Learning objectives

Upon completion of this webinar, participants should be able to:

• Successfully implement and evaluate 15 K-5 standards-based school counseling core curriculum lessons
• Design engaging, creative and developmentally appropriate lessons
• Describe quick assessment strategies for obtaining data during school counseling core curriculum lessons.
Why Incorporate Literature?

• Provides background knowledge, experience and context for lesson topic
• Organizes discussion
• Teaches problem-solving, decision-making, conflict resolution and coping skills
• Helps develop compassion, empathy and perspective-taking
• Shows students they are not alone or “different”
• Encourages changes in mindsets and behaviors

Why Incorporate Art?

• Encourages self-expression and creativity
• Allows for personalization of information
• Requires participation and action
• Assists in recall of information
• Provides a safe way of sharing ideas, interests, goals, challenges and dreams
• Offers insight into thoughts, feelings and experiences
• Serves as an evaluation tool
• Promotes the school counseling program
Lesson Design

1. Activate or Provide Prior Knowledge/Experience
2. Prepare for Learning (Targets)
3. Book, Skit, Video
4. Discussion and Processing
5. Application/Practice of New Knowledge or Skill
6. Review, Evaluation and Closure

Learning Targets – “I can...” statements that tell students what they are expected to do/learn/perform. Research shows that displaying learning goals or “targets” can produce up to a 40% increase in learning.

Data Collection/Formative Assessment

- Short pre/post assessment (list, checklist, T/F, multiple choice)
- Exit slip (ex/One thing you learned from the lesson? How can you use what you learned today in your life?)
- Short written response - index card, classroom poster, journal
- Observation of students during partner work, group work, role-playing or individual work
- Card sort (cut/glue, arrange/observe/photograph)
- Self-rating of understanding – scaling (1 to 5), fingers (1 to 4), thumbs (up, sideways, down), response card (green, yellow, red)
- Poster or sticky notes displaying learning
- Movement – sides or corners of room (yes/no/other responses), tape on floor (stand in front/behind) (“crossing the line”)
Examples of Assessment

Lesson Tips

- Be prepared and organized
- Stick to your schedule
- Call if running late
- Reschedule missed lessons
- Leave something behind (poster, picture, photo, chart, artwork, stuffed animal)
- Communicate with families (parent letter, article in school newsletter, website, social media)
- Provide data to principal and school board
Lessons that Sparkle: Part 1 Lessons

Respect/Differences/Self-Esteem
It’s Okay to Be Different

Listening
Lacey Walker, Non-Stop Talker

Responsibility
The Very Busy Spider
Pigsty

Friendship
Help! A Story of Friendship

Bullying/Excluding Others
The Legend of Spookley, the Square Pumpkin
No Zombies Allowed

Rumors/Judging Others
Mr. Peabody’s Apples

Kindness/Empathy
Three Bags Full
Those Shoes

Positive Attitude
The Penguin Who Wanted to Fly
The Dot

Conflict
Duck and Goose

Teamwork
Aliens in Underpants Save the World

Effort/Mistakes
Regina’s Big Mistake

Careers
Who’s Hat is This?

Lessons that Sparkle: Part 2 Lessons

Respect/Differences/Diversity
The Big Orange Splot
The Little White Owl

Responsibility/Behavior/Listening
Interrupting Chicken

Feelings
Go Away, Big Green Monster
The Feelings Book

Friendship
Cupcake

Bullying/Mean Behavior
Leave Me Alone: A Tale of What Happens When You Stand Up to a Bully

Kindness/Empathy
The Mitten Tree

Mindset/Attitude/Effort/Grit
The Very Lazy Ladybug
The Most Magnificent Thing

Conflict
The Pillow War

Teamwork
Swimmy
The Wizard, the Fairy and the Magic Chicken

Careers
Clothesline Careers
The Little White Owl

- **Grade Level:** K-2
- **Topics:** differences, diversity, tolerance
- **Mindsets and Behaviors:** Create positive and supportive relationships with other students. Demonstrate creativity.
- **Learning Targets:** I can identify ways people are different. I can identify ways to welcome and include others. I can explain how it might feel to be left out.
- **Materials:** book by Tracy Corderoy, art supplies, worksheet

1. Students share owl knowledge. Ask students to listen for how the owls change from the beginning of the story until the end. Read book.

2. Discuss what the owls learned – accepting others, including others, differences are okay, etc. Ask students to share times they have felt left out/unwelcome as well as times they have ignored peers or left others out.

3. Brainstorm ways to help others feel accepted and included. List on poster, make a T-chart, do a card sort, etc.

4. Create owl artwork depicting differences.

5. Extension Ideas: Students complete writing prompts to display with owls. Another idea - create a game to help students learn about each other. Students write descriptions (“clues”) of themselves inside wings, under bellies or on folded card beside owls. Challenge class to guess who the person is based on qualities, interests, etc.

*Evaluation: pre/post on ways to to make others feel included, writing prompt, card sort, students move to areas of room (ex/left side for “Yes”/right for “No”)*
The Little White Owl

- Ways to Include:
  - Listen to others.
  - Give compliments.

- Ways to Exclude:
  - Interrupt someone.
  - Ignore someone.

The Big Orange Splot

- Grade Level: 2-5
- Topics: respect, differences, diversity, prejudice
- Mindsets and Behaviors: Create positive and supportive relationships with other students. Demonstrate creativity.
- Learning Targets: I can describe ways to show respect for individual differences. I can identify similarities and differences between myself and others.
- Materials: book by Daniel Manus Pinkwater, worksheet, art supplies
The Big Orange Splot

1. Discuss the word “splot.” Challenge students to identify the author’s purpose or message as the book is read. Read book.

2. Discuss why the splot caused conflict and how the neighbor’s changed their opinions by the end of the book. Ask students if they have ever changed their opinions of others and why.

3. Brainstorm ways to show respect for differences. Students share times they have felt difference and how they would have liked others to treat them.

4. Students design houses that reflect their interests, values, etc. Then have pairs of students complete a Venn diagram based on their similarities/differences. If time, have pairs share the commonalities they found.

5. Option: Display students’ houses - students guess which house belongs to each student based on houses’ design elements/themes.

*Evaluation: students move to areas of room (ex/left side for “Agree”/right for “Disagree”), exit slip – students write about the “theme” or “message” of the lesson and something they will do differently because of the lesson.
The Interrupting Chicken

- **Grade Level:** K-2
- **Topics:** listening, self-control, behavior, responsibility, following rules
- **Mindsets and Behaviors:** Demonstrate self-discipline and self-control. Demonstrate ability to assume responsibility. Use oral and written communication and listening skills.
- **Learning Targets:** I can identify behaviors that lead to learning. I can explain and use self-control. I can identify and use good listening skills. I can accept responsibility for my behavior.
- **Materials:** book by David Stein, worksheet, card sort, art supplies

1. Begin lesson by repeatedly interrupting the teacher. (Discuss beforehand.) Students share thoughts and feelings about what they heard. Read story.

2. Discuss story – problem, consequences, lesson learned. Students share times they have been interrupted or interrupted others and how they/other felt. Talk about and role-play appropriate communication skills.

3. Students sort sentence strips by responsible behavior/not responsible behavior. Do as whole class or make strips for groups, partners or individuals.

4. Students draw scenes illustrating responsible behavior and share.

5. Extension: Make a classroom book of responsible behaviors which students read to younger students or donate to the library. Make a video of students role-playing responsible behaviors to show younger students.

*Evaluation: card sort, illustration, pre-post survey, observation*
The Interrupting Chicken

Scenarios: “What would you do?”
*A friend is telling others about a video game you also like to play.
*The teacher is reading a story and it reminds you of something.
*A kid is showing work to the class when you suddenly get thirsty.

Respectful Student
Look at the person speaking and wait for them to stop before you speak.
Stay in your seat while the teacher talks to a visitor.

Disrespectful Student
Yell out an answer while a classmate is trying to think of the answer.
Work on a paper while the teacher is teaching.

Go Away, Big Green Monster

• **Grade Level:** K-2
• **Topics:** feelings, relaxation tools
• **Mindsets and Behaviors:** Demonstrate self-discipline and self-control. Demonstrate effective coping skills when faced with a problem. Demonstrate empathy. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
• **Learning Targets:** I can identify and model feelings happy, sad, mad and scared. I can use relaxation tools to feel better.
• **Materials:** book by Ed Emberly, breathing buddies, art supplies
Go Away, Big Green Monster

1. Discuss how monsters can make kids feel.

2. Read book. Students share times when they have felt scared, worried, nervous or other similar emotions.

3. Discuss, model and role-play feelings of happy, sad, mad and scared.

4. Explain, model and practice the relaxation tools of choice (ex/ hot chocolate breathing, buddy breathing).

5. Students create their own feelings monsters. Students choose the feeling, draw their monsters, and label their monsters’ feelings. If time, students can share how their monsters feel and why they feel that way.

*Evaluation: observation of students correctly using relaxation tools (hot chocolate breathing, buddy breathing), model feeling/students guess emotion, give scenario/students identify how person might feel
The Feelings Book

- **Grade Level:** 1-4
- **Topics:** feelings, relaxation/coping skills, empathy
- **Mindsets and Behaviors:** Demonstrate empathy. Sense of belonging in school environment. Demonstrate creativity. Create positive and supportive relationships with other students. Demonstrate self-advocacy skills and ability to assert self, when necessary.
- **Learning Targets:** I can identify and express many feelings. I can identify how others might be feeling based on their body language and facial expressions. I can identify coping skills to help me handle uncomfortable feelings.
- **Materials:** book by Todd Parr, paper, art supplies

The Feelings Book

1. Show pictures of feelings. Students identify each feelings and a reason why person might feel that way (empathy). Tell students today they are going to learn about feelings and how to handle uncomfortable feelings. Read book.

2. Model/role-play feelings (body language). Brainstorm coping strategies – make posters, bookmarks, cards on a ring or other format. Could introduce 5 point scale to identify intensity of feelings (how much worry/anger/etc.)

3. Each student selects a feelings and creates a face illustrating that emotion. (self-portrait)

4. Students can think-pair-share times they have experienced these feelings and coping skills they used/would now use.

5. Extension: students write stories about their feelings.
*Evaluation: students identify and role-play feelings, pre-post listing of coping skills*
The Feelings Book

Leave Me Alone: A Tale of What Happens When You Stand Up to a Bully

- **Grade Level:** K-2
- **Topics:** bullying, friendship, teamwork, empathy
- **Mindsets and Behaviors:** Demonstrate empathy. Create positive and supportive relationships with other students. Demonstrate advocacy skills and ability to assert self when necessary. Demonstrate ability to assume responsibility.
- **Learning Target:** I can recognize when a friend needs help with a problem. I can identify ways to help a friend with a problem. I can identify ways to help myself with a problem.
- **Materials:** book by Patrice Barton, worksheet, art supplies, role-plays
Leave Me Alone: A Tale of What Happens When You Stand Up to a Bully

1. Discuss times students wanted to be alone. Predict why character might feel want to be alone. Read book.

2. Discuss what was happening to the boy and what the animals did to help him. Review three steps: Stop, Walk, Talk, then discuss the term bystander.

3. Brainstorm what bystanders can do to help others. Role-play situations in which a bystander intervenes. (Can make T-chart and list inappropriate bystander actions.)

4. Put students into groups and give each group a scenario. Have groups decide, share and role-play what they would do as a bystander in the scenarios.

5. Students draw/write one thing they can do to help/be a friend to someone.

6. Extension: Students write about/illustrate when they helped others or when someone helped them. Stories could be made into a book for the library or read to younger students. Another option: “Cross the Line” activity (“Take a Step”)

*Evaluation: artwork, role-plays, observation, writing activity

Take a step if...
- You have been teased
- You have been left out.
- You have seen others being teased.
- You have made fun of someone.
- You have wanted to speak up for others but were afraid.

Scenarios:
* Two students make friendship bracelets for everyone in the class except for one student. What would you do?
* A classmate tries sit down in the cafeteria, but a kid tells him that he cannot sit at that table. What would you do?
* A friend told you to not play with another friend?
* You see a student teasing another student?
Cupcake

- **Grade Level:** K-2
- **Topics:** respect, differences, diversity, self-esteem
- **Mindsets and Behaviors:** Create positive and supportive relationships with other students.
- **Learning Target:** I can recognize, accept, respect and appreciate individual differences. I can identify my own unique qualities, strengths and talents.
- **Materials:** book by Charise Harper, worksheet, art supplies

1. Share cupcake background knowledge/experience. Discuss how people, like cupcakes, are different. Read book.
2. Discuss author’s message – we are all unique. Share times students felt like cupcake. Talk about self-esteem – what it is and how we can help ourselves/others develop it. (self-talk, put-ups, compliments)
3. Students randomly select cupcakes cards with compliments or put-downs. Students identify/pull out (separate) positives. Compare this to life – sometimes we need to pull out/focus on good things. Challenge students to list more positives, then practice giving compliments. Discuss how to give a compliment. (positive, truthful, sincere, specific, personal)
4. Create cupcakes, then have students write positive affirmations on their own paper or write compliments on the papers of others.
5. Extension: cupcake decorating for compliment practice

Evaluation: card sort, compliments
Cupcake

How To Give a Compliment
Be positive.
Be truthful.
Be specific.
Think about qualities you
delight about the person.
Focus on the person’s strengths
and talents.

The Mitten Tree

• Grade Level: K-5
• Topics: kindness, empathy, generosity,
community service, compassion
• Mindsets and Behaviors: Demonstrate empathy.
• Learning Target: I can identify ways to show
kindness to others in school, home and
community settings.
• Materials: book by Candace Christiansen, art
supplies
The Mitten Tree

1. Discuss the terms kindness, compassion and empathy. Read book.
2. Think-pair-share times students have given/received kindness and how it made them/others feel. Several students share with large group.
4. Create mitten art, which can be displayed or used to decorate a “Mitten Tree” - students/staff can donate mittens. Students can also “donate” (make) decorations for the tree.
*Evaluation: kindness challenge, journal, card sort

The Mitten Tree

Kind or Unkind?
1. Why would you buy me such an ugly sweater?
2. Your lunchbox is really cool.
3. Is there anything you are good at
4. I heard them say they don’t like you.
5. I can’t believe you finished the time test so fast!
6. I want to be on his team, not yours.
7. Your breath is terrible.
8. You can sit by me.
9. My mom said we lost the game because of you.
The Very Lazy Ladybug

• **Grade Level:** K-2
• **Topics:** positive attitude, mindset, goals, effort, perseverance, self-talk
• **Mindsets and Behaviors:** Self-confidence in ability to succeed. Positive attitude toward work and learning. Demonstrate perseverance to achieve long- and short-term goals.
• **Learning Targets:** I can describe a positive attitude. I can describe what effort means in school. I can identify a school goal and make a plan.
• **Materials:** book by Isabel Finn, belly of choice, construction paper body and wings, fasteners, black crayons/markers, wiggly eyes, glue


2. Discuss how the ladybug could have flown if she had just tried. Talk about things students are good at and how they became skilled at those things. (practice, effort, hard work, etc.)

3. Choices: On ladybug belly (white paper) either fill in blanks to five things a student showing “effort” does (listen, follow directions, take my time, check my work, do my best) or have each student create a learning goal/plan. Another option: introduce self-talk or growth mindset.

4. Make ladybug, gluing belly and fastening wings.

5. Extension: paint ladybug rocks for a visual reminder.

*Evaluation: pre/post about effort, scenarios with thumbs up/down, goals/plan, movement to sides of room
The Very Lazy Ladybug

Grade Level: 3-5
Topics: effort, mistakes, perseverance, positive attitude, goals, problem-solving
Mindsets and Behaviors: Demonstrate perseverance to achieve long- and short-term goals. Demonstrate effective coping skills when faced with a problem. Develop positive attitude toward work and learning. Self-confidence in ability to succeed. Demonstrate creativity.
Learning Targets: I can use positive self-talk. I can describe a positive attitude. I can explain the meaning of perseverance. I can explain the difference between a fixed mindset and growth mindset. I can use problem-solving skills when faced with a problem.
Materials: book by Ashley Spires, art supplies, other supplies as needed

The Most Magnificent Thing

Grade Level: 3-5
Topics: effort, mistakes, perseverance, positive attitude, goals, problem-solving
Mindsets and Behaviors: Demonstrate perseverance to achieve long- and short-term goals. Demonstrate effective coping skills when faced with a problem. Develop positive attitude toward work and learning. Self-confidence in ability to succeed. Demonstrate creativity.
Learning Targets: I can use positive self-talk. I can describe a positive attitude. I can explain the meaning of perseverance. I can explain the difference between a fixed mindset and growth mindset. I can use problem-solving skills when faced with a problem.
Materials: book by Ashley Spires, art supplies, other supplies as needed
The Most Magnificent Thing

1. Students share times they have struggled and failed at something. Explain that the character also fails. Ask students to listen for what the character does when things do not work out. Read book.

2. Ask students questions - What does character think/do to get started again? If you were going to try the thing you failed at again, what would you do differently?

3. Share examples of failures that turned out to be successes (Corn Flakes, Velcro, Coca-Cola) or inventors who persevered even after failures (Walt Disney, Thomas Edison, Henry Ford, Dr. Seuss). Discuss how challenges were overcome.

4. Options: (1) Students create SMART goals, including listing barriers to success and strategies for failure. Students write plans for achieving goals. (2) Students complete growth mindset worksheet/activity. Students articulate growth mindsets and make bookmarks or posters illustrating these mindsets.

5. Extension: Students write about and/or create magnificent things.
*Evaluation: goal and plans, mindsets worksheet
The Pillow War

• **Grade Level:** 1-3

• **Topics:** conflict resolution, communication skills, problem-solving

• **Mindsets and Behaviors:** Create positive and supportive relationships with other students. Use effective oral and written communication skills and listening skills.

• **Learning Targets:** I can identify and use conflict resolution skills. (share, take turns, compromise, stop, walk away, change the subject, apologize, get help)

• **Materials:** book by Matt Novak, worksheet, conflict scenarios

The Pillow War

1. Discuss conflicts students have experienced, why conflicts occur and consequences of conflicts. Read book.

2. Identify problem in story and how characters solved it. Discuss why conflict resolution skills are important.

3. Complete graphic organizer with conflict resolution skills. (share, take turns, compromise, take a break, change the subject, apologize, get help)

4. Put students in groups of three (2 actors, 1 director). Give each group a conflict scenario. Groups practice and perform their scenes using one of the skill. After performing, class guesses which skill was used. After all groups are done, process activity.

5. Extension: small groups “plan” special activities (party, field trip, etc.) using conflict resolution skills to work out problems that may occur.

*Evaluation: pre/post list conflict resolution skills, observation of role-plays (application of skills)
The Pillow War

Swimmy

- **Grade Level:** K-2
- **Topics:** teamwork, cooperation, problem-solving
- **Mindsets and Behaviors:** Use effective collaboration and cooperation skills. Use leadership and teamwork skills to work effectively in diverse teams. Use effective oral and written communication skills and listening skills.
- **Learning Targets:** I can identify teamwork skills (share, take turns, be nice, help others, do your part). I can use teamwork skills.
- **Materials:** book by Leo Lionni, cut-out paper fish, fish worksheet, poster paper, tape, art supplies, snack
Swimmy


2. Identify problem and solution of the story. Discuss why teamwork was important in the story, and share other examples of teamwork. Talk about what can happen when we do not cooperate.

3. Identify and role-play teamwork strategies. (share, take turns, be nice, help others, do your part)

4. Partners decorate a cut-out fish together while sharing a snack. (Goldfish crackers)

5. As partners finish, give each student a fish worksheet to color until everyone is done. Tape cut-out fish on a poster to create one giant fish.

*Evaluation: observe students completing partner activity, pre/post list teamwork strategies, move to sides of room for “yes”/“no” scenarios
The Wizard, the Fairy and the Magic Chicken

• **Grade Level:** 2-5
• **Topics:** teamwork, cooperation, conflict resolution, problem-solving
• **Mindsets and Behaviors:** Use effective collaboration and cooperation skills. Use leadership and teamwork skills to work effectively in diverse teams. Use effective oral and written communication skills and listening skills.
• **Learning Target:** I can identify teamwork skills. (share, take turns, listen to others, compromise, do your part, encourage others, include everyone) I can effectively use teamwork skills in a group setting.
• **Materials:** book by Helen Lester, worksheet, tableau scenarios

The Wizard, the Fairy and the Magic Chicken

1. Students share examples of groups in which they participate. Talk about times things went well or did not go well in the groups and why. Tell students they will be learning about teamwork today. Read book.

2. Discuss importance of teamwork and what can happen when we do not work together.

3. Identify teamwork strategies using graphic organizer. (share, take turns, listen to others, compromise, do your part, encourage others, include everyone)

4. Give groups of students tableaus (or another activity involving teamwork), time to practice and then perform. Have class guess the “still photo” scene.

5. After groups are done, ask each group to identify their strengths and weaknesses as a team, as well as what they might do differently next time. (Could complete Group Evaluation as a group, too.)

6. Each group creates a poster illustrating 1 or the 7 teamwork strategies.

7. Extension: Hold a drive/collection to see benefits of teamwork.

*Evaluation: pre/post teamwork skills, observation of group work, exit slip
The Wizard, the Fairy and the Magic Chicken

Clothesline Careers

- **Grade Level**: K-1
- **Topics**: careers, interests, hobbies, goals
- **Mindsets and Behaviors**: Positive attitude toward work and learning. Understanding the post-secondary education and life-long learning are necessary for long-term career success. Identify long- and short-term academic, career and social/emotional goals.
- **Learning Targets**: I can identify a career that I might like to have in the future and why it is a good fit for me. I can identify items needed in my career.
- **Materials**: book by Kathryn Heling, worksheet, crayons/markers
Clothesline Careers

1. Discuss the word “career.” Students share their family members’ careers. Tell students they are going to learn about seven careers today.

2. Read book, explaining that students will get to guess each career using the clues provided. (clothing, tools, etc.)

3. Talk about why careers require certain tools and clothing. Have students think about a job they would like to have in the future and why they would choose that job. Ask students to picture what clothes would be hanging on their clotheslines and what tools they would need.

4. Students draw items on worksheet without stating the job. Play a guessing game - students take turns showing clotheslines and guessing jobs. (Could also think-pair-share for time constraints.)

5. Extension: invite parents/staff to talk about careers; students complete “career interviews” with family/staff; career dress-up day
*Evaluation: students can explain why they selected their careers, items drawn on clothesline match career
Thank you for attending this webinar!

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