

LIVEN UP YOUR  
CLASSROOM  
GUIDANCE

*Dougherty County  
Elementary Counselors*

November 3, 2015

## Liven Up Your Classroom Guidance

Dear Fellow Elementary Counselors,

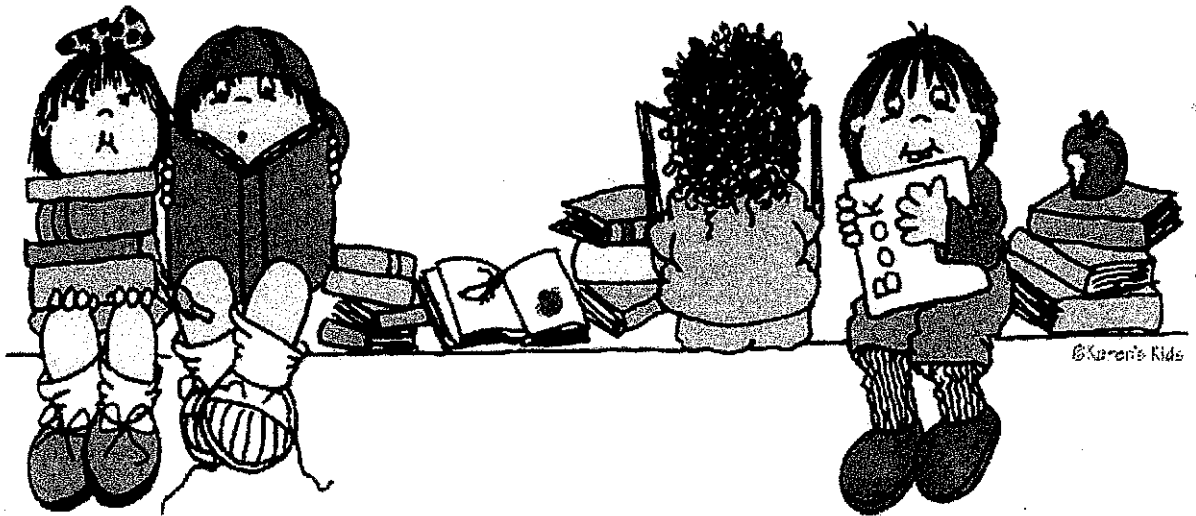
The Dougherty County Elementary Counselors would like to thank you for attending our "Liven up You Classroom Guidance Session". We were honored that so many of you attended. We hope we were worth it! We hope you found some new ideas or at least got an idea that you can adapt for your school.

Our disclaimer: Most of our ideas that we have shared with you today have been taken from a variety of sources (including previous conferences) and adapted to fit our individual needs at our schools. We hope you will be able to take our ideas and adapt them to fit the individual needs of your school. If you recognize one of your own ideas, THANK YOU!!! We loved it so much; we wanted to share it again. If you find a mistake (we hope you don't), please forgive us and join us in laughing at ourselves for missing something obvious.

Sincerely,

Dougherty County Elementary Counselors

# Academic Lessons



Lesson Topic: **Who Is Your School Counselor?**

Standard:

Materials: Grades K-2 - Tissue, Eraser, Ear, SHH, Candy, Heart, Life Saver

Grades 3-5 - Tissue, Toothpick, Milky Way, Star, Penny, Band-Aid/Bandage, Eraser, Life Saver, Cotton Ball, Ear or Headphones and a Pencil Box.

Activity: "School Counselor's Kit"

For Grades K-2

- Tissue - Counselors help you dry your tears when you are feeling sad or overwhelmed. We also remind you that it is okay to cry - letting our feelings out helps us heal!
- Eraser - Counselors help you fix your mistakes and learn from them so that you don't make the same mistake twice!
- Ear - Counselors are great listeners and will always pay close attention to you.
- SHH - Counselors always keep your secrets. When you tell us a story or something about your life, we will keep it to ourselves and not share it with anyone else. However, if you are being hurt or someone is in danger, we will have to tell Someone so that we can keep you safe!
- Candy - Seeing the counselor is a treat! We will talk through your feelings and even play some games to help you feel better. You are NOT in trouble if you are asked to see (use your name)!
- Heart - Counselors love and care about you. They have big hearts and want the best for you!
- Life Saver - Counselors can help "save" you from scary, overwhelming, or sad feelings. Counselors will help you "stay afloat" throughout the school year by offering You support, guidance and love!

For Grades 3 - 5

- Tissue - Counselors help you dry your tears when you are feeling sad or overwhelmed. We also remind you that it is okay to cry - letting our feelings out helps us heal!
- Toothpick - Counselors help you "pick out" your problems and make sense of them.
- Milky Way - Seeing the counselor is always a "treat" - it never means that you are in trouble! Also, just like a treat, counselors can help you feel better when you are sad or upset.
- Star - Explorers from long ago used the "North Star" as a guide to help them stay on track and find their way when they were lost. Like the North Star, the counselor can help you if you are feeling lost, confused, or unsure about how to solve a problem.
- Penny - Pennies have value and are often considered lucky - "Find a penny, pick it up... all day long you'll have good luck!" The penny reminds us that each and every one of us is valuable, special, and lucky to be who we are!
- Band-Aid/Bandage - Counselors can help heal your wounds (the invisible ones that are deep inside of us) and make you feel better.
- Eraser - Everyone makes mistakes and the counselor can help us deal with our feelings when we make mistakes. He/she can also help us learn how to not make the same mistake again in the future!
- Life Saver - Counselors are there to talk to you and help "save" you from scary, sad, or stressful situations. Counselor will help you "stay afloat" throughout the school year by giving you support, guidance, and love!
- Cotton Ball - Counselors are full of warm fuzzes and compliments! Seek us out when you are feeling blue, and we'll help cheer you up!
- Earphones - Counselors are "great listeners."

You may wish to include index cards "cheat sheets" in the inside of the box to help you remember the purpose of each item.

The lesson may begin by asking the students what a first aid kit is used for. Then, open the kit and choose one item at a time. If you would like, you may pass the items around the room to allow the students to feel them. As the items are being passed around the room ask the students, "What these items are normally used for?" Also, ask the students, "How does these items relate to what a school counselor does?" Once students have answered, give an explanation for each item. At the end of activity, ask students to summarize what they have learned with the following questions:

- "What does a school counselor do?"
- "How can a school counselor help you?"
- "What is an example of a time when you might want to talk to the school counselor?"

Next, explain to students the self-referral process for counseling. If they would like to talk with you, they should tell the teacher and a time will be scheduled for them to meet with the counselor. Also, explain to the students you will be coming to their classroom (state your schedule) to talk to about all sorts of important topics, such as how to be a good listener, how to stop bullying, and how to be a good student. We will be playing games, reading stories, and doing art projects together.

For grades 3 -5 you may continue the lesson by reading the story Alexander and the Terrible, Horrible, No Good, Very Bad Day. We will have bad days sometimes, and it is often helpful to talk to someone who can help us get our feelings out and feel better. This is a great example of a time in which students may want to seek the counselor's help, guidance, and support. Counselors can help turn Alexander's day into a great, excellent, good and amazing one!

After reading the story, generate the following discussion with students:

- Why was Alexander having such a bad day? What are some of the things that happened to him today?
- What could Alexander have done to make his day better?
- How could the school counselor help Alexander?
- How could Alexander set up a time to meet with his school counselor?

Finally, close the lesson by stating, "I am looking forward to working with each and every student and am so excited to be starting a new school year!"

Lesson Presented by:

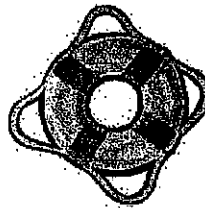
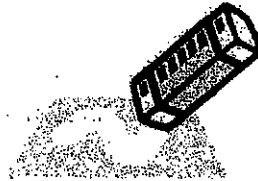
(Deborah Sanders - dtoson@docoschools.org)

---

Dougherty County School System Elementary Counselors

---

# MY COUNSELOR IS...



---

## SHH!

---

Word Bank:

SECRET KEEPER  
DRIES TEARS  
FIX MISTAKES

TREAT

LIFE SAVER  
LOVING  
LISTENER

## Do We Go To Your School?

### Standards

Standard 2: Students will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options, including college.

Standard 3: Students will understand the relationship of academics to the world of work, to life at home and in the community.

### Materials

- Handout A-04: Do We Go to Your School (10 pages)
- Colored construction or multi-purpose paper
- Laminating machine or clear sheet protectors

### Activity

Copy the handouts on colored construction or multi-purpose paper as indicated below. Put them in clear sheet protectors (or laminate them) and arrange them into a storybook format.

Page 1:	Do We Go to Your School?	White Paper
Page 2:	Greedy Green	Green Paper
Page 3:	Rudy Red	Red Paper
Page 4:	Tan Tattle	Tan Paper
Page 5:	Bouncy Blue	Blue Paper
Page 6:	Yelling Yellow	Yellow Paper
Page 7:	Pouty Purple	Purple Paper
Page 8:	Butt-in Brown	Brown Paper
Page 9:	Pokey Pink	Pink Paper
Page 10:	Tommy & Tillie Tryer	White Paper

Or instead of copying the handouts on colored paper, you could copy all of the pages on white paper and color in the faces of the character with the same colors as outlined above.

Then read the storybook to the class. Discuss in a positive way what is expected from the students at their school. Depending upon the age of the students, the class could rename the characters and give them positive attributes that would help them "get along better" in school and at home.

### Estimated Time

30 minutes

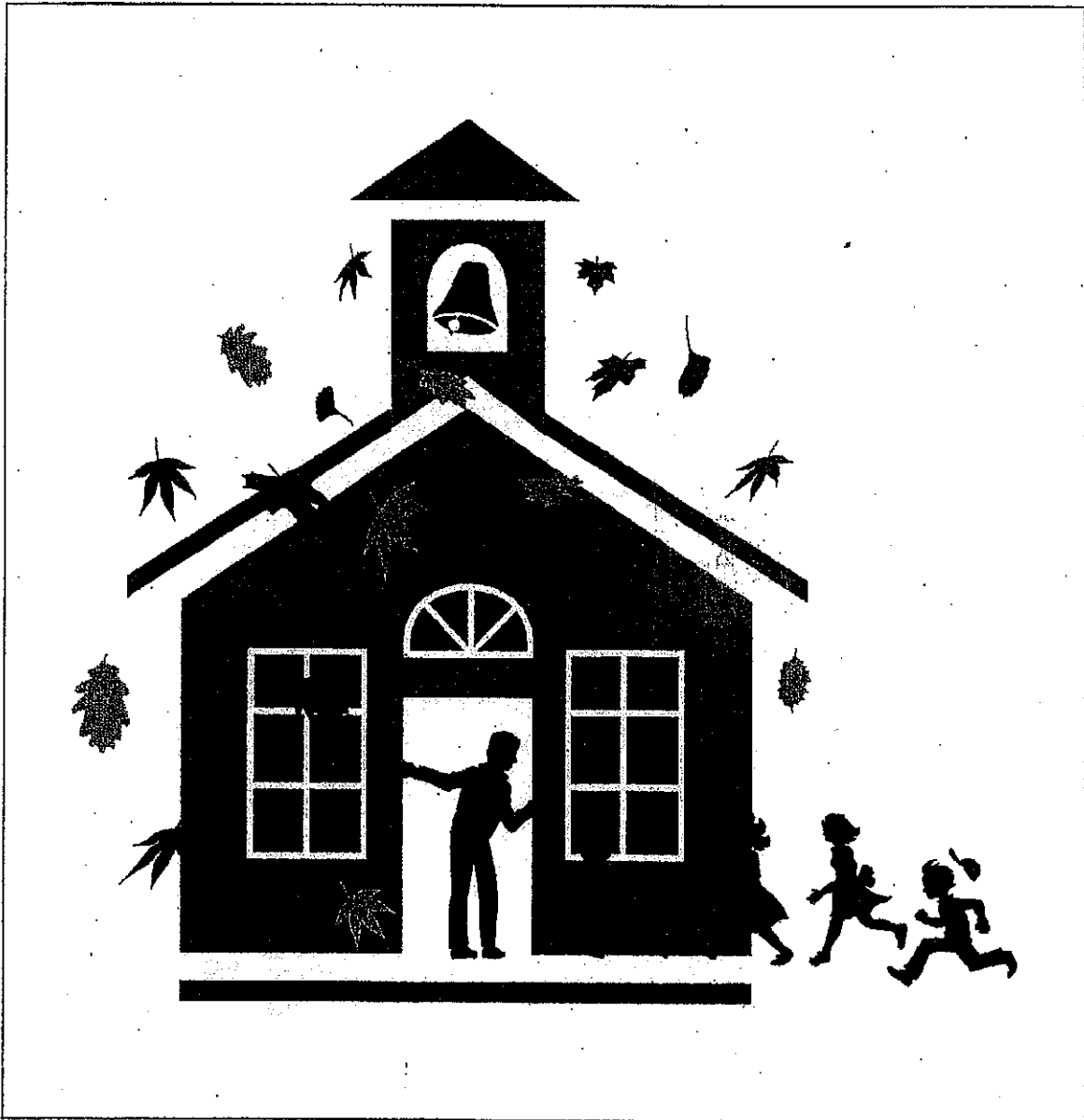
### Adapted From

South Dakota Department of Education and Cultural Affairs. Caring and Sharing: Part I. Pierre, SD.



## Do We Go To Your School?

I'd like you to meet some people I know and I hope they don't go to your school.

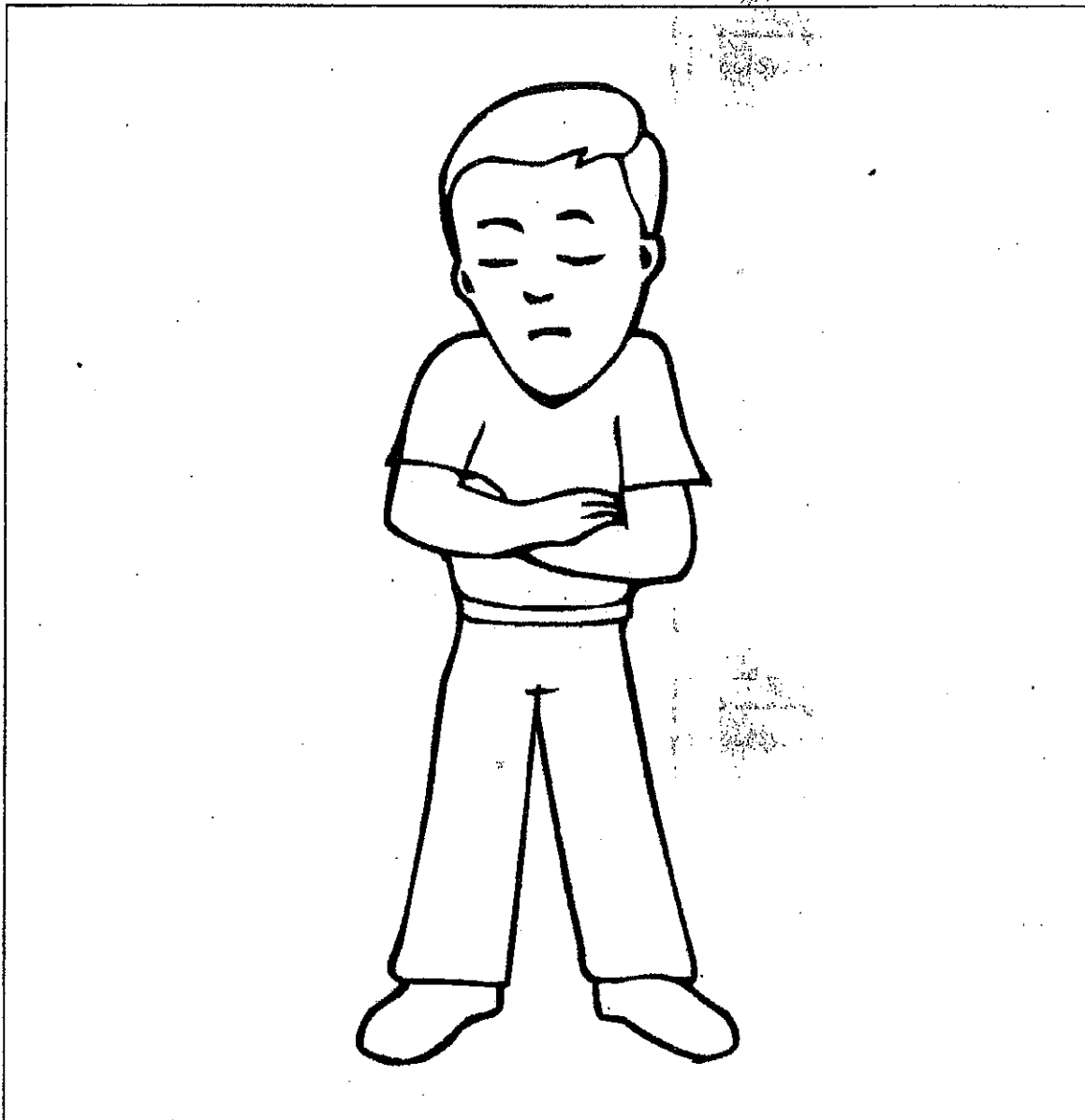


---

*Dougherty County School System Elementary Counselors*

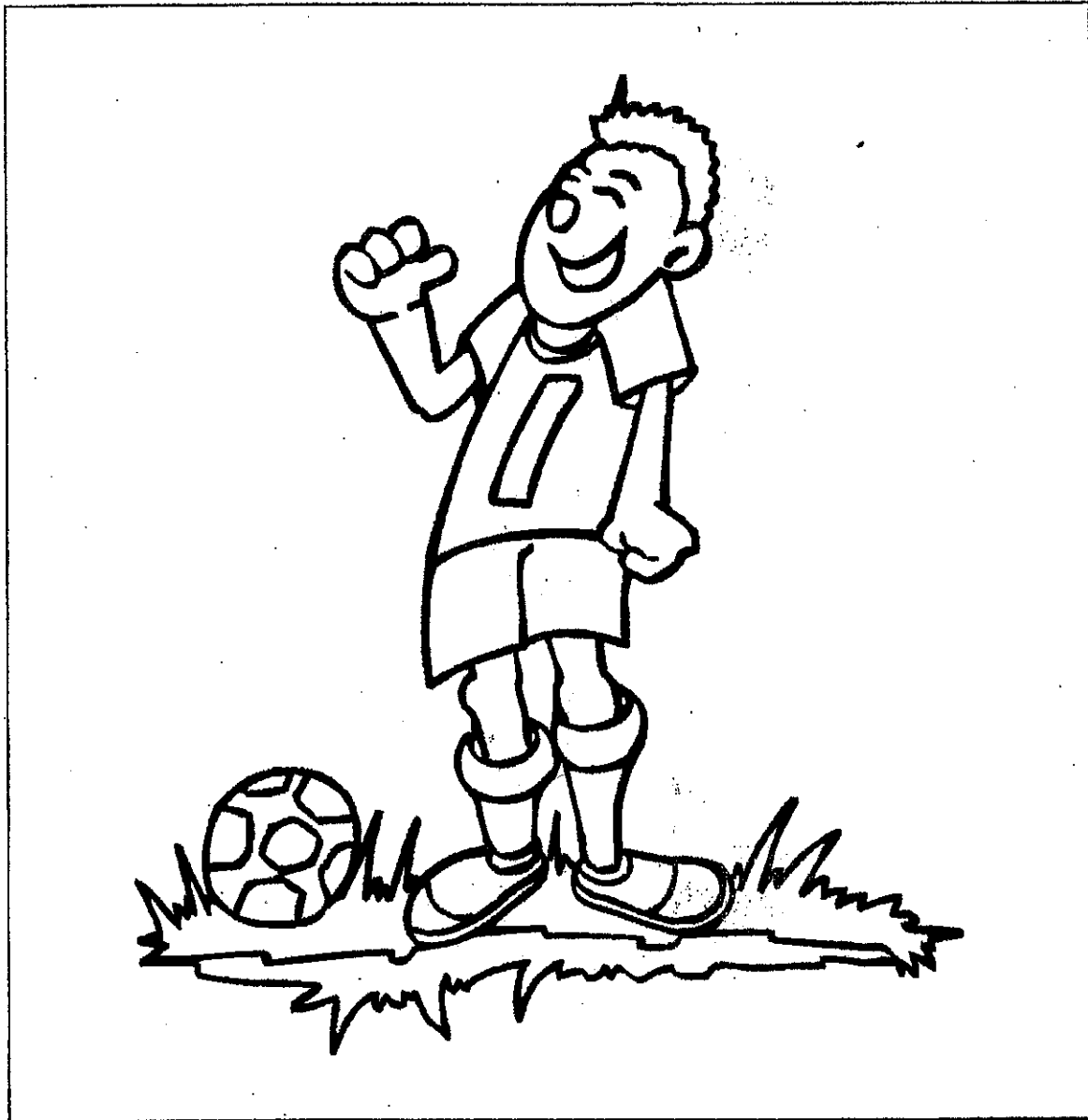
This is Greedy Green! Greedy Green always wants the most, and Greedy Green always wants to be the first. When there is just one cookie, Greedy Green wants it. When the kids play baseball, Greedy Green wants to bat. Greedy Green never thinks about what others like. Greedy Green only thinks about Greedy Green.

I hope Greedy Green doesn't go to your school!



Now I want you to meet Rudy Red. Rudy Red is a good friend of Greedy Green because Rudy Red also thinks only about Rudy Red and doesn't like to take time to say "Please" or "Thank You." Rudy Red stands right in front of the chalkboard when people are trying to see it, makes lots of noise when people are trying to do their work, and is very rude—whispering and rattling school papers during class while others are trying to study. Rudy Red has no manners and soon will have no friends.

I hope Rudy Red doesn't go to your school!



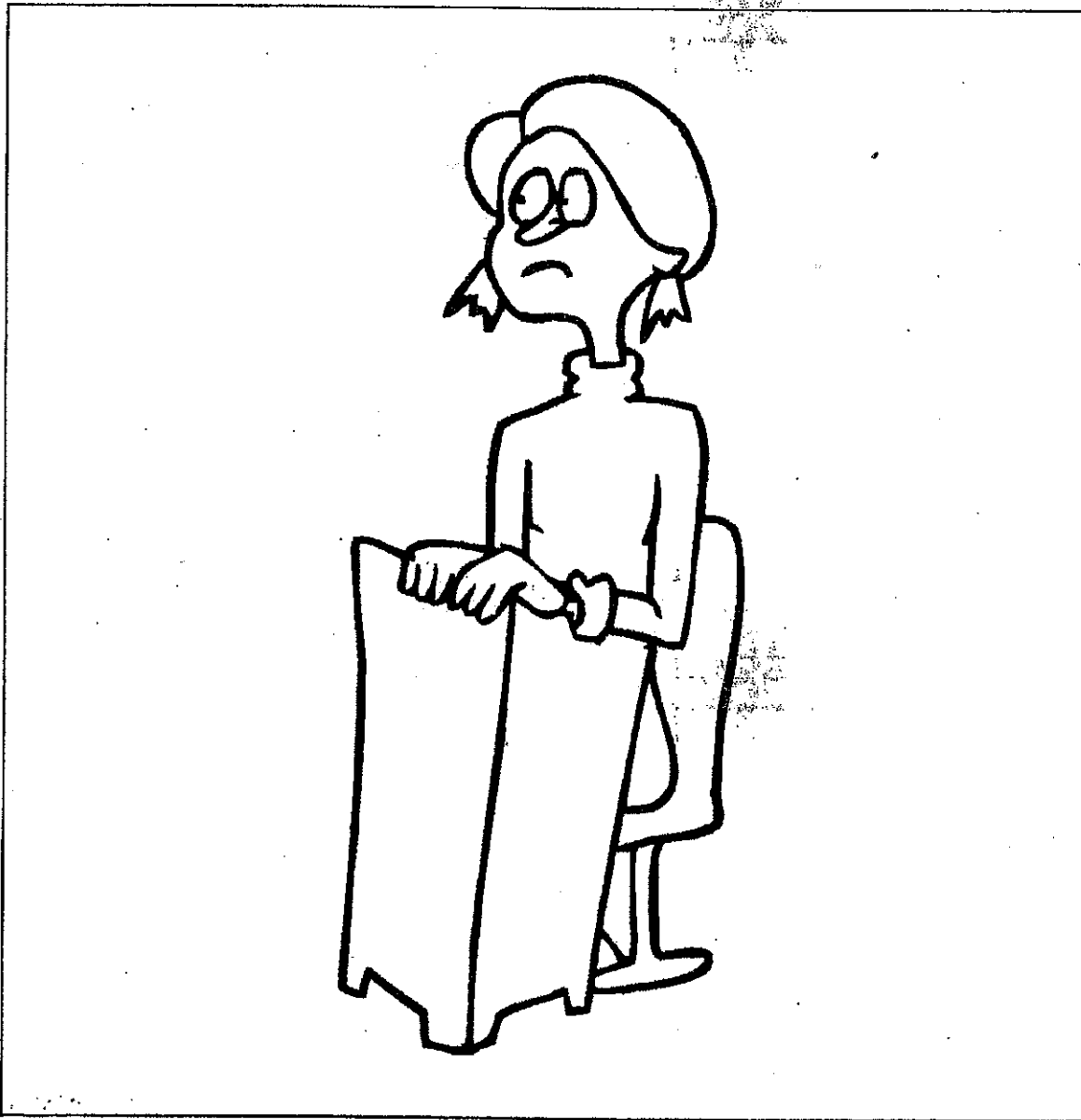
This is Tan Tattle whose favorite thing to do is tattling. Tan Tattle tells if someone makes a face--or even thinks someone is going to make a face. Tan Tattle is always whining that "Somebody hit me," or that, "The kids won't play with me." By nighttime, Tan Tattle is all worn out from running back and forth tattling.

Does Tan Tattle go to your school?



Oh, here's poor Bouncy Blue! We'll have to be very careful what we say about Bouncy Blue. Bouncy Blue is always discouraged and blue about something. In class, Bouncy Blue complains about not being able to color as well as everyone else, or that Bouncy Blue's parents won't help with her homework. Bouncy Blue asked someone to play, but they couldn't, so Bouncy Blue is never going to ask anyone else. Nothing ever looks very good to Bouncy Blue and Bouncy Blue doesn't look too good to others either!

I hope Bouncy Blue doesn't go to your school!



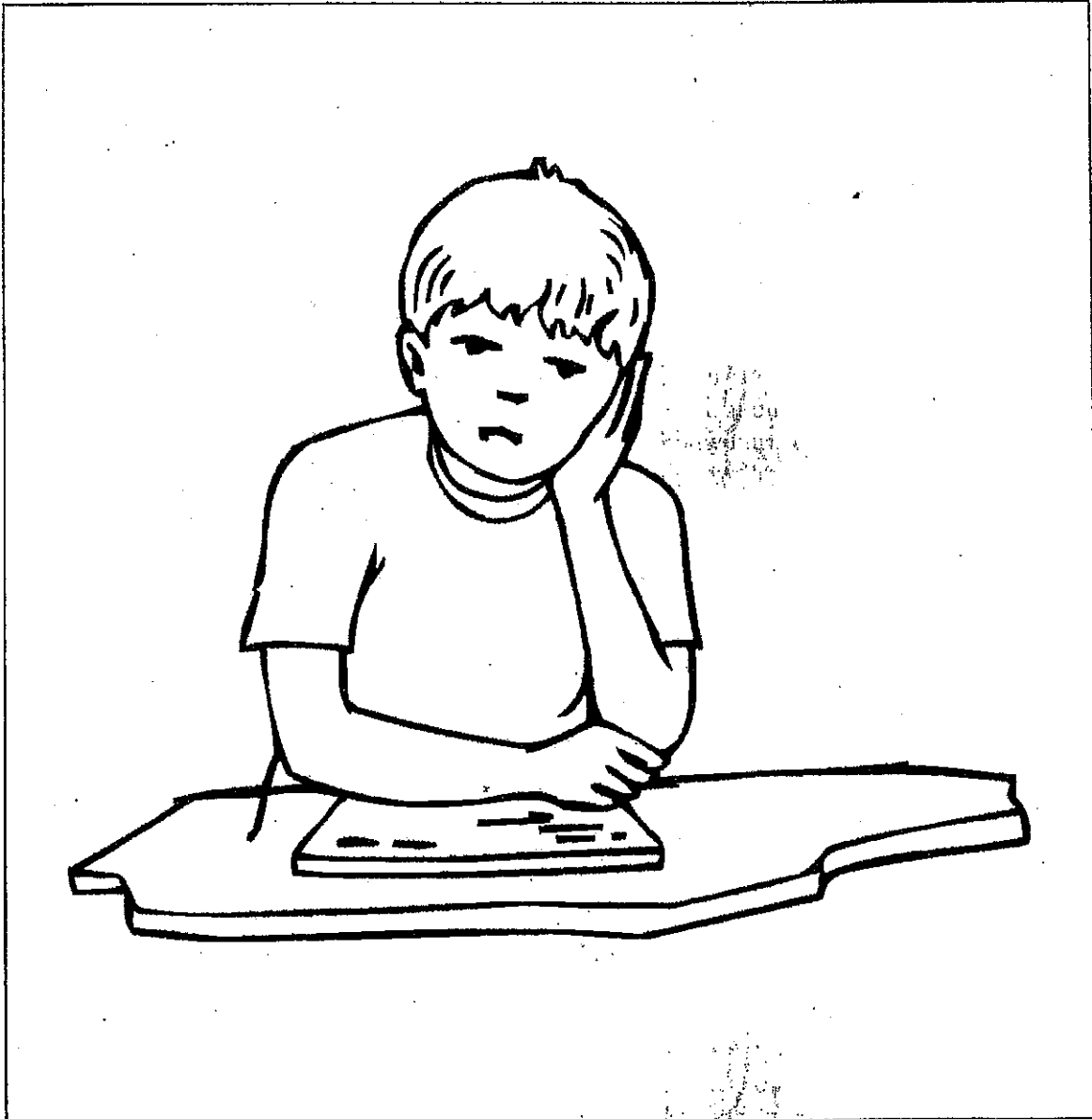
And we can't overlook Yelling Yellow! When Yelling Yellow is around, you can't even hear anyone else—always yelling and running and making a big racket. At the lunch table, Yelling Yellow talks louder and longer than anyone else. In a crowd, it's easy to find Yelling Yellow—just listen for the loudest voice! Even during school you can see Yelling Yellow running and yelling in the hallways.

Let's hope Yelling Yellow doesn't go to your school!



Now I want you to meet Pouty Purple, Bouncy Blue's best friend. Pouty Purple is always feeling sorry. Pouty Purple always has to do more jobs than anyone else and never gets to do anything nice. Pouty Purple's teacher likes everyone else better and Pouty Purple never gets a chance to say anything in class—poor Pouty Purple never has any fun—Pouty Purple's too busy pouting!

Does Pouty Purple go to your school?



Uh-oh! Here is Butt-in Brown! I'd better hurry and tell you about Butt-in Brown or I won't get a chance! Whenever someone starts to talk, Butt-in Brown interrupts and talks louder. If a friend tries to tell about a trip to the zoo, Butt-in Brown butts in and starts telling about going to the beach. When someone in class tries to answer a question, Butt-in Brown hollers out the answer. Most people wish Butt-in Brown would butt-out!

I hope Butt-in Brown doesn't go to your school!





Whoops, we almost forgot about Pokey Pink! Pokey Pink always comes in late because of poking around until the last minute and then can't catch up. Pokey Pink's parents have to call and call to get Pokey Pink out of bed every morning. Pokey Pink pokes around and plays until it's time to leave for school, then Pokey Pink is late, of course Pokey Pink never gets all the homework done. Poor Pokey Pink almost poked along too late to get in this story.

Have you seen a Pokey Pink? Not at your school I hope!



Last of all I want you to meet Tommy and Tillie Tryer! You will like getting to know them! They are not selfish like Greedy Green and never rude like Rudy Red. Tommy and Tillie Tryer don't enjoy tattling like Tan Tattle and aren't always discouraged like Bouncy Blue. You don't hear Tommy and Tillie Trying hollering or running inside like Yelling Yellow, nor do you see them with a long, grumpy face like Pouty Purple.

Tommy and Tillie Tryer are very careful not to butt-in like Butt-in Brown and never come in late with Pokey Pink. They always try to think of others! Because of this, Tommy and Tillie Tryer have lots of friends and make their parents and teachers very happy too. I hope you have lots of Tommy and Tillie Tryers going to your school.

And I hope you are one of them!



Lesson Presented by:

(Deborah Sanders - [dtoson@docoschools.org](mailto:dtoson@docoschools.org))

*Dougherty County School System Elementary Counselors*

## Resources

<http://musiccityschoolcounselor.wordpress.com/category/who-is-the-counselor/>

The Guide: Elementary School Guidance Curriculum Activities: "Do We Go To Your School?"  
Activity A-04 p. 24.

Lessons Presented by:

(Deborah Sanders - dtoson@docoschools.org)

---

*Dougherty County School System Elementary Counselors*

Lesson Topic: Test Taking Strategies/ 3, 4, 5

Standards:

Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Students will understand how school success and academic achievement enhance future career and a vocational opportunities.

Students will learn techniques for managing stress and conflict.

Materials:

*FOCUS Mini-Posters*, Tape, Glue or glue stick, scissors, board

Activity:

Introduce the unit by explaining that taking tests is part of being a student and that students need to be good at taking tests.

Lead a discussion on students' thoughts about why we have tests in school and why it's important to try hard on every test.

Have the students name the most common test-taking mistakes. (Acceptable answers include skipping sections, not following directions, incorrectly bubbling answer sheets, getting upset and "blanking out," misreading key words such as not or all, rushing, etc.)

Explain that students can avoid these mistakes by remembering to use the test-taking tips by explaining these letters *FOCUS*.

On a poster, write the word *FOCUS* and explain each letter in the word.

- F= FACE IT

Face the fact that you must take tests. Successful students do well on tests, so it's important for you to try your best. Your face helps you focus on where to pay attention. Face the teacher, then face the test.

- O= ORGANIZE IT

Organize your body in a testing position. Sit up and use both hands to keep your place. Organize your pace so you don't go too fast or too slowly; organize answers for each question as probably wrong or possibly right.

- C= CONQUER IT  
Conquer nervousness and negative thoughts. Study and don't let the test conquer you.
- U= UNDERSTAND IT  
Hear every word in your mind as you read. Understand tricky words such as none, always, never, all.
- S= SCAN IT  
Check your answers. Make sure you haven't skipped any sections.

Students will discuss why focusing on a test is very important and the consequences of not being focused on the test.

Give the students the following worksheet and see if they can *FOCUS* and find the mistakes.

Directions: There are more than 25 errors in the following two paragraphs. Cross out the mistakes with a colored pencil or pen and make corrections above the words.

*the proofreading story*

*sue is a forth grad girl who doesnt like proofread. she think she has all the answer write and doesnt want to tak the time to proof.*

*sues grades aren't very Good and shE can get detter grads can you think of a Way sue can get better gredes.*

Discuss the corrections with the students and explain why focusing on a test is important.

Distribute the *FOCUS* Words of Wisdom worksheet.

Students will brainstorm on different test taking strategies with a partner. They may write their responses on their *FOCUS* Words of Wisdom worksheet. (Students may write a poem, rap, song, or story).

Example: The day is coming for you to do your best

FOCUS on your test and let your brain do the rest

The day is coming for you to do your best

FOCUS on your test, you will succeed on your quest (goal)



Lesson Topic: Test Taking Strategies/ 3, 4, 5

Standard:

Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Students will understand how school success and academic achievement enhance future career and a vocational opportunities.

Students will learn techniques for managing stress and conflict.

Materials:

Poster board (displaying a test)

Activity:

The students will review the five test-taking strategies (Face It, Organize It, Conquer It, Understand It, and Scan It).

Pass out the Test Talks Skit (A Conversation between a Student and a Test)

### TEST TALKS SKIT

Test: Excuse me! Where's the trash can?

Student: Who or what are *you*?

Test: I'm a test.

Student: A test that talks?

Test: That's right. Tests have a right to speak up, too, you know.

Student: Ok, I guess. What's the matter? You look awful.

Test: I feel awful. I feel like jumping into a trash can.

Student: Why?

Test: No one likes me.

Student: Who likes a test? Tests are a pain. They can make students nervous and sick.

Test: I don't want to cause pain. I'm not trying to make anyone feel sick, either.

Student: Really?

Test: Sure. I just want to give you a chance to show your teacher what you know.

Student: Isn't there another way to do that?

Test: Not that I know of. Part of being a successful student is doing well on tests. You need me like an actor needs a stage! I provide a way for you to perform. I let you show all you've learned.

Student: Maybe you're right. It sounds like I *do* need you. Maybe you need *me* so you can do your job as a test.

Test: So... we can be friends?

Student: Sure. We'll work together to give a grand performance! I'll study and memorize the information like an actor memorizes lines, and you'll help me put on a good show!

Test: Great! Now let me teach you a few things about me. These tips for taking a test are like acts in a play. Follow them like you would a script, and you'll get a standing ovation. Or at least a good grade!

Act 1: FACE the teacher for directions. Face me when you're working. Use your face to help you concentrate.

Act 2. ORGANIZE your body and your desk. Sit up and set up. Organize my answers and separate them into two groups. Which ones are wrong? Which ones might be right?

Act 3: Think about how you can CONQUER your anxiety about me. I'm really just paper. *You're* the one with a brain. Use it to focus. Work hard, at medium speed, to beat me.

Act 4: Read *every word* on me. Hear all my questions and answers in your mind. Underline key words to help you UNDERSTAND. Don't let me trick you.

Act 5: When you're finished, SCAN your answers. Make sure they match the bubbles on the answer sheet.

FACE me. ORGANIZE me. CONQUER me. UNDERSTAND me. SCAN me.

Student: I get it! Each act stands for a letter: F-O-C-U-S! That word can remind me of tips to help with every test!

Test: Encore! A marvelous presentation, my friend. Students and tests can work together like a good stage crew.



Student: (clapping) You're not so bad after all. Thanks a lot!

After the skit, introduce the FOCUS Song.

### F-O-C-U-S Song

(To the tune of *Bingo*)

There is a test that I must take

And I can do my best—YES!

F-O-C-U-S

F-O-C-U-S

F-O-C-U-S

I'll FOCUS on the test—YES!

(Repeat the verse, dropping a letter each time and replacing it with the appropriate gesture.)

There is a test that I must take

And I can do my best—YES!

F (hands on each side of face)

O (sit up; hands flat on desk)

C (hands clasped above head)

U (hands cup both ears)

S (hands cup eyes)

I'll FOCUS on the test—YES!

Pass out the worksheet My FOCUS Plan.

Activity: Explain how these five things can help you be successful when testing.

**My FOCUS Plan  
For Every Test**

Name \_\_\_\_\_

Teacher \_\_\_\_\_

**FACE IT**

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

**ORGANIZE IT**

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

**CONQUER IT**

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

**UNDERSTAND IT**

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

**SCAN IT**

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

Resources: FOCUS on the Test, Written by: Mary Pat McCartney, M.ED.; Let's Get Ready for Testing: Activities to Help Boost Test Scores, Written by: Shirley Granahan

Lesson Presented by: Cassandra Ransom, Ed. S, (Turner Elementary School)  
[cassandra.ransom@docoschools.org](mailto:cassandra.ransom@docoschools.org); Ashley Williams, (Albany State University)  
[awilli67@students.asurams.edu](mailto:awilli67@students.asurams.edu)

Lesson Topic & Suggested Grade: Let's Get Organized! 3, 4, 5

Standard 1: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Materials: 2 book bags: 1 clean and organized, 1 messy and unorganized; 2 binders: 1 clean and organized, messy and unorganized

Activity:

1. Prepare a clean and organized homework binder. Have labeled subject dividers with pockets and different types of worksheets in the correct subject space (these should be the same worksheets that you use for your unorganized binder). The end section of the binder needs notebook paper. There should be 2 sharpened pencils in the pencil pouch or front pocket of this binder also. Prepare a clean and organized book bag. Place the binder neatly inside of the book bag and close.
2. Prepare a messy and unorganized homework binder. Have labeled subject dividers with pockets within the binder. Place different subject worksheets within the binder (these should be the same worksheets you use for your organized binder). These should NOT be in their correct subject. There should be only 1 pencil in the front pocket of the binder and the lead should be BROKEN. Prepare a messy and unorganized book bag. Place old worksheets, trash, tissues, food wrappers, etc. throughout the book bag. The book bag should also look dirty. Take a math worksheet and crumble it up a little, then put it in the bottom of the book bag.
3. Introduce organization to students. Ask them what being organized means to them. Allow students to share their answers. Tell students to raise their hands if they are organized. Allow students to share different examples of what it looks like to be an organized student.
4. Ask students how many of them are allowed to go play after their homework is finished (most will raise their hand). Tell them today we are going to pretend that your neighbor's father just bought a big screen television and he has invited everyone down to play the X-Box on the new television. After the games, your friend's parents said everyone can stay for hamburgers and hotdogs off the grill. So you go ask your mom if you can go and she says (let the kids say this) "After you finish your homework!". Tell the students it is 4:45 and you haven't started on your homework yet and the X-Box party starts at 5:00. Choose 2 students to demonstrate how being organized can be beneficial to you at school, as well as your personal time at home.

\* Give 1 student the organized book bag

\*Give 1 student the unorganized book bag

\*Tell students to find their math homework and a pencil then get started

5. The student with the organized book bag will find the homework assignment quickly and get started. The student with the unorganized book bag will still be struggling to find the worksheet. When that student does find the worksheet make sure he/she also has the pencil out. Next, point out the fact that the pencil is broken and there is not a spare pencil in the binder.

6. Stop and discuss the activity with the students. Ask the students "Who will make it to the party?". Discuss why the organized student will go to the party and not the unorganized student.

7. Distribute organization worksheets.

Lesson Presented by: Kyla Lee, [kyla.lee@docoschools.org](mailto:kyla.lee@docoschools.org)

Lesson Topic & Suggested Grade: What time is it? It's organization time. 3<sup>rd</sup> - 5<sup>th</sup> Grade

Standards:

Standard 1: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Standard 2: Students will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options, including college.

Materials: 2 binders, 12 dividers, notebook paper, 2 Social Studies map worksheets, 2 Science Lab Word Searches, 2 Grade Level Spelling Lists for the district, 2 Language Worksheets, and 2 Math Multiplication Charts

Activity:

1. Introduce and define the word organization. To help the student understand, in determining organization the following meaning is used: Organization is when a student is neat, clean, prepared, and ready from day to day. A student's book bag, desk, and binder are neat, clean, prepared, and ready from day to day. Discuss the importance of being organized on jobs as adults from day to day. Discuss that organization of time indicates that a person is ready, prepared, and responsible. The student is showing organization of time due to him/her being on time for class and not tardy for class. A student knows the importance of coming to learn at school. Discuss that organization of materials indicates that a person has the materials that he/she needs to be successful in their classes. The materials are neat and clean. The materials are ready, which indicates that they have everything that they need to be successful in their classes.

2. Two students will be chosen to sit in two chairs in front of the classroom so all of the other classmates can see them. In each chair will be a binder for each student to use. The purpose of the activity & game is to help students understand how to keep their binders prepared, ready, neat, and clean. Before the game starts, the counselor uses one of the binders to inform the students that they will use the different worksheets placed in the pockets of the binder to organize the binder. The counselor asks students to tell why there is a need to have dividers. The counselor asks the students to tell why there is a need to place particular subjects on the tabs on the dividers. The counselor asks the students what else should be in the binder to show that he/she is ready and prepared. The counselor shows the students the different sections of the binder with the dividers and paper in the binder. The counselor informs the students that this is a learning experience. If one of the students does not organize the binder correctly, we will help them at the end of the game. The counselor lets the students that are participating in the game know that there is a worksheet for each subject. They must place the sheets in the right section of the binder to show

that he or she can organize their materials correctly. Students get to cheer on their classmates during the game.

3. When the students finish, the counselor takes one binder at a time and shows it to the entire class. While showing the binders to the whole class, the counselor asks the following questions as he/she calls out the divider for each subject:

- a. Is the language worksheet correctly placed in the language section of the binder?
- b. Is the map worksheet correctly placed in the social studies' section of the binder?
- c. Is the spelling list correctly placed in the spelling section of the binder?
- d. Is the multiplication facts sheet correctly placed in the multiplication section of the binder?
- e. Is the reading comprehension activity, which is a reading passage and questions, correctly placed in the specific section of the binder?

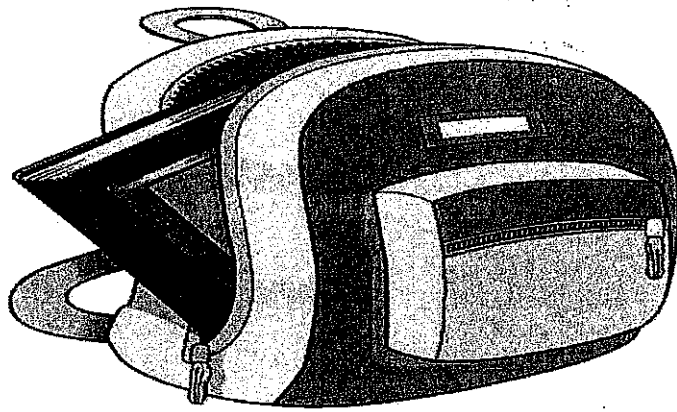
The counselor precisely explains what he/she sees in the binder and ask a question about it to help students understand the correct way to organize his/her binder.

Students' involvement in the game get a special treat if they correctly organize the binders. (An eraser, a pencil, a piece of candy, etc.)

4. If time permits, students can organize their binders the correct way.

5. Students that have their binders, book bags, or desk clean may get an Organization Certificate from the counselor when he/she checks. Students will never know when the professional school counselor may check their binders.

Lesson Presented by: Kenisha Baker ([kenisha.baker@docoschools.org](mailto:kenisha.baker@docoschools.org))



## Let's Get Organized!

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Which student is going to go the party first?

\_\_\_\_\_

2. Why is that student going and not the other?

\_\_\_\_\_

3. Name 3 things that you learned from this lesson:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Name 2 things you need to do to become more organized.

\_\_\_\_\_

\_\_\_\_\_

5. Did this lesson help you have a better understanding of organization?                      Yes                      No

## Liven Up Your Classroom Guidance

Lesson Topic & Suggested Grade: Listening K-2

Standard 1: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Materials: Book Proud Rooster by Carl Sommer

Activity: Introduce the lesson by asking the students to tell of a time when he/she didn't listen and what the consequences were for not listening.

Ask the students to close their eyes and imagine living in a world where no one listened. Have the students to share.

Ask the students why they think it is important to listen and share their answer with their neighbor.

Tell them you are going to read them a story about someone who didn't listen.

Read the story

Discuss.

Lesson Presented by: Patricia Beal Harris [pharris@docoschools.org](mailto:pharris@docoschools.org)



Lesson: Listening Grades: 3-5

Standard 1: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Materials: Promethean Board, Pencils, copy of test

Activity: Counselor will say, "Raise your hand if you know the names of the faculty and staff at our school. Hands will go up."

Counselor says, let's see how much you know. Who is the Head of School /Principal? Counselor writes first and last names on the board as the students who are called upon answers.

Suggestions:

Assistant Head of School/ Assistant Principal, Secretary, Office Manager, School Nurse, Media Specialist, Head Custodian, Custodians, ( how many), CNS Manager, Child Nutritionist's Workers (how many).

Counselor reviews the answers and says, "Ok, it's time for a test."

Let's see how much you remember. I am going to give you a sheet of paper faced down, and I will tell you when to turn your paper over. There is no talking. Read the directions. I am not concerned with spelling, I cannot answer any questions. When I tell you to turn your papers over, put your first and last name on your paper.

Are there any questions?

Pass out test. Tell the students they will have three minutes to complete the test. Tell them to turn their papers over and begin.

Students will have three minutes to write their first and last name and the date on their paper.

Go over test and say, raise your hand if you answered question #1, #2, #3, #4, #5, etc. Finally say, "If you answered questions #1-5, you didn't listen did you?"

Discuss

Lesson Presented by: Patricia Beal Harris [pharris@docoschools.org](mailto:pharris@docoschools.org)

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Please only read the questions. Good Luck!

1. What is the name of the Office Manager? \_\_\_\_\_

2. What is the name of the Assistant Principal? \_\_\_\_\_

3. How many secretaries are at your school? \_\_\_\_\_

4. Who is the CNS Manager? \_\_\_\_\_

5. What is the Head Custodian's name? \_\_\_\_\_

Bonus: 10 pts.

What is your School Counselor's first name? \_\_\_\_\_

Lesson Topic & Grade Suggestion: Pay Attention & Read the directions. 3rd-5th

Standard:

Standard 1: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard 3: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

The activity will make sure that students are always reading the directions before doing an assignment.

Materials: Following Directions Worksheet Activity

Adapted from [www.teacherspayteachers.com/](http://www.teacherspayteachers.com/) on Pay Attention & Read the directions by Nathan McNamara

Activity:

1. Introduce the term directions. Students will be asked to give the meaning of directions. The counselor informs the students that there are two types of directions that we will discuss on today. There are written directions and verbal directions.
2. Students will be given the opportunity to tell what needs to be done to follow written directions? Students can also say what needs to be done to follow verbal directions?
3. The counselor will inform students that written directions require you to read. Students will be given the opportunity to provide examples of the location where written directions are at school? (On classwork, on tests, homework, on projects, etc.)
4. The counselor will ask students to tell where written directions are located on their classwork, tests, homework, projects, etc.?(At the top of the page)
5. The counselor will also explain that sometimes the word DIRECTIONS may not be on the upper part of the paper. If you see sentences at the top part of the paper, it is imperative to read them because they are written directions.
6. The counselor will inform students that verbal directions require you to listen. Students will name who gives verbal directions at school and who gives verbal directions at home. (Teachers, principals, paraprofessionals, parents, volunteers, etc.)

7. The counselor will inform students that it is imperative to practice following verbal and written directions because it will help them be successful throughout their lives.
8. The counselor will ask students how many times an adult should give you verbal directions to follow?(one time)
9. The counselor will distribute a worksheet to all students. When the students get the worksheet, the counselor will ask them to tell what type of directions require you to read? (Written directions)
9. The counselor will wait a few minutes to see if the student will read the written directions.
10. The counselor will start by asking the following questions:
  - a. What is your favorite color?
  - b. What is your favorite food?
  - c. What is your favorite holiday?
  - d. What is your favorite sport?

At this point, the counselor should walk around to see who wrote on their paper and who did not? You will be surprised at the number of students that did not follow written directions. A small reward will be given to the students that followed the directions. Students will be given a speech about the importance of following directions.

Lesson Presented by: Kenisha Baker ([kenisha.baker@docoschools.org](mailto:kenisha.baker@docoschools.org))

Name: \_\_\_\_\_

**DIRECTIONS:** (Put your name here) is going to ask a series of questions. Please do not write anything on your paper. Ignore all questions. You read the directions and are doing the correct thing by staying quiet and **NOT** writing anything on your paper. You will be rewarded in a few minutes or at the end of the day.

1.

2.

3.

4.

Lesson Topic & Grade Suggestion: How Well Can You Follow Directions? 3rd-5th

Standard:

Standard 1: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard 3: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

The activity will make sure that students are always reading the directions before doing an assignment.

Materials: How Well Can You Follow Directions?

Activity:

1. Talk about "following directions". Allow students to discuss what that means to them.
2. Call on different students to give examples of situations where they have had to follow directions in order to get something correct.
3. Ask students to raise their hand if they feel like they are good at following directions.
4. Tell students we are going to see who is really good at following directions today.
5. Pass out "How Well Can You Follow Directions?" worksheet.
6. Allow students time to finish the worksheet (most will complete the whole page).
7. When finished ask students "Who completed the whole sheet?". Then tell them that everyone who completed past number 1 did not do the worksheet correctly.
8. Explain to students that if they had read the directions they would have only completed number 1.
9. Talk to students about the importance of reading and following directions in school.

Lesson by: Kyla Lee

[kyla.lee@docoschools.org](mailto:kyla.lee@docoschools.org)

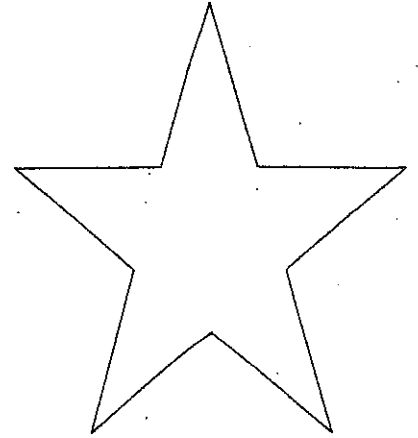
### How Well Can You Follow Directions?

*Important:* Be sure to read all directions before you begin to work.

1. Write your first and last name on the line below.

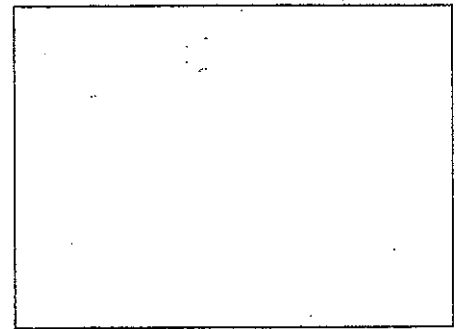
\_\_\_\_\_

2. Draw a circle around your first name.
3. Draw a smiley face after your last name.
4. Color the star with your favorite color.



5. Turn your paper over. Write the name of 4 friends.
6. Use your scissors to cut the dotted line in the upper left hand corner of this paper.

7. Stand up and do 2 jumping jacks, then sit back down.
8. Draw your favorite animal in the box.
9. *You are almost finish!* Clap 3 times.



10. Now that you have finished reading all of the directions, only do numbers 1, 2 and 3.



-----Do Not Complete Questions Below Until Instructed To Do So-----

How did you do?

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

What could you have done differently?

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



Lesson Topic & Suggested Grade: Learning Styles - Grade 5

Standard 1: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

1i: Students will apply knowledge of learning styles to positively influence school performance.

Materials: Learning Styles survey, plastic gloves, spatula or knife, paper plates or napkins, sugar cookies, frosting, M & M's, Red Hots, mini marshmallows, and sour gummy worms or other similar materials

Activity: Adapted from an activity on Pinterest

1. Pass out Learning Styles questionnaire and have students complete. I used the one from Making the Link by Lisa King on page 159.
2. Discuss each style briefly giving examples.
3. Have visual learners stand and move to the sides of the room where they will be able to easily observe.
4. Have auditory learners stand and move to the back of the room.
5. Kinesthetic learners will remain seated. These students will create a smiley face using the above materials.
6. Pass out materials to kinesthetic learners. As you pass out each item, go over what the student is supposed to do with the item (i.e. where to place it on the cookie). The students should be doing this as you are talking about it.
7. Once the kinesthetic learners have completed their cookie, check to see if they followed directions.
8. Visual learners should be watching. Auditory learners should be listening.
9. Visual and auditory learners get to have a seat and make their cookies. I let the kinesthetic learners pass out the materials to them.
10. Once all cookies are complete, check to make sure everyone followed directions. Allow them to eat their cookies.



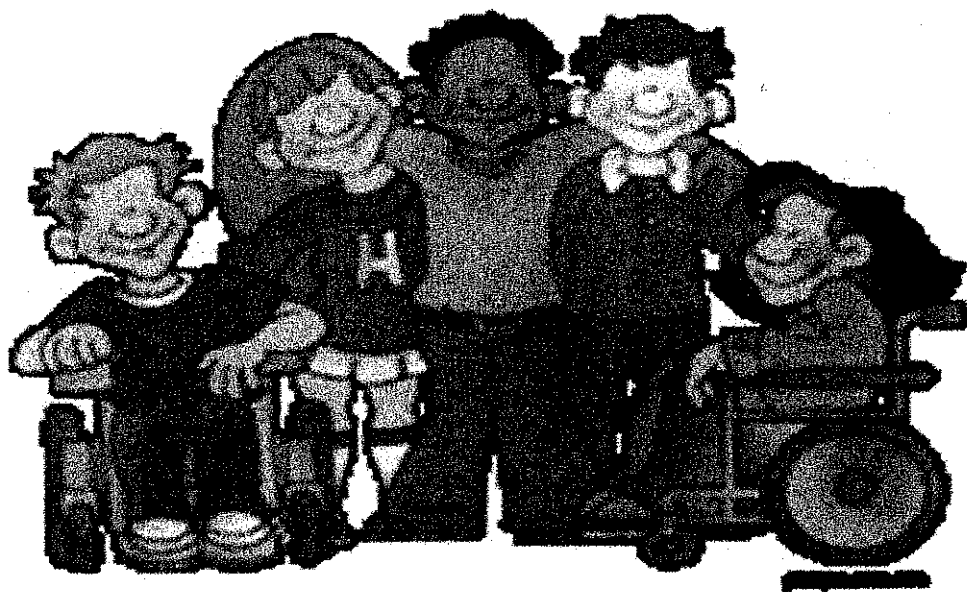
11. Remind students to study the way they learn best to improve their grades.

Lesson Presented by: Stacey Cross, [stacey.cross@docoschools.org](mailto:stacey.cross@docoschools.org)

---

*Daugherty County School System Elementary Counselors*

# Personal & Social Lessons



**Lesson Topic & Suggested Grade:** Self Esteem/Kindergarten

**Standard:** Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

**Materials:** Umbrella  
Apple  
Handout with a star on it  
Poster umbrella with word self esteem  
"Pete the Cat: I Love My White Shoes" by Eric Litwin  
Website [www.harpercollins.com](http://www.harpercollins.com) (song & story on this website)

**Activity:** Open up the umbrella in the classroom. Ask the students what the umbrella is used for. Help them realize the purpose of an umbrella is to protect you from the rain or in some cases from the sun. If it were raining outside and we went outside without an umbrella, we would get soaked and all washed up. Share with the students that we will talk about a different kind of umbrella. Display the poster umbrella with the word self-esteem. Tell them it means to believe in yourself and that you are special. Relate that self-esteem can be thought of as our protection like the umbrella. Each of us is like a star because we are one of a kind. Read the book "Pete the Cat: I Love My White Shoes."

Talk about ways we are each special just like a star. Take an apple and lay it on its side so the stem is sticking out on a side. Cut the apple down the middle. One half of the apple will have the stem sticking out of the side. Show the children the star shape in each half of the apple. Give each student a handout with a star and have them draw inside the star something that makes them special. While the students are working have them come to the back of the room and look inside the box to see something that there is only one of in the entire world. Have a mirror taped to the inside of the box.

**Lesson Presented by:** Patrice Mitchell, [pmitchel@docoschools.org](mailto:pmitchel@docoschools.org)

## Liven Up Your Classroom Guidance

Lesson Topic & Suggested Grade: Self-Esteem & 2nd - 5th

Standard:

Standard 7: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Standard A: Students will develop a positive attitude toward self as a unique and worthy person.

Standard B: Students will identify personal values, attitudes and beliefs.

Materials: *Lively Lessons for Classroom Sessions by Rosanne Sheritz Sartor*, I Am Unique questions for each student to complete, chart paper, or chalkboard

Activity: Adapted from *The King's Garden: A Lesson on Self-Esteem*

1. Tell the students that our differences actually make us who we are and that we all need to learn to appreciate the differences instead of comparing ourselves (sometimes negatively) to others.
2. Ask the students: "What does the word unique mean?" (It means being different from everything else. Nobody in the world is quite the same as anybody else, and that uniqueness makes everyone very special. Even twins are unique. No matter how much twins may look alike, they are still different people. One may like math and the other like reading, or one may like broccoli and the other, cauliflower. Twins are as unique as anyone else.)
3. Distribute a question to each student to answer in reference to how he/she is unique. Make duplicate copies of questions to distribute to students.
4. Collect I Am Unique questions and answers from each student. Tell the students that you are going to play a guessing game. Read some of the students' questions and answers without mentioning the authors' names. Have the students guess who is being described. (Students like to hear information read out loud.) Tell the students that they are so unique that people can identify them by just sharing a few facts.
5. Conclude the lesson with the poem below. Point to the chart paper or chalkboard. Divide the group into two parts. Have one group say the words in *italics*, and have the other group say the words in bold type.

*There's no one in the world like me!*

I'm unique, I said unique!

*Being one of a kind is great, you see.*

I'm unique, I said unique!

*My hair, my eyes, my face, are mine.*

I'm unique, I said unique!

*I'm proud that I'm a one-of-a-kind design.*

I'm unique, I said unique!

Lesson Presented by: Lynell K. Hubbard ([lhubbard@docoschools.org](mailto:lhubbard@docoschools.org))

---

*Dougherty County School System Elementary Counselors*

I Am Unique Questions

My birthday is \_\_\_\_\_.

The earliest birthday I can remember is \_\_\_\_\_.

Something I have done that I'm proud of is

---

---

What I would like to do this week is

---

---

Some strengths I have are \_\_\_\_\_

---

Some things I am working to get better at are \_\_\_\_\_

---

---

The best thing about my family is \_\_\_\_\_

---

My full name is \_\_\_\_\_

Color of my eyes: \_\_\_\_\_

Color of my hair: \_\_\_\_\_

My favorite food: \_\_\_\_\_

My favorite song: \_\_\_\_\_

My favorite color: \_\_\_\_\_

My favorite subject: \_\_\_\_\_

My favorite time of day: \_\_\_\_\_

Lesson Topic & Suggested Grade: The Perfect Lesson: A Lesson on Self-Acceptance

Grades: 2<sup>nd</sup> – 5th

Standard:

Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

Materials: “Lively Lessons”, Puppet, and 2 magazine pictures or drawings of a boy and a girl engaged in an activity like skating and playing ball

Activity: Adapted from Lively Sessions: The Perfect Lesson

1. Use a puppet and make it look very sad. Give the puppet a name, and introduce it to the class. Then have the following conversations with the puppet:  
Facilitator: “Why are you sad?”  
Puppet: “I didn’t do well on my math test.”  
Facilitator: “Oh, that’s too bad. What grade did you get?”  
Puppet: (looking even sadder and whispering) “I got a 92.”  
Facilitator: (Look at the class with a puzzled expression on your face.) “How many of you would be sad to get a 92 on a test? There are people who are very hard on themselves and who never seem to be satisfied with anything they do.”
2. Tell the students: “We all have strengths and weaknesses. We all have things at which we excel or do well and those we struggle with. Students who struggle with many school subjects could start to think that they can’t do anything well. They could begin to feel bad about themselves and then stop even trying. This should not happen. Being perfect should not be your goal because, as you have heard before, NO ONE is perfect! Your only goal should be to strive to do the very best you can. If this is better than someone else or worse than someone else, it does not matter. The only thing that matters is that you are striving to do your best.”
3. By knowing and admitting our strengths and weaknesses, we are helping ourselves. We can feel proud of strengths. We can gain by admitting that we have to work hard on our weaknesses. And no matter how smart we are or what age we are, we all have weaknesses.”
4. Show one magazine picture or drawing. Tell the students:  
“The (BOY/GIRL) in this picture loves (NAME OF ACTION THE CHILD IS PERFORMING). To be honest, (HE/SHE) is not very good at it, but (HE/SHE) has a lot of fun doing it, and that is what is important. (HIS/HER) big dream is to (NAME SOME



GOAL LIKE: PLAY IN A SUPER BOWL OR COMPETE IN THE OLYMPICS.  
NAME A GOAL RELATIVE TO THE ACTION DESCRIBED ABOVE) some day.  
(HE/SHE) may or may not do it, but (HE/SHE) sure tries and practices and dreams and has a great time." Show the students the second picture and discuss it in a similar manner.

5. "We are going to play a game called *I Am Special*. In this game, we are going to admit to others that we have strengths we can be proud of, but that we also have weaknesses. Should we be embarrassed, ashamed, and give up because we have weaknesses? NO! it just means that we have to work harder in those areas. I will start by reciting a little rhyme. If you are good at the things I am good at, stand up."

"I try hard,

And so do you.

Whoever is good at \_\_\_\_\_, (Name something you do well.)

Stand up, too!"

"Everyone who feels he or she has this strength should be standing up with me. Some of us are standing and some are sitting. Does that mean that those of us standing are more special? No, it just means that (TRAIT OR TALENT NAMED) is just our thing! Let's find out what other people's strengths are."

Continue the activity by having students recite the rhyme, telling the class a strength each of them has, and having the other members of the class stand if they have the same strength. Encourage the students to think of all kinds of things, not just school subjects. (For example, taking care of little brothers and sisters, moving the lawn, etc.)

If you see someone who doesn't stand for anything, say that some students seem to be too hard on themselves, like Steve. Explain that you don't have to be perfect at the things mentioned in order to be good at them. To avoid having any student left out of the activity, have every student take a turn saying one thing that he/she is good at.

6. "We have enjoyed naming things we do well, but now we have to admit that we all have weaknesses, too. We are going to change the rhyme and talk about things we struggle with. You are not allowed to say you are bad at something, only that it is something you have to work hard at. I am going to start. If you need to work hard at the thing I mention, stand up."

"I try hard,

And so do you,

Whoever has to work hard at \_\_\_\_\_, (Name something you have to work hard at.

Be truthful with the kids.)

Continue the game as before, having the students name things they need to work at. At first, the students may look around to see who is standing when they stand, but they gain confidence as the game progresses.

1. 100  
2. 100  
3. 100  
4. 100  
5. 100

1. 100  
2. 100  
3. 100  
4. 100  
5. 100

Lesson Presented by: Lynell K. Hubbard, [lhubbard@docoschools.org](mailto:lhubbard@docoschools.org)

---

*Dougherty County School System Elementary Counselors*

## Liven Up Your Classroom Guidance

### Self-Esteem (Grades Kindergarten-2<sup>nd</sup>)

Standard 7.3.1: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Standard 7.3.2: Students will make decisions, set goals, and take necessary action to achieve goals.

#### Materials:

Handout

Pencil

Crayons (optional)

Laptop/Computer

Active Board/ Projector/Screen

#### Activity:

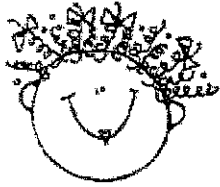
The school counselor will begin by asking the students what it means to have good self-esteem.

- 1) The school counselor will elaborate on the definition of self-esteem.
  - Self-esteem is having confidence in one's own worth or abilities; having respect.
  - Definition of SELF-ESTEEM for Kids: a feeling of satisfaction that someone has in himself or herself and his or her own abilities. (<http://www.merriam-webster.com/dictionary/self-esteem>)
- 2) The school counselor will give each student a handout.
- 3) The students will be able to share two words that describe them with the class.
- 4) The school counselor will read *The Paper Bag Princess* or show a video of *The Paper Bag Princess* read aloud on [www.youtube.com](http://www.youtube.com).
- 5) The school counselor will begin a discussion with the students pointing out the three characters: 1. The Princess, 2. The Dragon, and 3. Prince Ronald
  - Be sure to point out the roles of each character in the story.
  - How did the princess feel after the castle was burned down along with her clothes, etc.?
  - What did the princess do after the dragon kidnapped the prince?
  - What did the princess say/do to the dragon?
  - Did the princess strengthen or weaken the dragon's self-esteem? How do you know?
  - What did the princess do after the dragon fell asleep?
  - Did Prince Ronald strengthen or weaken the princess' self-esteem? How do you know?
- 6) Close out the session by making sure the students know the importance of saying something nice to others, being kind, and being a good friend.

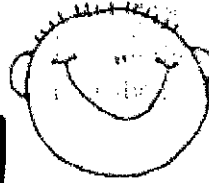
Lesson Presented by: Raymonica Davis

Raymonica.davis@docoschools.org

# Words that describe



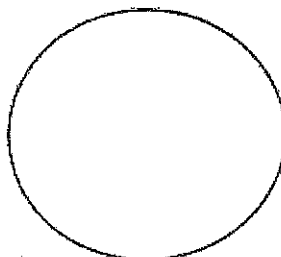
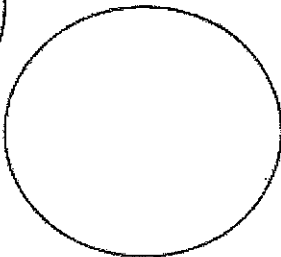
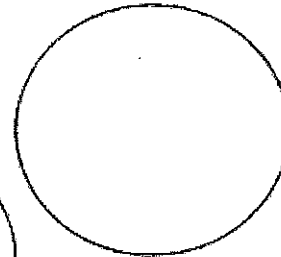
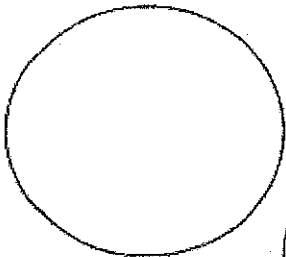
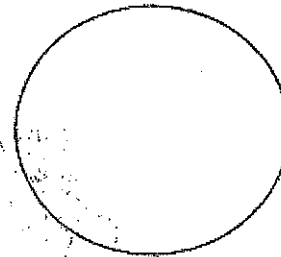
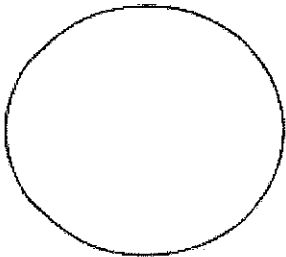
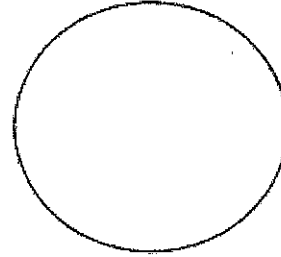
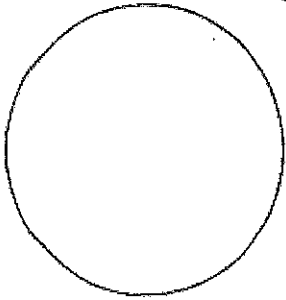
# ME!



### Directions:

1. Draw a picture of yourself in the middle square.
2. Write a different word in each circle that describes you.
3. Write the definition of self-esteem.

**This is me:**



Self Esteem is

---

---

## Liven Up Your Classroom Guidance

Lesson Topic & Suggested Grade: Self-Esteem (Grades 3<sup>rd</sup> - 5<sup>th</sup>)

Standard 7.3.1: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Standard 7.3.2: Students will make decisions, set goals, and take necessary action to achieve goals.

Materials:

Pencil

Crayons (optional)

Laptop/Computer

Active Board/ Projector/Screen

Identity Shield Handout

The Paper Bag Princess (book or you tube read-aloud)

Activity:

The school counselor will begin by asking the students what it means to have good self-esteem.

- 1) The school counselor will elaborate on the definition of self-esteem.
  - Self-esteem is having confidence in one's own worth or abilities; having respect.
  - Definition of SELF-ESTEEM for Kids: a feeling of satisfaction that someone has in himself or herself and his or her own abilities. (<http://www.merriam-webster.com/dictionary/self-esteem>)
- 2) The school counselor will give each student an Identity Shield handout.
- 3) The students will be able to share their information from their Identity Shield with the class or a peer.
- 4) The school counselor will read The Paper Bag Princess or show a video of The Paper Bag Princess read aloud on [www.youtube.com](http://www.youtube.com).
- 5) The students will be put into groups of three.
  - Each group will be instructed to take on the role of each of the three characters from the story: 1. The Princess, 2. The Dragon, and 3. Prince Ronald
  - The students will come up with alternate ways that the characters could have responded in the story.
  - Each group will be reminded that the focus of the lesson is self-esteem.
  - Each group will identify a spokesperson to share their alternate storyline that displays good self-esteem.

Lesson Presented by: Raymonica Davis

Raymonica.davis@docoschools.org

---

Dougherty County School System Elementary Counselors

# My Identity Shield

Name \_\_\_\_\_

Date \_\_\_\_\_

<p>What I look like.</p>	<p>My favorite possession (<i>what I own</i>).</p>
<p>My favorite place to visit.</p>	<p>My favorite outdoor sport.</p>
<p>My favorite indoor sport.</p>	<p>Something I like to collect.</p>

Lesson Topic & Suggested Grade: Tatling, Grades K & 1

Standard 7: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. 7f: Students will distinguish between appropriate and inappropriate behaviors.

Materials: Tattlin' Madeline, Armadillo Tattletale, A Bad Case of Tattle Tongue, Rainbow Fish Tattle Tale or any other tattling book, handout

Activity: handout adapted from Pinterest

1. Ask if anyone has heard the word tattling before. Ask if anyone has heard the word tattletale before. Ask if anyone has been called a tattletale. Ask if anyone has been tattled on. Most students will raise their hands for all of the questions.
2. Today we are going to learn why people tattle and how not to be a tattletale. Read the book you selected.
3. Review the reasons why people report: 1. If someone is hurt, 2. If someone is doing something dangerous, 3. If someone is destroying property.
4. Go over the chart called Reporting vs. Tattling.
5. Do the questions at the bottom of the chart together.
6. Emphasize if you want to be a good friend, you need to be a reporter and not a tattletale.

Lesson Presented by: Stacey Cross, [stacey.cross@docoschools.org](mailto:stacey.cross@docoschools.org)

# REPORTING VS. TATTILING

Purpose is to keep people safe	<b>VS.</b>	Trying to get someone in trouble
Need help from an adult	<b>VS.</b>	Can handle by self
Important	<b>VS.</b>	Unimportant
Harmful and dangerous, threatening	<b>VS.</b>	Harmless situation
Behavior is purposeful	<b>VS.</b>	Behavior is accident

1. He has a toy in his desk.      Report                      Tattle
2. He skipped me in line.      Report                      Tattle
3. She bumped my desk.      Report                      Tattle
5. She is drawing on the wall.      Report                      Tattle
6. She has gum in her pocket.      Report                      Tattle
7. He's sticking me with his pencil.      Report                      Tattle



**Lesson Topic & Suggested Grade:** Bullying/Grade 2

**Standard:** Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

**Materials:** “Skits Are a Hoot For Little Toots” by David S. Young  
Copy of the Skit “Billy Bully Goat”  
Banana  
Umbrella

**Activity:** Introduce different kinds of bullying. Discuss how physical bullying could result in bruises, cuts, or a bloody nose. Talk about social bullying such as teasing, exclusion, and rumors. To help the students see the result of indirect/social bullying, display a banana as a person. Review the examples of social bullying and as you share each example, press your thumb into the banana on the outside peel of the banana. After several examples have been shared, examine the banana for marks on the outside. Peel the banana and relate how bruises are on the inside. Assign students to read “Billy Bully Goat” skit.

Talk about how an umbrella protects us from the rain. Explain to the students that they are going to have to have strategies to handle bullies. Open umbrella with ideas attached. Give each student a ticket out the door with a strategy of handling a bully.

**Lesson Presented by:** Patrice Mitchell, [pmitchel@docoschools.org](mailto:pmitchel@docoschools.org)

in the rain  
I'm the only

**Lesson Topic & Suggested Grade:** Bullying/Grade 5

**Standard:** Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

**Materials:** “I Didn’t Know I was a Bully” by Melissa Richards (Marco Products)  
I Don’t want to be a Bully rap – bullying skit prompts  
Toothpaste  
Paper plate  
Pre/Post test evaluation

**Activity:** Introduce different types of bullying by squirting toothpaste on a paper plate. Discuss how you can’t put the toothpaste back in the tube. Bullying behavior can’t be excused by apologizing and disappearing. There are strategies that we are going to learn to help deal with this type of behavior.

Give the students a pre test evaluation to assess the student’s knowledge of bullying behavior. Read the lesson “I Didn’t Know I was a Bully.” Discuss ways to handle bullies and give out the bullying skit prompts. Divide the class into small groups. Ask the students to write a skit and perform it.

Have the students stay in their group and perform the “I Don’t Want to Be a Bully” rap.

Give the post test evaluation.

**Lesson Presented by:** Patrice Mitchell, [pmitchel@docoschools.org](mailto:pmitchel@docoschools.org)

Lesson Topic & Suggested Grade: Friendship - 2<sup>nd</sup> Grade

Standard 7.3.1 Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Materials: "Enemy Pie" book, Friendship Pie Recipe worksheet, Optional: Chef's hat, cooking spoons

Activity:

1. Wear chef's hat and hold cooking spoons during the lesson (optional).
2. Talk to students about friendships. Allow them to discuss what they enjoy doing with their friends. Students will then discuss how friends treat each other.
3. Ask students what the word "enemy" means. Ask students if they have ever had an enemy.
4. Read students "Enemy Pie".
5. When finished call on students to answer questions. Allow each student that is called on to hold a cooking spoon when answering (spoon optional).
  - \*Why didn't the boy like Jeremy Ross?
  - \*What did the father want the boys to do with the enemy pie?
  - \*What started to happen when he asked Jeremy Ross to play?
  - \*Do you think that his father meant to trick him?
  - \*What do you think was in the enemy pie?
  - \*What would you do if you had an enemy?
5. Allow students to complete the Friendship Pie Recipe worksheet. Explain to them that they should include all of the good "ingredients" that a good friend would have. They must also include the "instructions" on how to be a good friend.

Lesson by: Kyla Lee, [kylablee@docoschools.org](mailto:kylablee@docoschools.org)

Lesson Topic: Conflict Resolution

Standards: PS.A2: Acquire Interpersonal Skills

PS.A2.2: Respect Alternative Points of View

PS.A2.4: Recognize, Accept, Respect, and Appreciate Individual Differences

Materials: Index cards or construction paper (light color) and crayons or markers

Activity:

1. Counselor will ask students in whole group to share their definition of respect.
2. Counselor will provide a summary of the various definitions of respect which the students provided and then give this definition of respect-TREAT OTHERS HOW YOU WOULD LIKE TO BE TREATED!!!!
3. Counselor will ask students to get into groups of two and give an example of at least one hurtful behavior/statement they said to another student and the reason for using the hurtful behavior/statement.
4. Then, students will be asked to volunteer and share with the whole group.
5. Next, students will identify three "kind" things to say to others to replace the "mean" things that was shared during the whole group. Counselor will ask the students to write the three kind things on an index card or on a half sheet of construction paper.
6. Then, students will be asked to share the three "kind" things to replace the mean comments shared during whole group.

7. After each student shares, the counselor will ask the students to **display thumbs up** if the comments were “kind” and **thumbs down** if the comments were mean. –Assessment/Evaluation component.
  
8. If times permits, students may draw a comic strip/picture on the back of their index cards or on their construction paper representing students using kind words/behaviors.

*Lesson Presented by: Dr. Sophia Johnson LPC, NCC*

*Jackson Heights Elementary School*

*Professional School Counselor*

*sophia.johnson@docoschools.org*

Lesson Topic & Suggested Grade: Solve This Situation 3<sup>rd</sup> - 5<sup>th</sup> Grades

Standard:

Standard 7.3.1 Standard 7: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Standard E: Students will identify and express feelings.

Standard F: Students will distinguish between appropriate and inappropriate behaviors.

Standard 7.3.2 Standard 8: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard A: Students will use a decision-making and problem-solving model.

Materials: *Anger Control Activities* by Arden Martenz, Age Appropriate Anger-Provoking Situation Cards, Solve the Problem Worksheet, and pencils

Activity Adapted from *Anger Control Activities* by Arden Martenz

1. Define decision-making.
2. Build session background by giving three examples of good decision-making choices.
3. Discuss all of the components of making effective decisions.
4. Review the steps of decision making: identify the problem, list alternatives, examine the consequences, make a decision, and resolve to take action to effectively make good decisions.
5. Use materials listed above to enhance the understanding of decision making.
6. Give students the opportunity to demonstrate their knowledge of decision making by giving real life decisions and discussing their answers.
7. Cut apart the cards and place them in a pile. If there are more than 20 students in the group, make duplicate copies of the cards. Each card describes an anger-provoking situation. Please number the anger provoking situation cards.
8. Give each student the opportunity to solve the anger provoking situation card that he/she receives when he/she draws from the pile.
9. Have students write solutions to the situations they selected from the pile. When they have finished, discuss their answers.

Lesson Presented by: Tyjuana L. Burton, ED.S. ([tyjuana.burton@docoschools.org](mailto:tyjuana.burton@docoschools.org))

**SOLVE THIS SITUATION**

No one will play with me.	My homework was torn up on the way to school.
In the cafeteria, the kids put stuff in my food.	Someone took my lunch money.
In the hall, two bigger kids always push me up against the walls.	At recess, some kids took the ball I was playing with.
My friend just pushed me down.	When I am standing at the drinking fountain, I get pinched.
I was called a bad name.	My friend lied to me.

Name \_\_\_\_\_ Date \_\_\_\_\_

**SOLVE THE PROBLEM**

Look at the card you drew. Read the card and decide two ways that you could handle the situation. Then write down what you think would happen in each case.

SITUATION # \_\_\_\_\_

I. What could I do? \_\_\_\_\_

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

alternative (a) \_\_\_\_\_

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

alternative (b) \_\_\_\_\_

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



2. What could happen if I chose alternative (a) \_\_\_\_\_

---

---

What could happen if I chose alternative (b) \_\_\_\_\_

---

---

---

SITUATION # \_\_\_\_\_

1. What could I do? \_\_\_\_\_

---

---

alternative (a) \_\_\_\_\_

---

---

alternative (b) \_\_\_\_\_

---

---

2. What could happen if I chose alternative (a) \_\_\_\_\_

---

---

What could happen if I chose alternative (b) \_\_\_\_\_

---

---

Lesson Topic & Suggested Grade: Teacher's Pet-Name Calling 3<sup>rd</sup>-5<sup>th</sup> Grades

Standard:

Standard 7.3.1 Standard 7: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Standard E: Students will identify and express feelings.

Standard F: Students will distinguish between appropriate and inappropriate behaviors.

Standard 7.3.2 Standard 8: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard A: Students will use a decision-making and problem-solving model.

Materials: Scenarios from *Anger Control Activities* by Arden Martenz, pencils, and paper

Activity Adapted from *Anger Control Activities* by Arden Martenz: "Teacher's Pet

1. Discuss all of the components of making effective decisions.
2. Allow students to use their own paper and make two columns headed "Positive Names" and "Negative Names."
3. Ask students to list positive and negative names that children call each other in the appropriate column. Students can share their answers.
4. Distribute scenarios to each student. Ask the students to complete the handout as the counselor reads the information on the worksheet orally.
5. Follow up with a class discussion. Encourage the students to share and volunteer information from their papers.
6. Ask students how they feel when or if someone calls them a Negative name? Positive name? Ask the students to tell the class what they learned from the lesson.

Lesson Presented by: Tyjuana L. Burton, Ed.S. ([tyjuana.burton@docoschools.org](mailto:tyjuana.burton@docoschools.org))

Name \_\_\_\_\_ Date \_\_\_\_\_

### TEACHER'S PET

"Teacher's pet! Teacher's pet! That's what you are. You always get to do special things for Mrs. Hall." Cliff likes Mrs. Hall. She must like him too, because she did always ask him to do things. That wasn't Cliff's fault, but the kids teased him about it on the playground, in the cafeteria, and on the bus. He didn't have a moment's peace.

1. *Do you think Cliff was angry?* \_\_\_\_\_

2. *If this happened to you, would it make you angry?* \_\_\_\_\_

It's normal to be angry when someone teases you. You feel embarrassed and confused because other kids hear the teasing and because you are not sure why this is happening to you.

3. *What do you think most kids do when they are teased?* \_\_\_\_\_

---

Most kids would be so mad that their first reaction would be to yell back at the kids teasing them, hit them, or even cry.

4. *If this were you, would you feel like hitting, yelling, or crying?* \_\_\_\_\_

---

5. *What could happen if Cliff yelled back at the kids teasing him?* \_\_\_\_\_

\_\_\_\_\_

6. *What would happen if Cliff hit the kids teasing him?* \_\_\_\_\_

\_\_\_\_\_

7. *What would happen if Cliff started crying?* \_\_\_\_\_

\_\_\_\_\_

Kids tease other kids to make them angry. They want them to lose their tempers. When you lose your temper, you are doing what they want you to do. They are in control of you.

8. *What could Cliff do that would not let other kids be in control of him?* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

They want  
you to lose  
your temper

Lesson Topic & Suggested Grade: That Makes Me Mad: Positive Choices When Dealing with Anger 3rd - 5th

Standard:

Standard 1: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Standard 2: Students will make decisions, set goals and take necessary action to achieve goals.

Standard 3: Students will understand safety and survival skills.

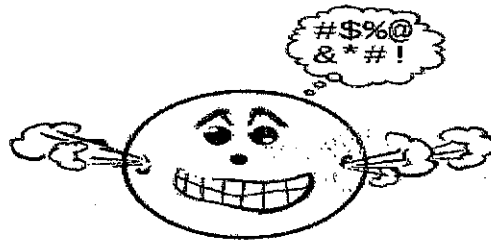
Materials: This Makes Me Mad...At School Worksheet and *That Makes Me Mad* by Steven Kroll

Adapted from Supplemental Resources for *That Makes Me Angry* by Steven Kroll on [www.teachersnotebook.com](http://www.teachersnotebook.com)

Activity:

1. Counselor will ask students the following questions: What is anger? Is it okay to be angry? Read the book as a class. (The book can be used or you can do the lesson without using the book) Create an anchor chart about negative ways we deal with anger and positive ways we deal with anger.
2. Have a class discussion why it is important to deal with anger in a positive way. (It helps keep you safe and others safe, it keeps you out of trouble, it is healthy for you, etc.)
3. Students will have the opportunity to share times they made positive and negative choices when they were angry with the class. Students will also have the opportunity to share the outcomes of those choices they made.
4. Students will reflect on four things that make them mad when they are at school and choices they made in response to that anger on their worksheets.
5. The students will record their ideas on their worksheets and share with a partner or with the class at the end of the lesson.

Lesson Presented by: Kenisha Baker ([kenisha.baker@docoschools.org](mailto:kenisha.baker@docoschools.org))





**ANGER MANAGEMENT**

That Makes Me Mad ..... At School

Name \_\_\_\_\_ Date \_\_\_\_\_

Think about times you get angry or frustrated at school. Then, think about a negative way in which you could deal with your anger and a more positive way in which you could deal with your anger.

This Makes Me Mad...	Negative Choice 	Positive Choice 

Lesson Topic & Suggested Grade: Decision Making for Grades 1<sup>st</sup> – 5<sup>th</sup>

Lesson: 1

Standard:

Standard 1: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Standard 2: Students will make decisions, set goals, and take necessary action to achieve goals.

Materials: (Counselor Made) Decision making cards chart, sample videos (Counselors library), YouTube, media center, etc.

Activity: "Choose or Lose"

1. Define decision making.
2. Build session background by giving three examples of good decision making choices.
3. Discuss all of the components of making an effective decision.
4. Review the steps of decision making: identify the problem, list alternatives, examine consequences, make a decision, and resolve to take action to effectively make good decisions.
5. Use materials listed above to enhance the understanding of decision making.
6. Give students the opportunity to demonstrate their knowledge of decision making by giving real life decisions and asking the students if it was a good choice or a bad choice.

Session outcome: Students will verbally list the decision making steps.



ESTIMATED TIME

1 class period

“Choose or lose” activity:

Decision-Making Steps

1. Describe the problem
2. Look at the options
3. Think about the consequences of choosing each option (list the pros and the cons of each option)
4. Choose the best option
5. Act on the decision
6. Evaluate the decision
7. Repeat as often as needed.

Lesson Presented by: *Dr. Tonya McDuffie* Dougherty County Schools

Lesson Topic & Suggested Grade: Decision Making for Grades 1<sup>st</sup> – 5<sup>th</sup>

Standard:

Standard 1: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Standard 2: Students will make decisions, set goals, and take necessary action to achieve goals.

Materials: (Counselor Made) Decision making cards, charts, index cards, markers, tape,

Activity: "Choose or Lose"

1. Define decision making.
2. Build session background by giving three examples of good decision making choices.
3. Discuss all of the components of making an effective decision.
4. Review the steps of decision making: identify the problem, list alternatives, examine consequences, make a decision, and resolve to take action to effectively make good decisions.
5. Use materials listed above to enhance the understanding of decision making.
6. Give students the opportunity to demonstrate their knowledge of decision making by giving real life decisions and asking the students if it was a good choice or a bad choice.

Session outcome: Students will verbally list the decision making steps.

ESTIMATED TIME

1 class period

"Choose or lose" activity:

1. Divide the classroom into groups of five; have one person in each group act as the group leader in having the group members discuss the possible decisions that could be made from the following topics. \*Both positive and negative choices are available on each side of the cards/charts, collectively the group will weigh the pros vs the cons of each choice. The object of this activity is to "Win" with decision making.
2. Counselors may opt to include or exclude any of the choices below based on student population.
  - A. Skip studying and hang out with friends.
  - B. Join in as others bully another kid.
  - C. Talk, laugh and play in class because others are doing it.
  - D. Stand up for what's right.
  - E. Share with others.
  - F. Game night, only pick "your" favorite activity all of the time.
  - G. Pass out birthday invitations to only three people in front of the whole class.
  - H. Be a friendly, kind and courteous person.
  - I. Be a good team player.
  - J. Always follow the "Golden Rule".

Lesson Presented by: *Dr. Tonya McDuffie* Dougherty County Schools

**Lesson Topic & Suggested Grade:** Personal Development & Hygiene/Kindergarten

**Standard:** Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

**Materials:** Colgate Kit with DVD (Kits are free at [www.colgatebsbf.com](http://www.colgatebsbf.com))  
Dr. Rabbit and the Tooth Defenders

**Activity:** Ask students what good oral health means. Watch video and then review steps to brushing teeth. What do we notice when someone smiles? Brainstorm a list of things that our teeth help us do. Have students complete the Bright Smile Tooth Box from the take home booklet.

Stress how they can be a tooth defender superhero by taking care of their teeth. Go over the steps and given them a Tooth Defender Certificate.

**Lesson Presented by:** Patrice Mitchell, [pmitchel@docoschools.org](mailto:pmitchel@docoschools.org)

Counseling Units		Dates
Intro of Services	(1 week)	August 5 – 7
Academic Lessons	(4 weeks, 2 lessons)	August 10 – Sept. 4
Academic Lesson 1: Organization & Listening (August 10 – 21)		
Academic Lesson 2: Following Directions & Paying Attention (August 24 – Sept. 4)		
<b>Academic Counseling</b>		<b>Sept. 8 – 11</b>
Academic & Personal/Social Lessons	(4 weeks, 2 lessons)	Sept. 14 – Oct. 9
Academic Lesson 3: Learning Styles/Listening/Following Directions (Sept. 14 – 25)		
Personal Lesson 1: Self Esteem & Tattling (Sept. 28 – Oct. 9)		
<b>Academic Counseling</b>		<b>Oct. 19 – 23</b>
Personal/Social & Career Lessons	(4 weeks, 2 lessons)	Oct. 12 – Nov. 13
Personal Lesson 2 Bullying & Friendship (Oct. 12 – Oct. 30)		
Career Lesson 1 (Nov. 2 – 13)		
<b>Academic Counseling</b>		<b>Nov. 16 – 20</b>
Career Lessons	(4 weeks, 2 lessons)	Nov. 30 – Jan. 15
Career Lesson 2 (Nov. 30 – Dec. 11)		
Career Lesson 3 (Dec. 14 – Jan. 15)		
<b>Academic Counseling</b>		<b>Jan. 18 – 22</b>
Good Touch Bad Touch	(1 week, 3 lessons)	Jan. 25 - 29
1 <sup>st</sup> grade only		
Career & Personal/Social Lessons	(4 weeks, 2 lessons)	Feb. 1 – March 4
Career Lesson 4 (Feb. 1 – 12)		
Personal Lesson 3 Conflict Resolution/Anger (Feb. 15 – March 4)		
<b>Academic Counseling</b>		<b>Feb. 22 – 26</b>

Academic/Personal Social Lesson (4 weeks, 2 lessons)

March 7 – April 8

Academic Lesson 4 Test Taking Skills (March 7 - 18)

Personal Lesson 4 Decision Making (March 21 – April 8)

