



**MORE**  
**L**  
**IVELY**  
**LESSONS**

**FOR**  
**CLASSROOM SESSIONS**  
**FOR GRADES 1-5**



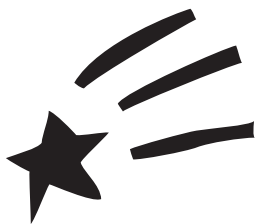
Written by  
**ROSANNE SHERITZ SARTORI**

Illustrated by Jeffrey Zwartjes

A great occasion to teach what's right  
Is during the counselors' sessions.  
But kids don't listen long, it's true,  
To these very important lessons.

Counselors fret that their words go unheard,  
Kids ignoring much of what is said.  
Research says they tune talk out,  
Like word lists they have already read.

But if some spice is used to convey the point,  
Like stories, songs, games, and raps,  
The message will come through loud and clear,  
And keep the kids from taking their naps!



## MORE LIVELY LESSONS FOR CLASSROOM SESSIONS

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# INTRODUCTION

I am so thrilled to be sharing lessons with educators looking for new ways to relate to their students! As you read through the activities, stories, games, and raps in this book, I hope you realize that what I have tried to do is reach out to children on their level. I have made up stories, using examples from the hundreds of children I have met during my career. I believe that storytelling is a wonderful tool that can be used to teach students important life skills, help establish important connections, and have fun along the way.

When telling the stories in this book, please feel free to embellish them by using current language and slang in an attempt to make the stories believable, real, and meaningful to your students. When telling the story, try not to use the name of anyone in the classroom or even in the school. You don't want a child to be teased because of something the character in the story does. Feel free to change the age or grade of the main character to match the age and grade of your audience.

When using the stories in this book, I encourage you to try *telling* them instead of *reading* them. If you have never done any storytelling, I urge you to try it. You will feel an incomparable connection with the students. You have the children's attention, their eyes make contact with yours, and they visualize the story vividly. This exciting teaching style reaches the students so much more deeply than other ways of sharing information.

Some of the stories may become the children's favorites and they may want to read or hear them more than once. You also might want the students to read certain stories out of class. To fulfill these needs, the stories in this book may be reproduced for distribution to the students in your class or group.

Puppets are wonderful tools to help you connect with children. Puppets are a way to capture children's attention, and children are more likely to focus on the lesson if you take a puppet out of a bag and hold it up as you begin your presentation. I have used puppets in grades K-5 with great success. The younger children love the make-believe characters and the older children enjoy the novelty of a puppet after a day of textbooks and worksheets.

As in my first book, *Lively Lessons For Classroom Sessions*, some of the lessons in this book overlap. You may use them all in the same school year, or wait and use a similar story with the same group in another year. Make this book usable for yourself. Mix and match the stories, activities, poems, raps, and songs. The resulting lessons will be meaningful and memorable.



~ Rosanne Sheritz Sartori

# THE ATTITUDE PATROL

## A Lesson About the Importance of Positive Thinking

### MATERIALS NEEDED:

- ✓ Puppet with moveable mouth
- ✓ Activity 1: Posterboard cards printed with quotations (page 12) about success. These should be prepared before the class begins. (If available, the facilitator can use commercially printed posters about success.)
- ✓ Activity 2: Copy of *Think Big! Rap* (page 14) for each student
- ✓ Closing Activity: Blank 8½" x 11" posterboard or paper and crayons or markers for each student

### LESSON:

The facilitator should:



#### Greet the students.

Use a puppet to focus their attention. Have the following discussion with the puppet:

**Facilitator:** “How are you doing today?”

**Puppet:** “Terrible! I am going to have a science test later today, and I am no good at science. I bet I am going to miss all of the questions.”

**Facilitator:** “That’s no way to talk!”

**Puppet:** “Well, it’s true! I am not good at science, and I never even understand what the teacher is talking about.”

**Facilitator:** “You might do better if you *think bigger and better*.”

**Puppet:** “What do you mean by *that*?”

**Facilitator:** “Why don’t you listen to today’s lesson? It will help you understand what I mean.”

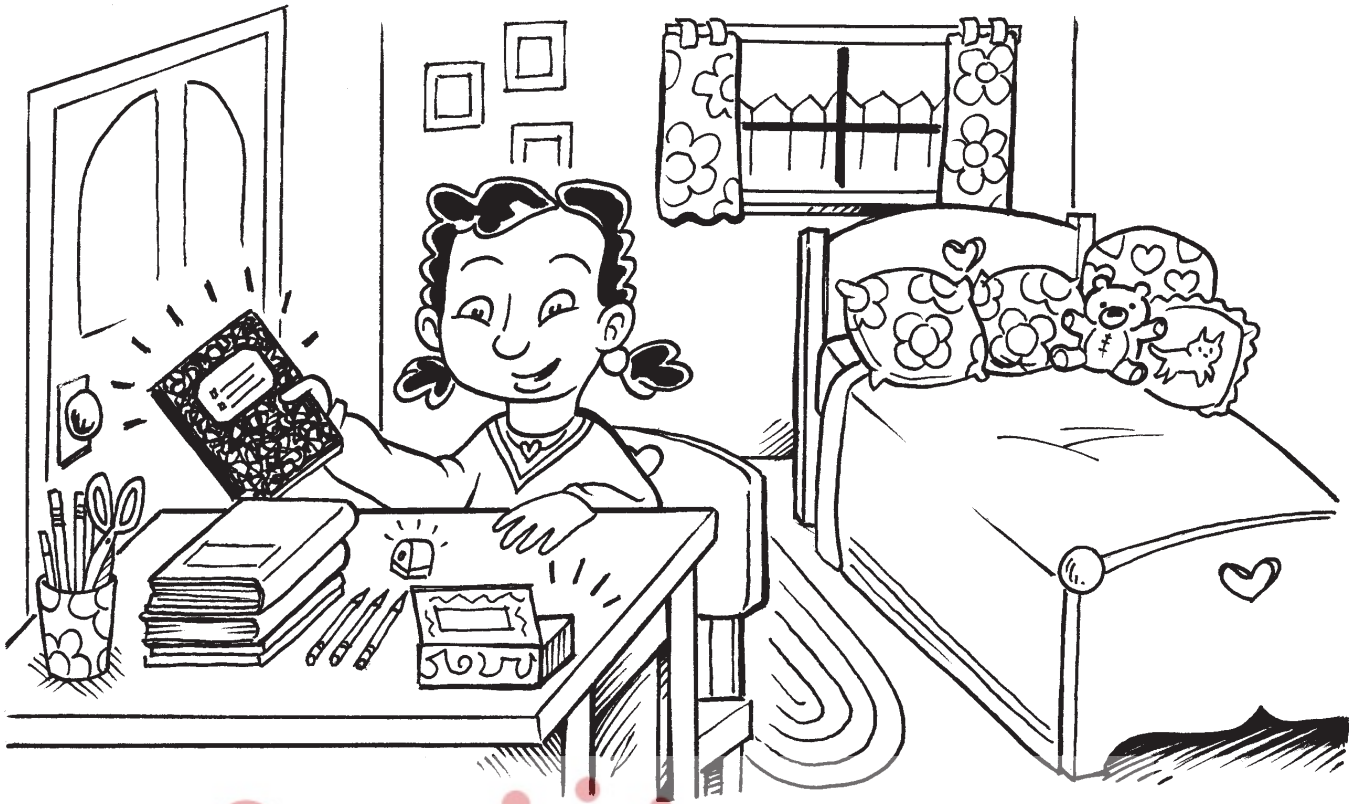
Look at the class and say:

“Today’s lesson could change (NAME OF PUPPET) life. It could also change your life. Listen while we start with a story.”



#### Read or tell the following story:

## THE ATTITUDE PATROL

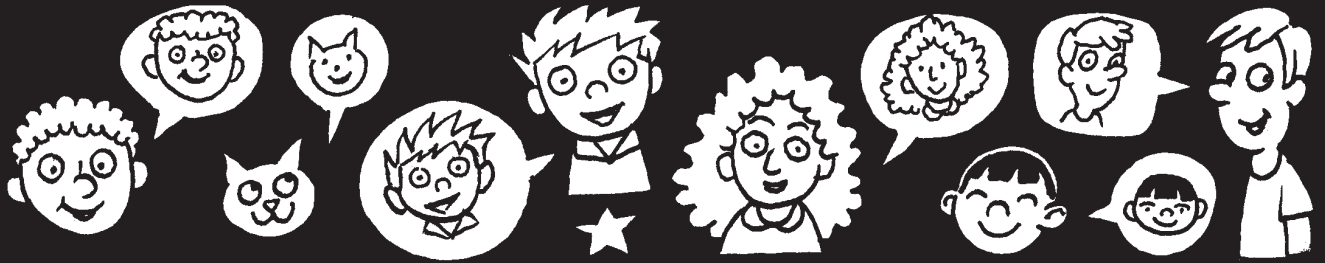


Chantelle is a fourth-grade girl who lives with her mom and dad and little sister. She is a small girl who has brown hair and twinkly brown eyes. Chantelle is fun to be with. She has lots of friends and, like all people, she has strengths and weaknesses.

In case you don't know what that means, a strength is something that a person is good at or finds easy to do. A weakness is something that the person finds difficult or challenging. All people have certain things that they do well, as well as certain things they find difficult.

Chantelle's strengths include organization. She has a very easy time keeping her room clean, and she is very good at organizing her school materials. Another strength she has is being able to get along with her family and friends. Even when she disagrees with someone, she can usually stay calm, keep a cool head, and solve the problem peacefully. In school, she finds math and science pretty easy, so those are also her strengths.

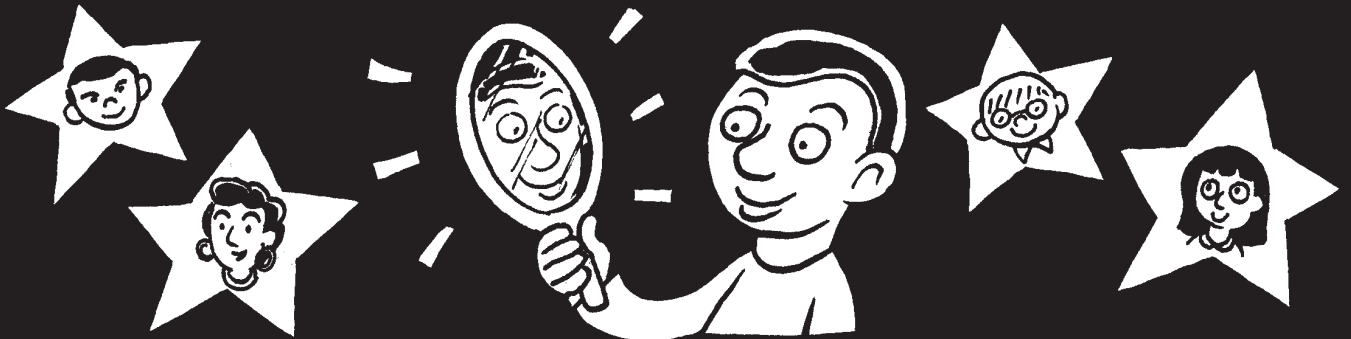
On the other hand, Chantelle has some weaknesses that make school very challenging for her. She has to work very hard at reading, spelling, and English. She also has trouble with gym class, and she certainly isn't a "natural" athlete.



## ME RAP

I'm me. I'm me. That's who I want to be.  
I'm not always perfect and worry-free,  
But there is no one else, I'm sure you'll agree,  
Who is exactly and uniquely just like me.


© I'll get more done and be carefree  
If I believe I'm the best that I can be.  
So I'll think good thoughts. That's the key.  
Success will be mine, I can guarantee.





NAME \_\_\_\_\_

## 6 WAYS TO SHOW RESPECT




I can show respect for myself by:

---

---

---




I can show respect for other people by:

---

---

---



I can show respect for authority/elders by:

---

---

---




I can show respect for all living things by:

---

---

---




I can show respect for property by:

---

---

---



I can show respect for my country and the world by:

---

---

---

# MIND YOUR MANNERS!

## A Lesson About the Importance of Respect

### MATERIALS NEEDED:

- ✓ Puppet with a moveable mouth and no feet (such as the type of puppet with half a body or just a head)
- ✓ Chalkboard and chalk
- ✓ Activity 1: Construction paper, a pencil, and crayons or markers for each student

### LESSON:

The facilitator should:



#### Greet the students.

Introduce the puppet and have the following discussion:

**Facilitator:** “Good morning! How are you doing today?”

**Puppet:** “Not so good. My mother is mad at me and I am grounded!”

**Facilitator:** “Why, what happened?”

**Puppet:** “My mother said that I have no manners, because I forgot to thank my grandma for my birthday present. She said if I forgot that, then she will forget to let me play outside.”

**Facilitator:** “Well, it is important to thank people for gifts.”

**Puppet:** “Yeah. So I’ve heard from my mom, over and over.”

**Facilitator:** “You know, I think you need to listen to today’s lesson. It so happens that we are going to talk about *manners*.”

**Puppet:** (Sighs) “Not *you*, too!”

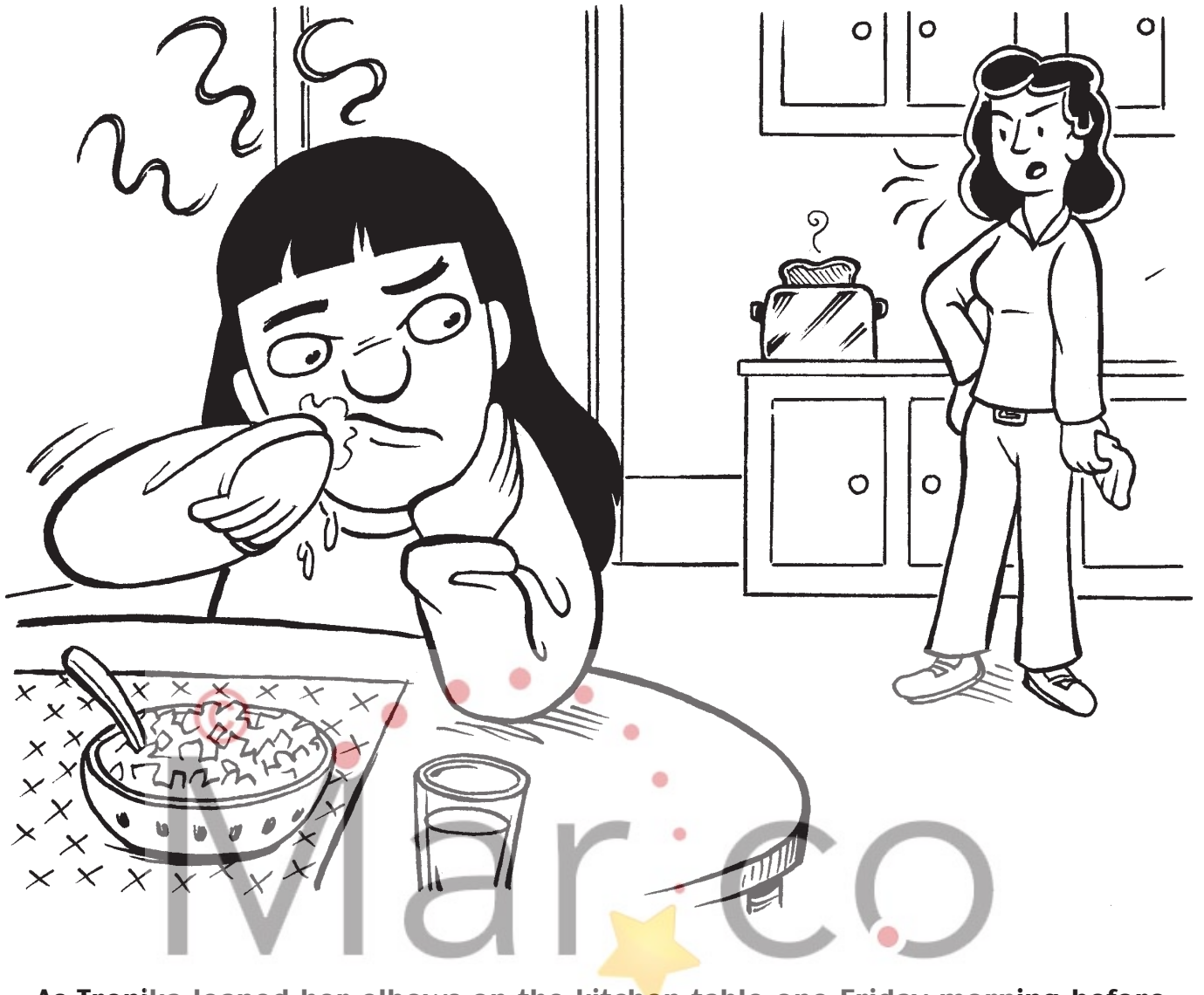
Put puppet aside and tell the students:

“Today we are going to talk about the reasons it is important to have good manners. Our lesson begins with a story about a girl who felt the same way as our puppet friend.”



#### Read or tell the following story:

## MIND YOUR MANNERS!



As Trenika leaned her elbows on the kitchen table one Friday morning before school, she heard the familiar reminder from her mom: “Trenika, mind your manners! And please use your napkin to wipe your mouth. Not your sleeve!”

“Oh, Mom, you’re always nagging me about manners!” Trenika complained.

“Well, using manners is an important way of showing respect for others,” replied her mother.

“But I don’t understand why anyone should care if my elbows are on the table. And it’s my mouth ... just don’t look at it!” Trenika snapped back.

# AGREE TO AGREE

## A Lesson About the Importance of Cooperation

### MATERIALS NEEDED:

- ✓ Optional Activity/Drawing Pictures: Drawing paper and crayons or markers for each student group
- ✓ Chalkboard and chalk
- ✓ Poem below written on the chalkboard

**Since I'm a member of a group,  
This is what I'll do:  
I'll listen, I'll take turns and share,  
And work to agree with you!**

**If I give respect to you,  
I know you'll give respect to me.  
We will all work well together,  
And a happy class we'll be!**

- ✓ Copy of *Class Cooperation* (page 61) for each student

### LESSON:

The facilitator should:



**Greet the students.**

Then say:

“Every class I visit seems to have its own personality. In some classes, the students seem peaceful and get along quite well. In some classes, students always seem to be in an uproar and upset with each other.”

“You know, we live and work in many different groups and it is important that we learn to get along. We're going to play the *How Many Groups Do You Belong To?* game. I am going to name some groups. Stand if you are a part of the group I name, then sit back down in your chair.” (*Name the groups quickly so the students will have to jump up and sit back down quickly.*)

“Who is in a group called a ...

- family
- troop
- class
- team
- club
- religious organization”

*(Continue to name groups that you know exist in your community.)*

“Wow! You are in a lot of groups already. And as you get older, the list will get longer. It is very important that you learn to work with others. What is the word that describes when people successfully work together and practice good teamwork?” *(Pause for the students to answer until someone suggests cooperation.)*

Ask the students to think of a group whose members cooperate with each other, such as a successful athletic team or a famous singing group. After several groups have been mentioned, ask the students why they believe these groups are successful. At this time, some will mention the names of certain stars who are members of the group. Agree that the stars have a great deal to do with the success of the group, but explain that a star cannot make a group successful without the help of others.

Continue the lesson by asking the students to identify behaviors that demonstrate good cooperation. Before ending the discussion, be sure the following behaviors have been mentioned:

- Listening to each other
- Respecting one another
- Agreeing to agree
- Voting
- Compromising
- Taking turns
- Sharing
- Each member doing his/her part

Then ask:

“Why would people want to cooperate?” *(It’s more fun, more work gets done, there is a greater sense of belonging, etc.)*

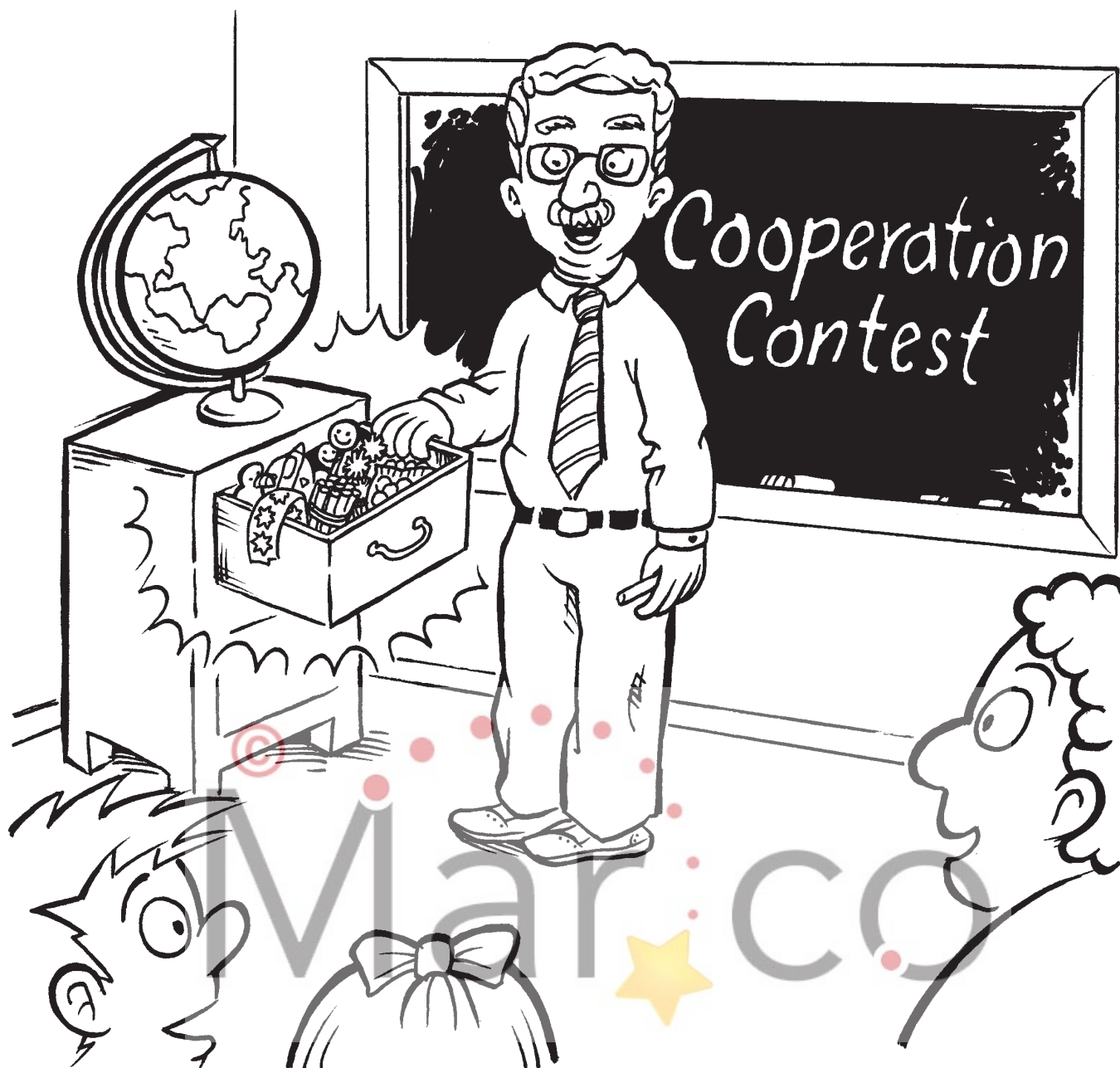
Say:

“Now that you understand the value of cooperation, let me tell you a story.”



**Read or tell the following story:**

## AGREE TO AGREE

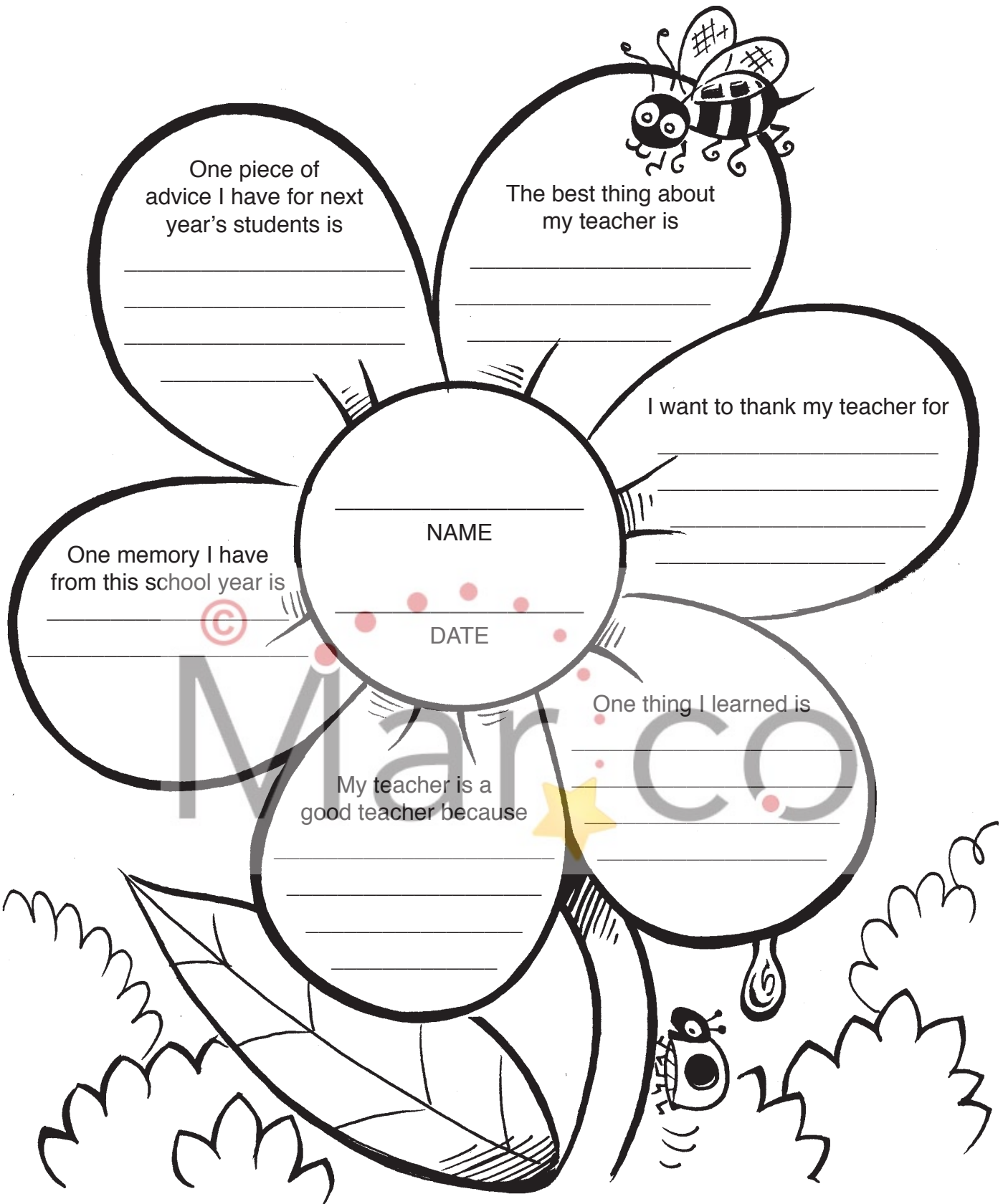


Mr. McGee is a teacher who thinks cooperation is very important. So almost every day, he divides his students into groups and has them work together in different subject areas.

One day, Mr. McGee thought it would be fun to do something a little different. So he announced a cooperation contest. He said, "I'm going to put you in new groups and give points for good cooperation. The members of the group who earn the most points will get to pick a prize from the treasure drawer."

(INTERMEDIATE VERSION)

# A FLOWER FOR MY TEACHER



One piece of advice I have for next year's students is

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The best thing about my teacher is

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I want to thank my teacher for

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

One memory I have from this school year is

\_\_\_\_\_  
\_\_\_\_\_

NAME

DATE










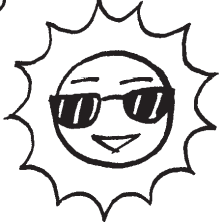
One thing I learned is

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My teacher is a good teacher because

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# WHAT DO WE HAVE IN COMMON?

1. Age		Same	Different
2. Gender (Male/Female)		Same	Different
3. Eye color		Same	Different
4. Hair color		Same	Different
5. Skin color		Same	Different
6. Talent		Same	Different
7. Number of brothers/sisters		Same	Different
8. Month of my birthday		Same	Different
9. What I like to do in my free time		Same	Different
10. Right-handed or left-handed		Same	Different
11. Bedtime		Same	Different
12. Favorite animal		Same	Different
13. Favorite TV program		Same	Different
14. Favorite movie		Same	Different
15. Favorite sport		Same	Different
16. Favorite color		Same	Different
17. Favorite subject in school		Same	Different
18. Favorite singer		Same	Different
19. Favorite restaurant		Same	Different
20. Favorite holiday		Same	Different
21. Favorite book		Same	Different
22. Favorite food		Same	Different
23. Favorite game		Same	Different
24. Favorite candy		Same	Different
25. Favorite season		_____	_____
		TOTAL	TOTAL

- We have more similarities.
- We have more differences.