

# COLORFUL COUNSELING!

LIFE LESSONS LEARNED THROUGH DRAWING

★ Ten Reproducible Personal Booklets  
© For Students In Grades K-5

Mar:co

by ★  
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**COLORFUL COUNSELING!**

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## **Section 1 - Self**

Life Lesson Learned: I Am Special

## **Section 2 - Family**

Life Lesson Learned: I Am A Member Of A Family

## **Section 3 - Friendship**

Life Lesson Learned: I Can Make And Be A Friend

## **Section 4 - Emotional Awareness**

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Life Lesson Learned: I Know How To Stay Safe



# How To Use **COLORFUL COUNSELING!**

*Colorful Counseling!* is a valuable resource for counselors. It provides an activity children enjoy and will, at the same time, teach them important life lessons. Pictures children draw to communicate their thoughts can later be used as springboards for discussion. This allows children to practice two different forms of communication.

Topics of this book's worksheets range from *self* to *school* and can be used to help children express their emotions. The worksheets may be used with individual students, small groups, and even classroom-sized groups as a means to get children thinking and talking.

The worksheets are grouped into sections suitable for every phase of an elementary counseling program. Age level, topic of discussion, and application are left to the discretion of the counselor who can use the worksheets independently, combine them for different topics of discussion, or use them to make booklets about different subject areas.

If the counselor chooses to have the student make a booklet about a particular topic, an optional cover sheet and summary worksheet have been included for each section. If the counselor is randomly using worksheets throughout the book, the section covers and summary sheets may not be needed.

The *Colorful Counseling!* reproducible worksheets are provided in two formats—black and white pages or color PDF files (found on the included CD, back inside cover). When using the program with an entire classroom, it may be more cost effective to make copies of the pages found in the book. With individuals or small groups, you may choose to print color worksheets from the PDF files.

System requirements for color worksheets: Adobe® Reader® 5.0 or newer (free download available from <http://www.adobe.com>). Windows 2000® or newer, Mac OS 9.0® or newer.

# SECTION I - SELF

## Life Lesson Learned: I Am Special

Children need to learn to appreciate their own uniqueness. Becoming aware of who they are, and what their strengths, weaknesses, and abilities are is an important part of growing to be successful adults.

Good self-esteem is also important. Children need to believe they have some power over their world. Having good self-esteem does not mean that a child believes he/she is better than anyone else, but each child needs to feel that he/she is as good as everyone else!

Some children are confident and self-assured from an early age. Some need to be nurtured and encouraged. Children who are constantly comparing themselves to others can usually find someone better-looking, smarter, or more athletic. The habit of comparison can lead to feelings of worthlessness, shyness, or inferiority.

If a counselor can encourage children to appreciate their own worth while continuing to work to the best of their ability, those children will achieve more success in school as well as in life.

The pages in this section and in the following sections can be used to make small booklets or be used one at a time. The worksheets can be used with individual students, small groups, or in classroom guidance. Mix and match the sheets and sit with the children as they complete the pages. Listening to what the children say as they draw will let them know the counselor is interested in them and will help them feel special and learn important communication skills.



**SELF**

# DIRECTIONS

SELF: PAGE 1-1

## ***ALL ABOUT ME*** (Title Page)

Have the children complete this page by filling in the blanks and coloring the title words (*All About Me*). Encourage children to write their full name and, if necessary, learn to spell all parts of their name and be proud that the name was selected especially for them. Ask how the name was selected. If children do not know, encourage them to find out.

SELF: PAGE 1-2

## ***SOMEONE SPECIAL***

Have the children draw themselves and use crayons to show the color of their hair, skin, and eyes. You may want to have a mirror available for the children.

SELF: PAGE 1-3

## ***A POSTER ALL ABOUT ME!***

Children may use this page to write or draw what they would like others to know about them. Encourage children to put as many ideas as they can into this special poster.

SELF: PAGE 1-4

## ***MY WISHES!***

Tell the children to dream big for themselves! What do they wish would happen in the future? The sky is the limit when a person is making wishes! Have the children write or draw their wishes in the three clouds on the page.

SELF: PAGE 1-5

## ***MY FAVORITE THINGS***

Tell the children that everyone has likes and dislikes and you are interested in knowing about the things they like. In each section, have the children draw a small picture of something they like. Have the children share their favorites with the group. If the sheet is being used with an individual child, the adult may complete a sheet as the child is drawing, then compare the selections.

**SELF**

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# SECTION 3 - FRIENDSHIP

## Life Lesson Learned: I Can Make And Be A Friend

All people have a need to be connected with others and learn to form those connections in childhood. Having solid friendships can help children feel good about themselves. Children who lack quality friendships may feel alone and isolated. The following pages are based on the assumption that the child is having difficulty forming connections with other children. Use the pages to help children explore ways to make friends and maintain friendships.

As the children follow the prompts at the top of the page and draw, the counselor may identify friendship skills that they need to strengthen or develop. The drawings may also be used as an impetus for role-plays.



**FRIENDSHIP**

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# DIRECTIONS

FRIENDSHIP: PAGE 3-1

## ***I AM A FRIEND*** (Title Page)

As the children color in the letters and add identifying information, the counselor should discuss how the following pages will help them learn ways to make friends and maintain friendships.

FRIENDSHIP: PAGE 3-2

## ***THESE ARE MY FRIENDS***

In the picture frames, have the children draw pictures of their friends. If children hesitate or claim they have no friends, encourage them to think of people they enjoy being around and would like to have as friends.

FRIENDSHIP: PAGE 3-3

## ***I CAN MAKE A FRIEND***

Inside the soccer ball, have the children draw ways to make a friend. (Smile, be confident and invite someone to play, introduce themselves, apologize when appropriate, let a friend go first, take turns, use appropriate eye contact, etc.)

FRIENDSHIP: PAGE 3-4

## ***I CAN KEEP A FRIEND***

In each section of the bicycle wheel, have the children draw or write a different way to keep a friend. (Say nice things, listen, give compliments, respect personal space and property, let your friend play with others, share, show interest, etc.)

FRIENDSHIP: PAGE 3-5

## ***THERE IS A NEW STUDENT AT SCHOOL ... ME!***

This page is similar to page 3-3, but is for the new student. Being a new student can be a frightening experience. In this special situation, children who previously had many friends may find themselves alone. The counselor can help these children think of ways to meet new friends in the new school, then have them draw some things they can do to make new friends.

### **FRIENDSHIP**



# SECTION 5 - LOSS

## Life Lesson Learned: I Can Feel Better If I Express My Feelings

Loss is a general term that can encompass many ideas. It means that something or someone that was once an important part of someone's life has gone. When the term is used, the first thing many people think of is that someone has experienced the death of a loved one, but the feeling of loss could be the result of many situations. The end of a marriage, having to move to a new house, or the end of a dream could each be considered a loss. The pages in this section will allow children to express their emotions over the loss of something or someone important in their lives.

Counselors should not assume that all children feel a certain way when they have experienced loss. A child *might* feel sadness at the death of a close relative, scared by the funeral experience, or relieved because the person had been sick for a long time and the illness disrupted family life. Every person experiences grief and loss in his/her own personal way.

Young children also don't always understand the permanence of death. They may be more upset at seeing the adults in their lives cry than they are at the death of a grandparent or other family member. Children may ask, "When is Grandpa coming back?" after the death of their grandfather. Explaining *death* in concrete terms is helpful when trying to convey this abstract concept to a small child. "Remember when your bike broke and we couldn't fix it? The doctors tried to help Grandpa get better, but they couldn't make his body well again."

The following pages can be chosen according to their relevance to the situation. Making a booklet about the death of a loved one can be comforting to a child. Choose pages that will be appropriate for the child who has experienced some type of loss. Keep the directions for drawing very general so the child will express the feelings that need to be expressed. Telling the child what to draw will take away from the purpose of these pages, which is expression of feelings.

### LOSS

# DIRECTIONS

LOSS: PAGE 5-1

## ***SOMETHING HAS HAPPENED*** (Title Page)

Have the children complete this page by filling in the blanks and coloring the title words (*Something Has Happened*). This title is purposefully vague so that it can be used in numerous situations.

LOSS: PAGE 5-2

## ***MY PET IS MISSING***

Pets play a big role in a child's life. If the dog got loose, the cat got outside, or the hamster got out of its cage, the child might have difficulty concentrating in class. Again, the counselor can't assume what children might be feeling. On the *Lost!* poster, have the children draw what comes to mind.

LOSS: PAGE 5-3

## ***MY PET HAS DIED***

The death of a pet can be an enormous loss to a child—sometimes as great or greater than the loss felt over the death of a human relative. Have the children draw what comes to mind.

LOSS: PAGE 5-4

## ***MY FRIEND HAS DIED***

The death of another child can be truly frightening. It might be the first time children realize that if someone their age can die, they can die. Have the children draw what comes to mind.

LOSS: PAGE 5-5

## ***SOMEONE IN MY FAMILY HAS DIED***

The experience of having a death in the family can be very frightening for children. Not only did the child lose an important person, but death becomes very real and the child begins to imagine Mother, Father, or other close relatives dying. Have the children draw what comes to mind.

### **LOSS**

# **SECTION 7 - FEARS AND WORRIES**

## **Life Lesson Learned: I Can Get Help When I Am Scared Or Worried**

The world can be a scary place for children who feel that they have little control over their lives. Children have to depend on the adults in their lives to make all the big decisions for them. They don't get to decide where they live, what to do if their family doesn't have enough money for basic necessities, with whom they will live ... and the list goes on. Not having any control can make a child feel totally anxious and powerless.

While some children are well provided for and have supportive, loving adults in their lives, some are surrounded by poverty or violence in their homes, neighborhoods, or at school. Even children who live in peaceful, loving homes may see movies, TV programs, or news shows that might worry or scare them. It is easy to see why many children endure stress, nervousness, worries, fears, and anxiety on a daily basis.

Children often don't know how to use words to talk about their problems. Fears, worries, and anxieties locked inside children may manifest into problems of misbehavior, poor health, or depression. Some children develop phobias, experience nightmares, or have health problems—all because of inability to express their fears or worries in appropriate ways. Some children, suffering from anxiety, are not even able to recognize that there is a focus to the problems they are experiencing. Helping children express their feelings should be an important goal of an elementary counselor.

Using these pages, the counselor can help children learn that expressing fears and worries can bring some relief and changing their thoughts about a situation can help change the feelings which were triggered by these thoughts.

### **FEARS AND WORRIES**

# DIRECTIONS

FEARS AND WORRIES: PAGE 7-1

## ***SOMETIMES I FEEL SCARED AND WORRIED*** (Title Page)

Tell the children that all people, no matter how big or strong they may be, feel scared or worried sometimes. Have the children color the page and fill in the information at the bottom of the page.

FEARS AND WORRIES: PAGE 7-2

## ***I FEEL SCARED WHEN ...***

Encourage the children to think of things that scare them. Tell them to draw whatever comes to mind. As the children draw, be alert for any changes that may come over their faces or mannerisms.

FEARS AND WORRIES: PAGE 7-3

## ***WORRIES ABOUT MY FAMILY***

Ask the children to tell you about their families (see Section 3). Have them draw a worry they might have about a family member. Ask whether the worry is a “child-sized worry” or an “adult worry.” Discuss the difference between the kind of worry over which children have some control and the type over which they have no control.

FEARS AND WORRIES: PAGE 7-4

## ***I WORRY ABOUT ...***

Discuss the meaning of the word *worry*. Ask the children to draw something they sometimes worry about. This title is purposely vague and children should be encouraged to draw the first thing that comes to mind.

FEARS AND WORRIES: PAGE 7-5

## ***A NIGHTMARE I HAD***

Have the children draw a picture of a nightmare they have had. Tell them that nightmares come from thoughts and can be managed by planting positive thoughts and creating a pleasant bedtime routine. Have the children think of a positive message they can say to themselves at bedtime.

### **FEARS AND WORRIES**

THE FOLLOWING SAMPLES  
ARE REPRODUCIBLE/PRINTABLE PAGES  
INCLUDED ON THE CD-ROM

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# MY FAMILY

# IS UNIQUE

I am a member of a family with ties that bond like glue.  
I'll do my part to get along and together we'll get through!

MY NAME IS



\_\_\_\_\_

GRADE \_\_\_\_\_ DATE \_\_\_\_\_

# These Are The Things My Family Likes To Do Together



**FAMILY 2-11**

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I AM  
A  
FRIEND

I want to have friends,  
So I know what I must do ...  
Along with jokes and laughter,  
I must be a friend who's true.

What do I have to offer  
To make you a longtime friend?  
Kindness, warmth, and caring,  
A helping hand, which I'll extend.

MY NAME IS \_\_\_\_\_

GRADE \_\_\_\_\_ DATE \_\_\_\_\_

**FRIENDSHIP 3-1**



# I Can Keep A Friend



**FRIENDSHIP 3-4**

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# EVERYONE HAS FEELINGS

I have a lot of feeling that can often shift and change,  
Sometimes the way I feel can really be quite strange!  
I can start out to be nervous ... **scared**, shy, embarrassed, mad  
And hours later be feeling happy ... **excited**, proud, and glad.

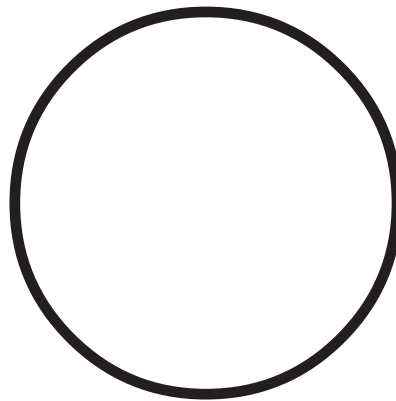
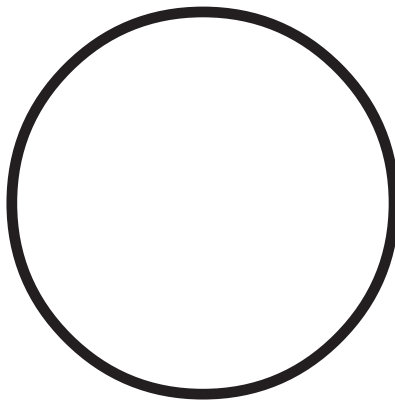
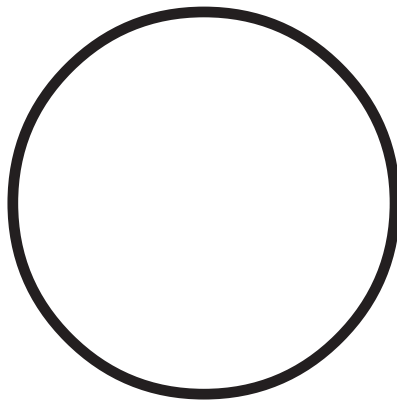
Sharing my feelings will **help** to ease the load  
If I keep them bottled up, I think I might explode!

MY NAME IS \_\_\_\_\_

GRADE \_\_\_\_\_ DATE \_\_\_\_\_



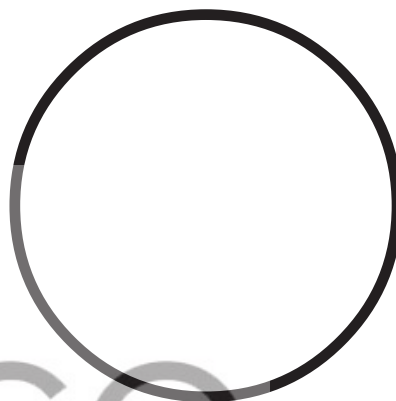
# Feelings Faces



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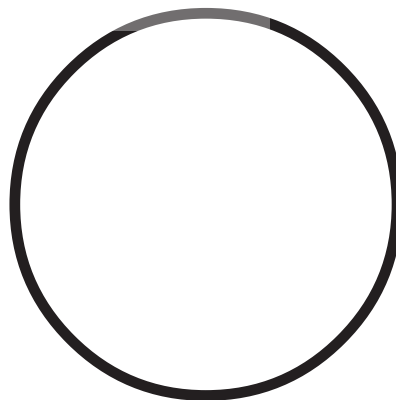
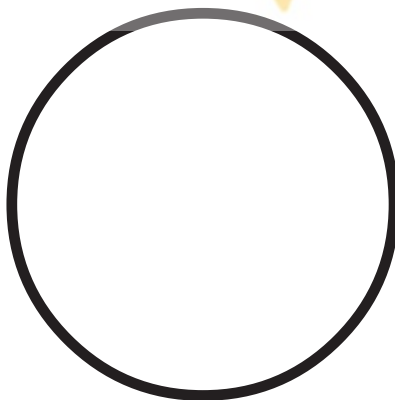
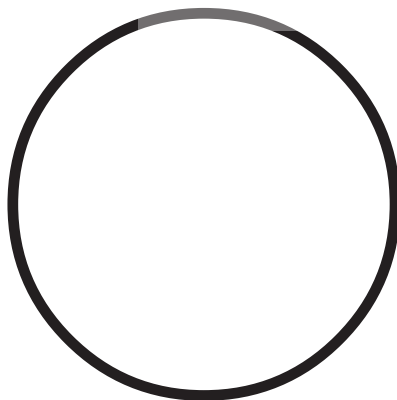
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GOOD  
BEHAVIOR

EQUALS

GOOD

CONSEQUENCES

I know that I make choices each day at home and school.  
I can be rude, mean, or bad, or follow the *Golden Rule*.

What I decide to do affects the people around me.  
When I choose what is right, family and friends will surround me.

MY NAME IS

\_\_\_\_\_

GRADE \_\_\_\_\_

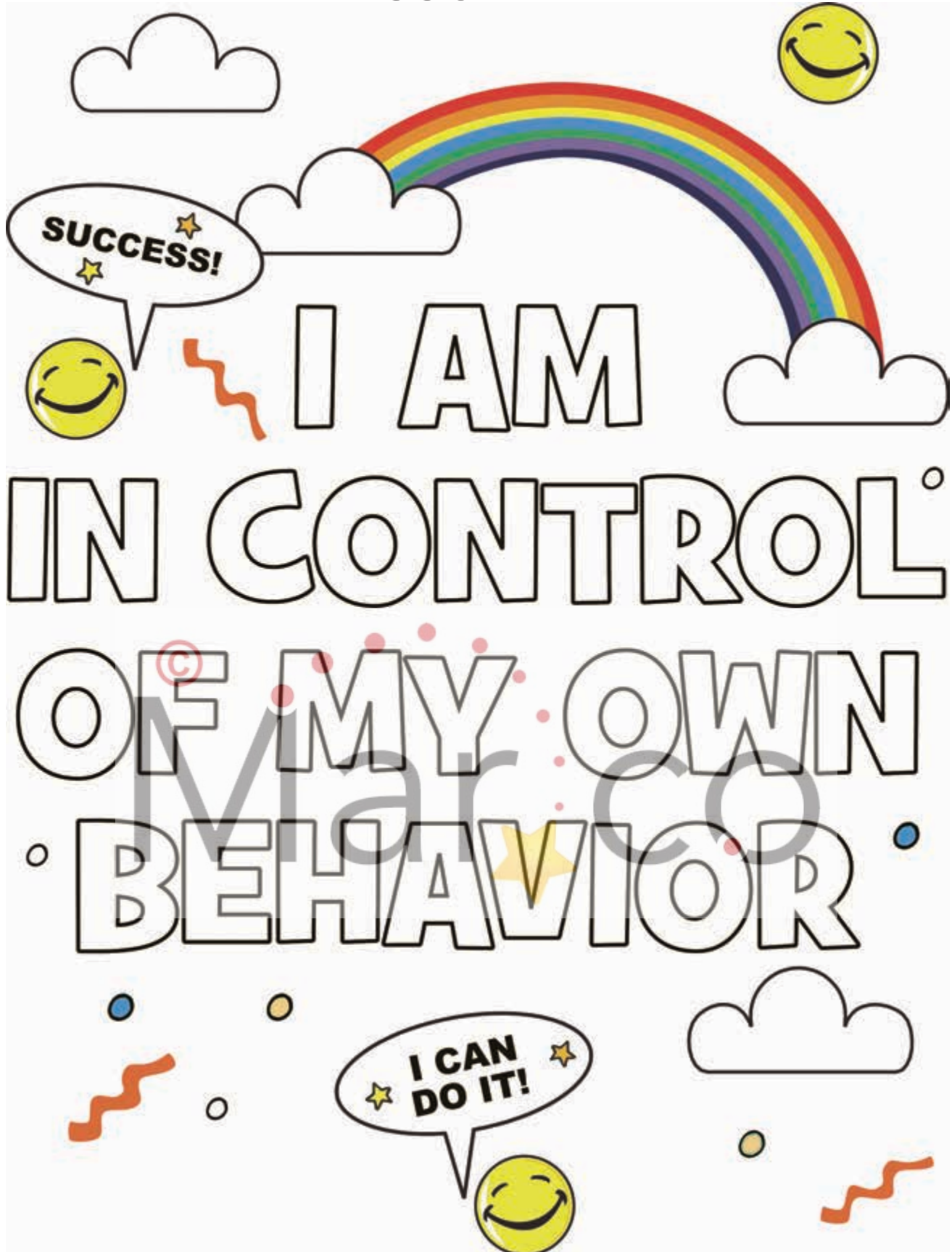
DATE \_\_\_\_\_



**BEHAVIOR 8-1**

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# LIFE LESSON LEARNED



**BEHAVIOR 8-11**

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