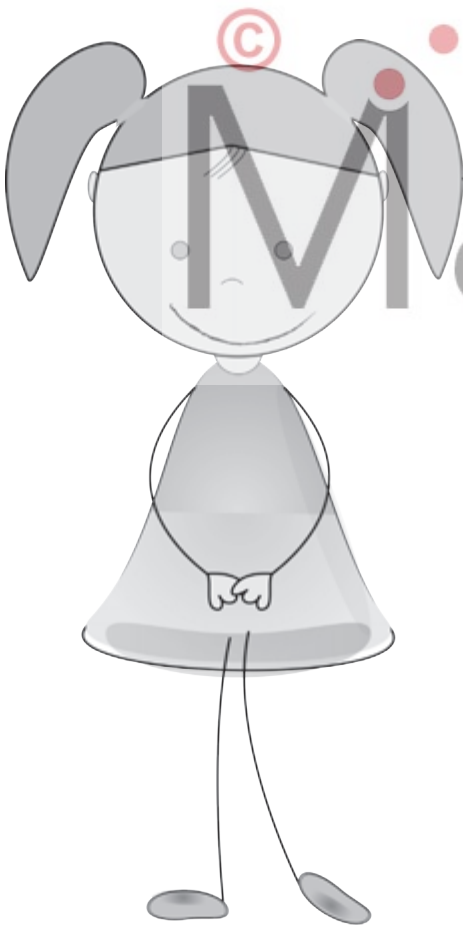


Even More Lively Lessons FOR CLASSROOM SESSIONS



By Rosanne Sheritz Sartori



Includes lessons on:

- ★ Learning Styles
- ★ Communication
- ★ Self-Discipline
- ★ Reputation
- ★ Reporting a Bully
- ★ Perseverance and Resiliency
- ★ Diversity
- ★ Handling Stress
- ★ Community Service
- ★ Empathy
- ★ Choices and Consequences
- ★ Career Choice
- ★ Problem Solving
- ★ Setting Safe Boundaries
- ★ Making and Keeping Friends
- ★ School Success
- ★ Test-Taking Skills
- ★ Using Affirmations
- ★ Good Attitude

Even More Lively Lessons

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Introduction

Provide educators with lessons that have the power to reach and teach ... while having fun!

Storytelling has always been and will always be a great way to connect with kids. By telling a story about a child who has the same problem that your students are facing, you can give kids the information they need without delivering it in a stuffy, boring manner. Every lesson in this book begins with a story. You can read it to your students, but I recommend telling the story. Students will watch your face and imagine the characters vividly and you will be free to embellish the stories to make them better fit your population of students.

I have always believed that having a sense of humor is one of the most important resiliency skills. Being able to find the humor in a situation can often help a person rebound from adversity. So I always try to model that important skill in these lessons. Don't be afraid to teach any topic with a twinkle in your eye.

Many of the lessons in this book suggest using a puppet to introduce the topic. As an elementary counselor, I found the use of puppets to be very effective. It is a good way to get students' attention and let them know that they are in for a "different" kind of lesson. I also found that using rhymes (which I call raps) is a fun way to review and remind the students about the skills presented in the lesson.

Along the way, I have met many educators who have told me that they feel uncomfortable or silly using puppets or saying raps. I have always encouraged them to try it with a smile on their face! Every day at school, we ask kids to take risks. We ask them to answer questions they may not know, read in front of their peers, or demonstrate something that is difficult for them. Why can't an adult model for them that it is OK to laugh at oneself?

If you are trying to use a puppet for the first time, you can have the puppet whisper in your ear and you can tell the kids what the puppet has just said. I guarantee you that the students will be leaning forward, trying to hear the puppet's voice. And after you have become comfortable with a puppet in your hand, you can begin to use your regular voice to speak for the puppet. You don't have to try to be a ventriloquist, because if you do, the kids will be watching YOU to see if they can catch you speaking. Simply look at the puppet, talk to it, and have it answer back. See what happens!

LESSON 3

Self-Discipline is No Joke!

A Lesson on the Need to Control Yourself

Goal:

Students will learn what it means to be self-disciplined by identifying and brainstorming practices that will help them become successful, responsible people who understand that their actions have consequences.

ASCA Standards for Lesson 3:

| ACADEMIC DEVELOPMENT | |
|--|--|
| Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. | |
| A:A3 | Achieve School Success |
| A:A3.1 | Take responsibility for their actions |
| Career Development | |
| Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. | |
| C:A2 | Develop Employment Readiness |
| C:A2.8 | Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace |
| PERSONAL/SOCIAL DEVELOPMENT | |
| Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. | |
| PS:A1 | Acquire Self-Knowledge |
| PS:A1.1 | Develop positive attitudes toward self as a unique and worthy person |
| PS:A1.2 | Identify values, attitudes and beliefs |
| PS:A1.6 | Distinguish between appropriate and inappropriate behavior |
| PS:A1.8 | Understand the need for self-control and how to practice it |
| PS:A1.9 | Demonstrate cooperative behavior in groups |
| PS:A2 | Acquire Interpersonal Skills |
| PS:A2.1 | Recognize that everyone has rights and responsibilities |
| PS:A2.6 | Use effective communications skills |
| PS:A2.7 | Know that communication involves speaking, listening and nonverbal behavior |
| Standard B: Students will make decisions, set goals and take necessary action to achieve goals. | |
| PS:B1 | Self-Knowledge Application |
| PS:B1.2 | Understand consequences of decisions and choices |

Materials Needed:

For the leader:

- ☐ Puppet
- ☐ Magic bag purchased from a novelty store (activity #2)
- ☐ Small piece of white paper (activity #2)
- ☐ Various colors of small pieces of paper (activity #2)
- ☐ Pencil or pen (activity #2)

For each student group:

- ☐ Paper
- ☐ Pencil

For each student:

- ☐ *Self-Discipline Rap* (page 37 or CD)

Introduction:

Greet the students, then take out a puppet and have the following conversation:

Counselor: *Hello, how are you doing today?*

Puppet: *Terrible! I'm grounded?*

Counselor: *Why? What did you do?*

Puppet: *My mom is disciplining me for not doing my schoolwork. I am tired of being disciplined! I think those are my mom's favorite words: "I'm going to discipline you!"*

Counselor: *Well, maybe you can save your mom the trouble and do it yourself.*

Puppet: *What do you mean?*

Counselor: *Let's talk about it. But first I want to tell you a story ...*

Put puppet aside. Have the puppet face you as you tell the story so it looks like it's listening.

Story:

Brett McDonald is a ten year-old boy with red hair, freckles and a twinkle in his blue eyes. That twinkle translates into a big sense of humor. Brett is energetic and full of fun. He can remember every joke he has ever heard. He enjoys entertaining his friends and family by telling jokes, using funny voices and different dialects. He is the true definition of the class clown at school, which can sometimes be good and sometimes be bad!

Many people have been entertained by Brett's stories and jokes, but those same stories and jokes have gotten him into trouble from time to time. Though Brett is not mean-spirited in any way, he is what adults often describe as mischievous and impulsive. Before he stops to think of the consequenc-

es, his “delightful” sense of humor has often gotten him into big trouble—at home and at school. For example, at home he might start by teasing his mom about her cooking skills and tell her that his friends are very lucky because they have never had the “pleasure” of sampling her beef stew. This teasing is usually done in fun. His mom might smile and joke back, and tell him good-naturedly that he is lucky to have any food to eat at all.

But the problem is that Brett often doesn’t know when to stop. Brett keeps going until he gets on everyone’s nerves and everyone’s appetite is ruined. One night Brett asked his mom, “What kind of meat is in this stew ... possum?”

His mom had had enough! “Brett, stop! You are being disrespectful! You need to learn when to stop. I worked hard to prepare this meal and you are being rude! I want you to go to your room and come out when you are ready to show me respect.”

At least twice a week, Brett’s mom has to discipline him for something he has said or done. Most of the time, it is because he has crossed the line with his joking. He never stops to think about the effect his jokes might have on others. What starts out funny, often hurts or embarrasses someone. The night he teased his father about his bald head, Brett ended up being disciplined by having to write a letter of apology to his dad.

Once Brett thought it would be funny to play a trick on his sister, Lisa, by putting some glue in the soap dispenser by the bathroom sink. That “funny joke” ended up with Lisa’s in tears as she worked to get the glue off of her hands. That time, Brett’s mom disciplined him by having him clean both of the bathrooms in their house.

At school, quite a few of his teachers have had to discipline him. The same thing has happened over and over. Brett will joke about something and everyone in his class might laugh, including his teacher. But, as usual, Brett just doesn’t know when to stop. He will keep joking until his teacher has to discipline him by sending him to the hall or keeping him in for recess.

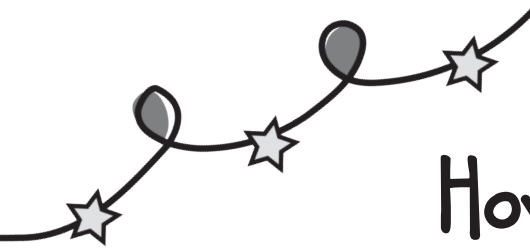
By the time Brett got to the end of fourth grade, he had quite a reputation. Most teachers and students in the school knew him as the class clown, who often got carried away with his own jokes. Because of the number of times he had to be disciplined, the principal got to know Brett very well!

In fifth grade, Brett was put in Mrs. Horn’s classroom. On that first day when Mrs. Horn introduced herself, Brett said, “When do we get to see you blow your horn?” Some of the kids snickered, but Mrs. Horn just stared at Brett. But Brett, being Brett, didn’t know when to quit and asked, “What kind of horn is it? Where do you keep it?”

Mrs. Horn totally ignored him and began to talk about what she expected from fifth graders. She said, “You are now the oldest students in the school, and I expect you to be good role models for the other students in the school. I want you all to show self-discipline.”

Brett couldn’t help himself. “You mean we will have to send ourselves to our own rooms?” he asked out loud.

By this time, the other students were looking uncomfortable. Mrs. Horn looked at Brett very sternly. “Maybe I should define self-discipline,” she said. “Self discipline means putting restrictions on yourself BEFORE you have to have someone else discipline you. It means that you have to think about the consequences of your actions and words BEFORE you do or say anything. I expect my fifth grade students to show self-discipline every day.”



LESSON 10

How Would You Feel?

A Lesson on Empathy

Goal:

The students will learn the meaning of the word empathy. They will learn that people who practice this important skill often have successful and meaningful relationships with others.

ASCA Standards for Lesson 10:

| PERSONAL/SOCIAL DEVELOPMENT | |
|---|--|
| Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. | |
| PS:A1 | Acquire Self-Knowledge |
| PS:A1.1 | Develop positive attitudes toward self as a unique and worthy person |
| PS:A1.5 | Identify and express feelings |
| PS:A1.6 | Distinguish between appropriate and inappropriate behavior |
| PS:A1.9 | Demonstrate cooperative behavior in groups |
| PS:A2 | Acquire Interpersonal Skills |
| PS:A2.1 | Recognize that everyone has rights and responsibilities |
| PS:A2.2 | Respect alternative points of view |
| PS:A2.3 | Recognize, accept, respect and appreciate individual differences |
| PS:A2.4 | Recognize, accept and appreciate ethnic and cultural diversity |
| PS:A2.6 | Use effective communications skills |
| PS:A2.8 | Learn how to make and keep friends |

Materials Needed:

For the leader:

- ☐ Puppet
- ☐ Board to write on

For each student:

- ☐ *How Would I Feel?* (activity #1, page 109 or CD)
- ☐ *How Would You Feel?* Rap (page 110 or CD)
- ☐ Pencil

Introduction:

Greet the students, then take out a puppet and have the following conversation:

Counselor: *Hello, how are you doing today?*
Puppet: *Great! My mom is very proud of me.*
Counselor: *What did you do to deserve this pride?*
Puppet: *I shared a treat with my brother and my mom didn't even have to make me do it!*
Counselor: *That was nice of you! And you know, there is a common idiom that says "What goes around, comes around!"*
Puppet: *I sure hope so!*

Put puppet aside. Have the puppet face you so it looks like it's listening. Then say:

Let's talk about this subject today. How many of you have ever heard the saying, "What goes around, comes around?" (Allow students to raise hands.)

What does this saying mean? (In life, events usually balance out. If you are mean to others, people might be mean to you. If you are kind, you will get kindness in return.)

How many of you believe this to be true? (Allow students to raise hands or discuss, if time permits.)

I certainly believe it to be true. And I want to tell you a story about two sisters who would agree with me.

Story:

Maria and Olivia Perez live with their grandma in a small house in a small town, not too far away from here. Olivia is in third grade and Maria is in fourth grade. They both attend Hawthorne Elementary School. The two sisters are very close, and though they have other friends, they think of each other as best friends.

Maria and Olivia have always lived with their grandma. She told the girls that when they were babies, their mom and dad had come to her and said they could not take care of their children. Their Grandma told the girls that she knew she wanted to raise them from the first day she laid eyes on them! The girls have always been *happy* about being raised by their grandma. Maria and Olivia love her very much and know that their parents couldn't have picked a better person to take care of them.

Their grandma is a very kind, caring person. She has always taught the girls to be kind and caring, too. She taught them by her own example and with gentle reminders that started when they were very young. If Maria or Olivia ever treated each other in a mean or thoughtless way, their grandma would always stop and say, "How would you feel if this was being done to you?"

That would make either girl stop and think about how she would feel if her sister were doing the same thing to her.

When they were little, their grandma had to remind them often. She always used the same words to get the girls to think about the other one. As they got older, the girls needed fewer reminders and their grandma started using fewer words. The girls always knew what she meant when she would quietly say, “How would you feel?” And, with those four words, the whole matter would usually be resolved with an apology.

Of course, being sisters who share a small bedroom and bathroom, there were bound to be little slip-ups. One day, Olivia used one of Maria’s shirts to wipe up a spill. Maria was really upset with her sister. Their grandma turned to Olivia and said, “H-W-Y-F?” When Olivia looked puzzled, her grandma said, “How would you feel?” And Olivia knew that she would not like it if her shirt were used. She apologized to her sister. *(When telling this part of the story, it might be helpful to write H-W-Y-F on the board.)*

From that day on, whenever their grandma had to remind either girl to think about the other one’s feelings or anyone else’s feelings, she would use the initials, H-W-Y-F. *(Point to the letters on the board.)*

This came in handy when they were out in public. It was a secret code that only their family understood, and their grandma didn’t have to embarrass them in front of other people. It worked like a charm!

As they grew, both sisters stopped needing reminders. They had learned the lesson well and always took the time to consider the others’ feelings. So, as you can imagine, their small family home was a happy and caring place to be.

And the sisters didn’t just use H-W-Y-F at home. They were thoughtful about the feelings of their friends at school, as well.

Unfortunately, it seemed that not everyone *else* at Hawthorne School had learned the H-W-Y-F rule. One girl in particular treated others without any kindness or respect, and the worst part was that she was one of the popular girls.

For some reason, Claire Wheatley, who was in Maria’s class, seemed to like being mean to other girls at school. She was always excluding people or forming clubs that hurt the feelings of others. Claire was a very powerful person, and a lot of other girls often followed her lead and did whatever she said without question. It was scary to be on Claire’s bad side because she had a way of making your life miserable if you didn’t listen to her. At recess, most of the girls in third and fourth grade tried desperately to be Claire’s friend.

One day, Claire formed a new club. It was the *You Can Only Be in This Club if You Live with Your Mother Club*. The girls who lived with their mothers felt relieved that they could be included in Claire’s newest club. At recess, all of these girls sat on the bench and felt happy to be included.

Story Starter

Austin's Story

Ten-year-old, Austin Sherman lives with his mother. His mom and dad got a divorce when he was two years old, so he cannot remember a time when they were together. He loves his mom, but he wishes he could see his dad more often.

The problem is that his dad doesn't seem to feel the same way. In fact, there are some days that Austin's dad is supposed to pick him up for a visit and he never shows up. This makes Austin feel terrible. Why doesn't his dad love him? What did he do wrong? Was *he* the reason his parents got a divorce?

Austin can tell that his mom feels sorry for him when his father doesn't show, but he wishes she would save her pity. It just makes him feel worse! He can imagine her thinking, "Poor Austin, his dad doesn't love him enough to come and get him."

On those days, he usually ends up yelling at his mom for any reason or no reason. If she says, "Let's go get pizza," he might snap at her and reply, "I HATE pizza! I don't want to go get pizza." Then he will go to his room and slam the door.

He often feels very mad at his mom *and* his dad. Why did they have to get divorced? Didn't they care anything about his feelings?

Austin doesn't know what to do ...

PART 2 LEADER'S GUIDE

SCRAM During a Test

S Scan the whole test before you begin.

It's a good idea to look over the whole test and know what you are going to be asked to do because it will help you pace yourself. If you know you have four pages of questions, you shouldn't spend a lot of the time on the first page. If you have studied, (using the SCRAM method) looking at the questions will also give you confidence that you are going to be able to easily complete the test.

As you scan the test, you might see some really easy questions that you can answer. Go ahead and answer them first, then go back to the harder questions.

C Carefully read the directions and each question.

After you have looked over the test, you should CAREFULLY read the directions! The directions might tell you that you only have to write one word answers. Or the directions might tell you that you have to write the answers in whole sentences. If you didn't read these directions, you might miss every question on the test just because of how you wrote your answers.

Read carefully to see if you are supposed to do every question. Some tricky test directions have been known to tell you to pick just one question and answer it! Wouldn't you feel bad if you did 45 questions and you really only had to do one!

Reading directions is always a MUST! The directions tell you what you are expected to do!

R Relax, remember and repeat what you have studied.

OK, this is only a test ... not life or death! RELAX and remember what you have studied. Breathe and remember all the silly sentences you used when you studied. You know this stuff! Some kids think they have "brain freeze" just because it is a test.

If you used *SCRAM to Prepare for a Test*, your brain won't freeze and you will do fine. Tell yourself that and then repeat back what you know. Remember: If you absolutely do not know the answer to any question, you can always guess!

Then say:

Everyone needs companionship. Learning about friendship skills is as important as learning your math facts. You need both to have a successful life!
When I was little, I learned a song. It went like this ...

Make new friends, but keep the old.
One is silver and the other gold.

This song has been around for a long time. What does it mean? (Our friends are as precious as silver and gold. Making new friends is very important and valuable in our lives, and being able to keep old friends is even more important. Old friends know everything about you and still want to be with you!)

There are things you can do or say to make new friends. Grace knew this, but she also knew that keeping her old friends was just as important. Take a look at her list. (Point to the board.) How many of these things do you do? (Allow discussion if time permits.)

Activity: Friendship Card Game

There are thirty *Friendship Cards*. If there are more than thirty students in the class, two students can come to the front of the room, draw a card, and, together, decide the best answer.

Introduce the game by saying:

We are going to play a card game. I have a deck of Friendship Cards. I want each of you to come to the front of the room, pick a card, read it aloud, and answer the question. If your answer sounds like a good way to make and keep a friend, the class and I will give you a “thumbs up.” If you get a “thumbs down,” you can try again or the class can help you arrive at a better idea.

Optional: When students get a “thumbs up,” you can give them a small treat or reward.

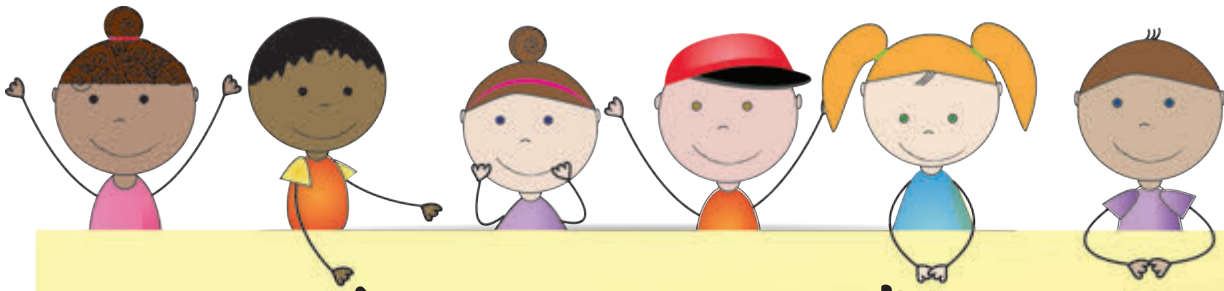
The following is a list of the questions and suggested answers on the *Friendship Cards*. Accept any answer that shows that the student understands what a friend would do. When the game is over, compliment the students on their answers.

Friendship Card Game Questions:

1. Q: You see a group playing a game at recess. What’s a friendly way to ask to play?
A: “That looks fun! Can you use another player?”
2. Q: You think you might have been too bossy at recess. What can you do next recess?
A: Next recess I might say, “This time, you get to decide the rules!”

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





Assertiveness Rap

Don't let anybody
Walk over you.
Everyone's entitled to
Their own point of view!

Plan what to say
In a calm and steady voice.
Use a list of feeling words,
So you can make a choice.

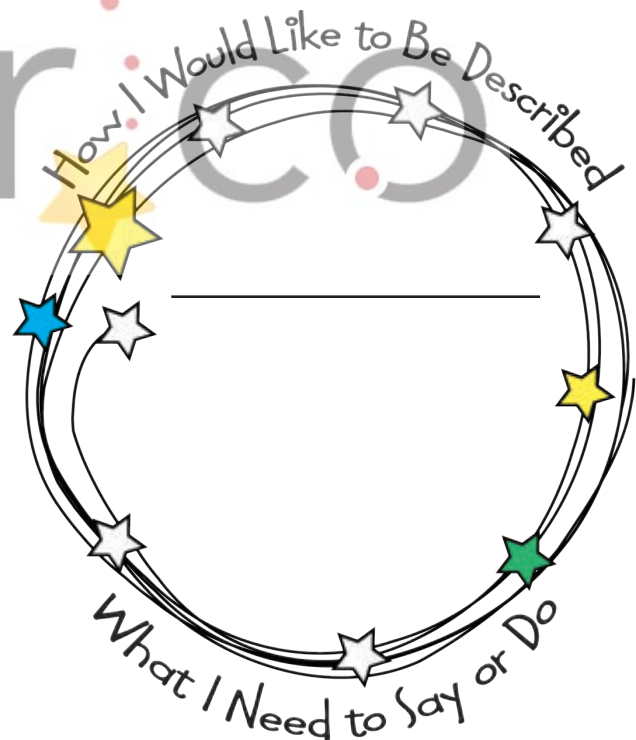
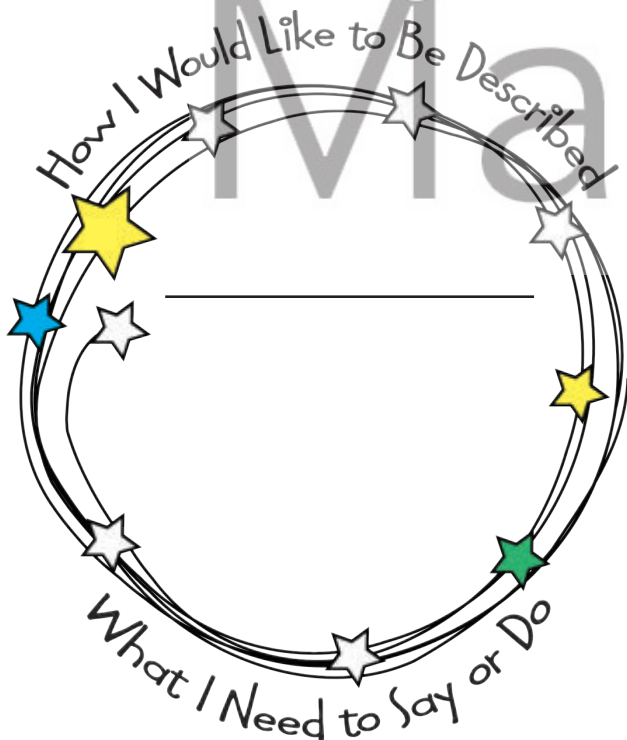
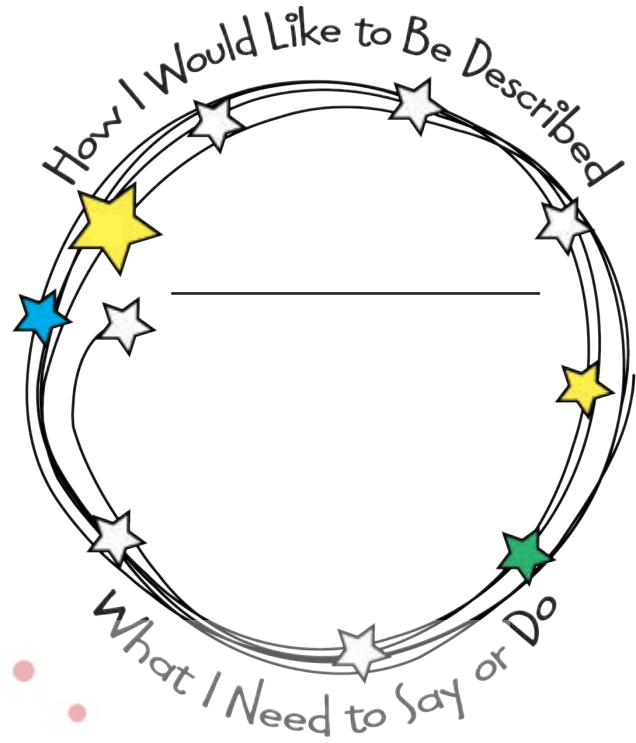
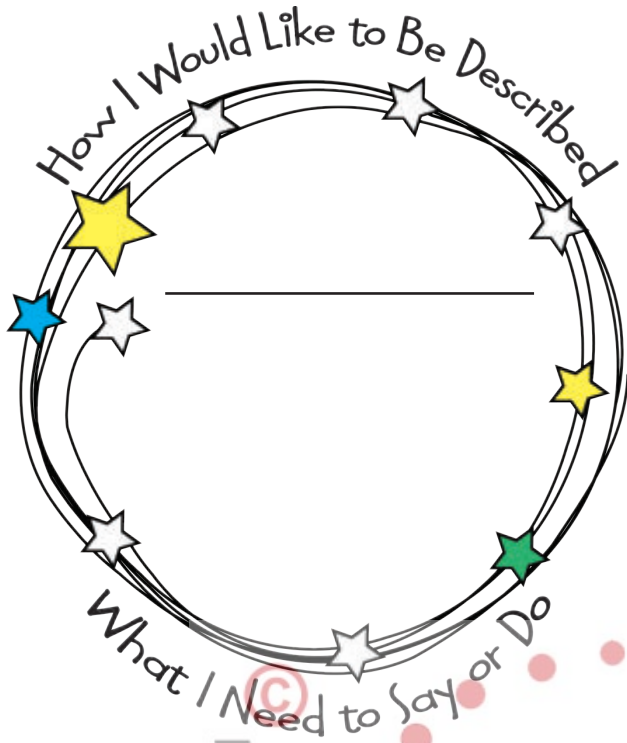
Stand nice and tall
And look 'em in the eye.
You know you have the right to speak,
No one can deny.

You can be assertive,
Be clear on what you mean.
You will get your point across,
That's the whole routine!



Words and Deeds

Directions: You have control of your reputation! In the top half of each circle, write an adjective that you would like a person to use when describing you. In the bottom half, write what you would have to do or say to earn that reputation.



Questionnaire

Directions: Consider each item below. Are you similar to your partner? Put the answer to the question in the overlapping area of the two circles. Are you different from your partner? Put the answer to the question in the area of your circle that does not overlap the other circle. If you have extra time, find other ways you are like or unlike your partner and add them to your Venn Diagram.

1. What is your age?
2. What is your gender (Male/Female)?
3. What is your eye color?
4. What is your skin color?
5. What is your hair color?
6. What number of brothers and sisters do you have? (If none, put "only child")
7. What is the month of your birthday?
8. What do you like to do in your free time?
9. What is your favorite food?
10. What is your favorite subject in school?
11. What is your favorite game?
12. What kind of pet do you have? (If none, put "no pets")
13. What is your favorite sport to play?
14. What is your favorite sport to watch?
15. What is your favorite color?

Take Your Child to Work Report

Your teacher will tell you if he or she expects you do an oral or written report about your day at work with your parent. Make sure you include the following:

1. What is your parent's job title or position? _____
Employer? _____

2. What qualifications are necessary for this job? _____

What education? _____

What training? _____

3. What personality traits are helpful for this job? _____

4. What is something you learned about the job that you didn't know before? _____

5. What part of the job seemed fun to you? _____

What part seemed boring? _____

What part seemed hard? _____

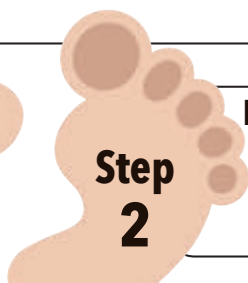
What part seemed easy? _____

6. Would this be a good job for you? Why or why not? _____

Take 8 Steps Form



State the problem.



How do you feel about the problem?

Put it into an "I" Message.



Ask yourself if you can do something to change the situation.



Brainstorm a list of alternatives that might help resolve the situation.

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Consider each solution.



Choose the best solution.



Review the results

Remember Your Boundaries Rap

What's a special rule to follow, so you'll be safe and sound?

Remember your boundaries, remember your boundaries!

While on the computer, in your yard, and even the playground ...

Remember your boundaries, remember your boundaries!

Think, set rules, and keep some space around ...

Remember your boundaries, remember your boundaries!

You'll be safe and free from danger, if you use good sense, year-round!

Remember your boundaries, remember your boundaries!

Every day and in every way! (Say this as if saying "The End!")



1. You see a group playing a game at recess. What's a friendly way to ask to play?

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Even More Lively Lessons © Marco Products, Inc.

2. You think you might have been too bossy at recess. What can you do next recess?

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3. Your friend borrows your crayons with your permission. He forgets to give them back to you. What should you say?

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4. Think of one of your friends. What do you like about that person?

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5. Your friend tells you that he doesn't want to play with you today. What should you do?

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6. You see a friend crying. What do you say?

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7. Act out how you would ask a friend to play at recess.

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8. You find a silver pencil in your classroom. What should you do?

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9. If someone tells you a secret, should you tell another person? Why or Why not?

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10. Your friend keeps telling you what to do. What can you say to him or her?

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