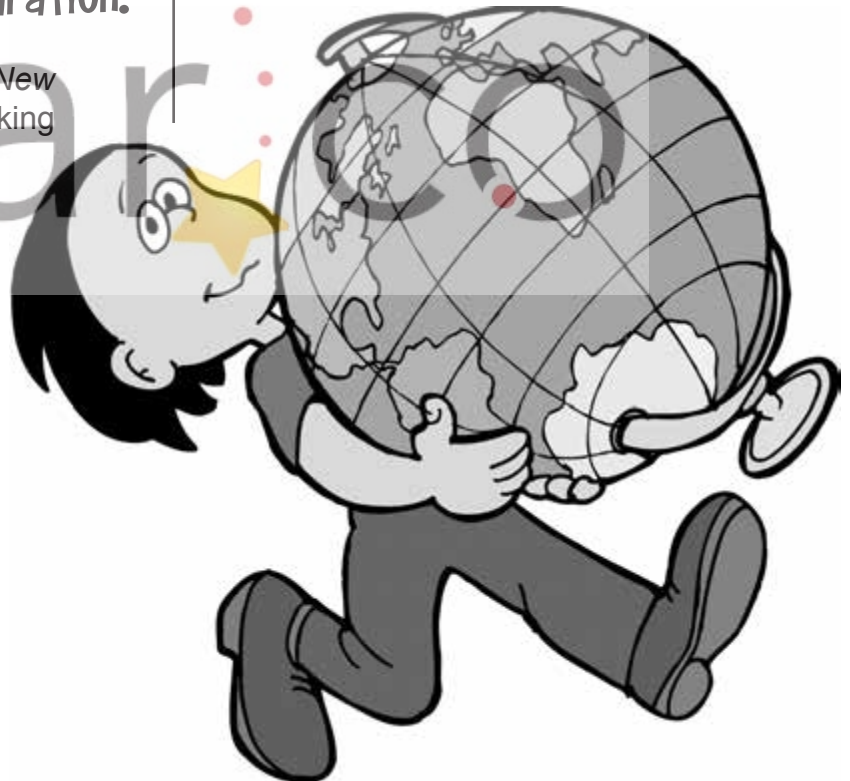
## Procedure:

Explain the activity and the instructions to the students. Tell the students the date on which you will collect the completed papers from the collection bin. The date should match the date filled in on the instructions.

## Pre-Presentation Preparation:

Make a copy of the *Create A New World Instructions*. Prior to making a copy, fill in the dates.

6. I will collect the papers in the bin on DATE, read them, and return them to their owners on DATE.



# CHARACTER EDUCATION ACTIVITIES, LESSONS, AND EXTRAS

## ACTIVITIES AND LESSONS:

Activity	Grades 1-2	<i>Yes/No Banners</i>	page 264
Bulletin Board	Grades 1-3	<i>Our Forest Of Responsibility</i>	page 265
Complete Lesson Plan	Grades 1-5	<i>Good Deed Calendar</i>	page 266
Bulletin Board	Grades 2-5	<i>Responsibility Super Bowl</i>	page 268
Activity	Grades 2-5	<i>Locking And Unlocking</i>	page 270
Activity	Grades 4-6	<i>What Is It Worth?</i>	page 271
Complete Lesson Plan	Grades 4-6	<i>Responsibility</i>	page 272
Complete Lesson Plan	Grades 4-6	<i>Significant Things In My Life</i>	page 274
Complete Lesson Plan	Grades 4-6	<i>Influential People In My Life</i>	page 276
Complete Lesson Plan	Grades 4-6	<i>Respect</i>	page 278
Activity	Grades 4-6	<i>Character Journal</i>	page 281
Activity	Grades 4-6	<i>News Of The Day</i>	page 282

## REPRODUCIBLE EXTRAS:

Poster	Grades 1-3	<i>Manners/Etiquette</i>	page 283
Calendar	Grades 1-3	<i>Character Calendar</i>	page 284
Activity Sheet	Grades 2-5	<i>Responsible-Student Checklist</i>	page 285
Wordsearch	Grades 2-5	<i>Manners Wordsearch</i>	page 286



Extra: Bookmarks	Grades 3-6	<i>Character Education Bookmarks</i>	page 287
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**AWESOME ACTIVITY EXTRA**

Each time you do an action on the calendar, mark it off. When all the squares are marked off, return your calendar to \_\_\_\_\_.

# Character CALENDAR

<p>Took a bath or shower.</p> 	<p>Followed school rules.</p> 	<p>Played fairly.</p> 	<p>Was kind to someone.</p> 	<p>Returned something I borrowed.</p> 
<p>Raised my hand to answer a question in class.</p> 	<p>Used good manners.</p> <p>Please?</p> 	<p>Turned homework in on time.</p> 	<p>Did not gossip.</p> 	<p>Helped a friend.</p> 
<p>Completed chores.</p> 	<p>Paid attention in class.</p> 	<p>Was kind to someone.</p> 	<p>Followed school rules.</p> 	<p>Took a bath or shower.</p> 
<p>Picked up trash.</p> 	<p>Turned homework in on time.</p> 	<p>Took a bath or shower.</p> 	<p>Completed chores.</p> 	<p>Paid attention in class.</p> 
<p>Did not gossip.</p> 	<p>Showed respect to an adult.</p> 	<p>Used good manners.</p> <p>Please?</p> 	<p>Played fairly.</p> 	<p>Completed chores.</p> 

30-40  
MINUTES

# FAMILY CAREER TREE

## Objective:

To promote career-awareness by focusing on the career choices of the students' families.

## Materials Needed:

### FOR THE LEADER:

- Brown construction paper or brown paper from a large roll
- Green copy paper
- Stapler and staples

### FOR EACH STUDENT:

- Copy of *Leaves* (page 298)
- Copy of *Our Family Career Tree* (page 299)
- Scissors

## Pre-Presentation Preparation:

Cut out a tree trunk and four branches from brown paper and attach it to a bulletin board. Print signs for the branches (*Me, Father, Mother, Grandmother, Grandfather*). Attach the *Me* sign to the top of the tree and the other signs to each of the branches. Title the bulletin board *Our Class's Family Career Tree*.

Make a copy of *Leaves* on green paper and a copy of the *Our Family Career Tree*

parent letter for each student. Staple the two sheets together for the students to take home. Tell the students on what date the *Leaves* activity must be returned.

## Procedure:

**INTRODUCTION:** When the *Leaves* activity sheets are returned, ask the students:

**Did anyone find out something about their family they didn't know before?**

**Whenever we think of careers, it is important to remember that all jobs are important. For example, someone in this room may have had a grandparent who made the steel in your desk. Or someone in this room may have a father who drove the truck that brought the cereal that I ate for breakfast to the grocery store. No job is unimportant. We depend on every job to satisfy our needs.**

Establish the relationship between where a person lives and the jobs available in that area by saying:

**Work is often related to where we live. For example, let's say someone has a grandfather who made steel. Where would he have to live? (In a town that had a steel mill.) Would we find that**



## AWESOME ACTIVITY #123

# PLACES OF WORK

**Directions:** Match each occupation in column one with its place of work in column two. Write the number of the occupation on the line in front of the place where the worker could be found working.

## OCCUPATION

1. Fisher
2. Teacher
3. Air traffic controller
4. Secretary
5. Hostess
6. Anesthetist
7. Lawyer
8. X-ray technician
9. Sports announcer
10. Mechanic
11. Pharmacist
12. Photographer
13. Heavy equipment operator
14. Butcher
15. Florist
16. Custodian
17. Chemist
18. Reporter
19. Crop duster
20. Astronaut
21. Coroner
22. Guitar player
23. Roofer
24. Minister, Priest, Rabbi
25. Cowboy

## PLACE OF WORK

- \_\_\_ Meat market
- \_\_\_ Morgue
- \_\_\_ Office
- \_\_\_ Ranch
- \_\_\_ Newspaper office
- \_\_\_ Church
- \_\_\_ Spaceship
- \_\_\_ New home
- \_\_\_ Boat
- \_\_\_ Hospital
- \_\_\_ Airport
- \_\_\_ Rock concert
- \_\_\_ Courtroom
- \_\_\_ Drug store
- \_\_\_ Football game
- \_\_\_ Garage
- \_\_\_ Medical clinic
- \_\_\_ Wedding
- \_\_\_ Airplane
- \_\_\_ School
- \_\_\_ Flower shop
- \_\_\_ Laboratory
- \_\_\_ Restaurant
- \_\_\_ Construction site
- \_\_\_ Apartment building



## AWESOME ACTIVITY #136

## BULLYING

Circle yes or no for each question. If you have no idea about an answer, circle the question mark (?).

1. Do you know of students who are teased, hit, or mistreated by other students?	<b>YES</b>	<b>NO</b>	<b>?</b>
2. Are these students mistreated almost every day?	<b>YES</b>	<b>NO</b>	<b>?</b>
3. Are these students mistreated once in a while, but not every day?	<b>YES</b>	<b>NO</b>	<b>?</b>
4. Does one or more students in your classroom act like a bully?	<b>YES</b>	<b>NO</b>	<b>?</b>
5. Does one or more students in this school act like a bully?	<b>YES</b>	<b>NO</b>	<b>?</b>
6. Are one or more students in your classroom mistreated by other students?	<b>YES</b>	<b>NO</b>	<b>?</b>
7. Do you know of students who are teased, hit, or mistreated after they leave school?	<b>YES</b>	<b>NO</b>	<b>?</b>
8. Do these students have friends with whom they can share their problems?	<b>YES</b>	<b>NO</b>	<b>?</b>
9. Do you think bullying makes a person feel worthless?	<b>YES</b>	<b>NO</b>	<b>?</b>
10. Do you think bullying makes a person feel rejected or left out?	<b>YES</b>	<b>NO</b>	<b>?</b>
11. Do you think bullying makes a person feel ashamed of the way he/she looks or acts?	<b>YES</b>	<b>NO</b>	<b>?</b>
12. Do you think bullying takes a person's mind off his/her schoolwork?	<b>YES</b>	<b>NO</b>	<b>?</b>
13. Do you think bullying could cause a person's grades to drop?	<b>YES</b>	<b>NO</b>	<b>?</b>
14. Do you think bullying could cause a person to not want to come to school?	<b>YES</b>	<b>NO</b>	<b>?</b>
15. Do you think bullies treat others in a hurtful way because they have problems themselves?	<b>YES</b>	<b>NO</b>	<b>?</b>
16. Do you understand why bullies act the way they do?	<b>YES</b>	<b>NO</b>	<b>?</b>
17. Are you a person who is bullied?	<b>YES</b>	<b>NO</b>	<b>?</b>
18. Are you a person who bullies others?	<b>YES</b>	<b>NO</b>	<b>?</b>
19. Are you a bystander—a person who sees bullying taking place but does nothing about it?	<b>YES</b>	<b>NO</b>	<b>?</b>
20. Are you afraid of becoming a victim of bullying?	<b>YES</b>	<b>NO</b>	<b>?</b>

## AWESOME ACTIVITY #148

30-40  
MINUTES

# WHAT IF?

## ReLated Guidance Topic:

Decision-making

## Objective:

To have the students make decisions about hypothetical situations

## MaTerialS Needed:

None

## Pre-PresenTation Preparation:

None

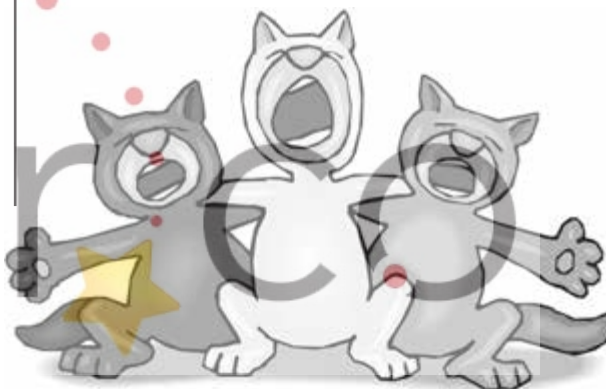
## Procedure:

**INTRODUCTION:** *What If's* are turned-around examples of things students are familiar with in their everyday lives. For example, students know bears hibernate in winter and people don't. But *what if* parents hibernated all winter?

**ACTIVITY:** Using this and similar sentences, hold a class discussion. Have the students make decisions about what would happen if this were true and justify their responses.

Some examples could be:

- What if everybody's hair fell out in autumn?
- What if ants were as strong as humans?
- What if people could only think for eight hours a day?
- What if paper were as strong as steel?
- What if your mind could not control your feet or hands?
- What if only cats could sing?



## Additional Idea:

This activity could be adapted into a debate. Select two students to decide upon an answer to the question, then have them debate why their answer is correct. To avoid too much competition, do not have the students vote for a winner.

AWESOME ACTIVITY **EXTRA**

# MEMORIES

Dear \_\_\_\_\_,

I remember when:

---

---

---

---

---

---

---

---

Do you remember when this happened?

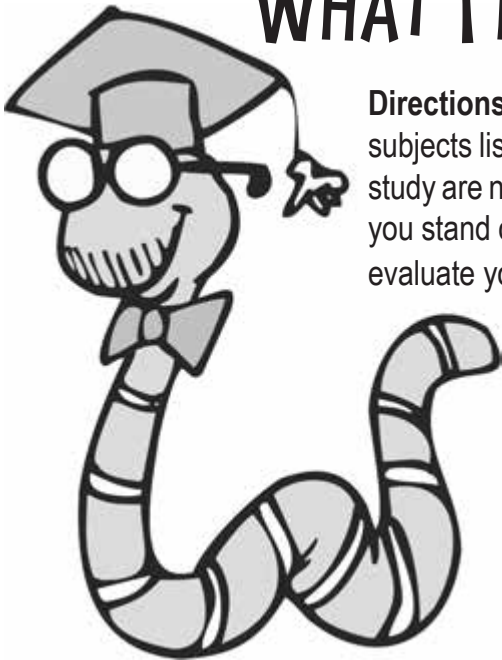
Good luck in your new school.  
I will miss you!

Your Friend,

---

AWESOME ACTIVITY #163

# WHAT I HAVE ACCOMPLISHED



**Directions:** Below are some subjects you study in school. If there are subjects listed that you do not study, cross them out. If some subjects you study are not listed, write them on the blank lines. Show where you believe you stand on the chart by placing a ✓ in one of the first four boxes. Then evaluate your effort by placing an ✗ in one of the last two boxes.

	POOR	FAIR	GOOD	EXCELLENT	I DID MY BEST	I COULD IMPROVE
LANGUAGE ARTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MATHEMATICS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
READING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SOCIAL STUDIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCIENCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMPUTER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ART	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MUSIC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PHYSICAL EDUCATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>