



AWESOME ACTIVITIES

INCLUDES:

Activities For Individuals, Small Groups, Classrooms, and Learning Centers

All-School Activities

Bulletin Boards

Sociograms

Evaluations

TOPICS:

Beginning-Of-The-Year

Communication

Self-Esteem and Self-Concept

Peer Relationships

Cooperation and Team-Building

Study Skills and Test-Taking Skills

Decision-Making

Character Education

Career Awareness

Conflict Resolution, Anger Management, and Bullying Prevention

Creativity and Imagination

End-Of-The-Year



COMPILED BY

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Awesome Activities

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INTRODUCTION

Activities come in many forms. They can be activity sheets, interactions, or bulletin boards. They can be used with individuals, in small groups, with classrooms, or as an all-school program. Activities can take up an entire class period or be completed in less time.

Activities are as versatile as the person presenting them, but there is one constant. No matter the type, the number of students involved, or the time needed to complete them, activities are an integral part of our educational system.

The ideas for this book came from the wealth of material published in *PIC (Practical Ideas For Counselors)*, a bi-monthly newsletter that was sold by subscription. When, after 25 years, Mar*co Products decided to discontinue *PIC*, I found I had notebooks full of terrific ideas and I decided to compile these ideas into one publication.

The activities in this book have been divided into topics to make it easy to locate what you want, when you want it. At the beginning of each section, the activities are placed into one of the following categories:

- **Complete Lesson Plans:** These are classroom lessons that require an entire class period or more to complete. If warranted, *Additional Ideas* to enhance the lesson are included. The accompanying activity sheets may be reproduced.
- **Activities:** These activities may not require an entire classroom session. You will find ideas for activities that can be completed in a lesser time or in conjunction with another presentation, as well as reproducible activity sheets.
- **Bulletin Boards:** Guidance-related lessons that include creating a bulletin board.
- **All-School Programs/Bulletin Boards:** Programs that involve the entire student body in a common purpose.
- **Reproducible Extras:** A selection of pick-and-choose reproducibles that include bookmarks, awards, flyers, letters, posters, activity sheets, and much more.

Since the content of guidance topics must be reinforced when the counselor is not in the classroom, this book also includes a *Learning Centers* section. The activities offered in this section can take place in the classroom or, if the counselor is lucky enough to have space, in the counselor's room.

Sections on *Sociograms* and *Evaluations* are also included. These sections will help counselors better understand their students and their counseling programs.

Although many great activities featured in *PIC* were written by counselors from various parts of the country, none of them are included in this book. The activities in this book were written by Mar*co staff members who have been practicing counselors. Not all the activities in this book were published in *PIC*. Some were developed from the wealth of information I have accumulated. I hope you find this collection as useful as I did, and I hope your students enjoy the activities as much as my students did!

AWESOME ACTIVITY #8

30-40
MINUTES

ENCOURAGEMENT PICTURES

Objective:

To allow students to receive complimentary verbal feedback from their classmates

Materials Needed:**FOR THE LEADER:**

- ☐ Chalkboard and chalk or dry-erase board and marker (optional)

FOR EACH STUDENT:

- ☐ Construction paper
☐ Pencil
☐ Crayons or markers

Pre-Presentation Preparation:

None

Procedure:

INTRODUCTION: Introduce the topic of *encouragement* by saying the following sentence or writing it on the board.

Encouragement is recognizing the good part of something, even if everything isn't perfect.

ACTIVITY: Tell the students:

It seems easy to find fault or notice things that are wrong or not done perfectly.

When someone tells you something is wrong with what you did, how do you feel? (*sad, angry, hurt, etc.*)

How do you feel when someone says something good about something you have done? (*happy, glad, excited, etc.*)

Today you are going to draw a picture. It can be a picture of anything you like. You may draw your picture on any color construction paper. I will give you (NUMBER OF MINUTES) minutes to draw your picture. Then we will talk about what we will do with the drawings.

Give each student a piece of construction paper, a pencil, and crayons or markers. Tell the students to begin drawing. When the allotted time has elapsed, have the students bring their drawings and sit in a circle. Then say:

Each of you will walk around the inside of the circle and stop in front of each person. As you stop in front of each person, hold your drawing so your classmate can see it. The person looking at your drawing should say some-

AWESOME ACTIVITY #17



20-30
MINUTES
SHORT
FOLLOW-UP
SESSIONS

BOUQUET

Objective:

To recognize positive actions of others

Materials Needed:

FOR THE LEADER:

- ☐ Vase
- ☐ Construction paper
- ☐ Straws
- ☐ Stapler and staples

Pre-Presentation Preparation:

Using construction paper, make a variety of flowers. Staple a straw to each finished flower for a stem. Put the flowers in the vase.

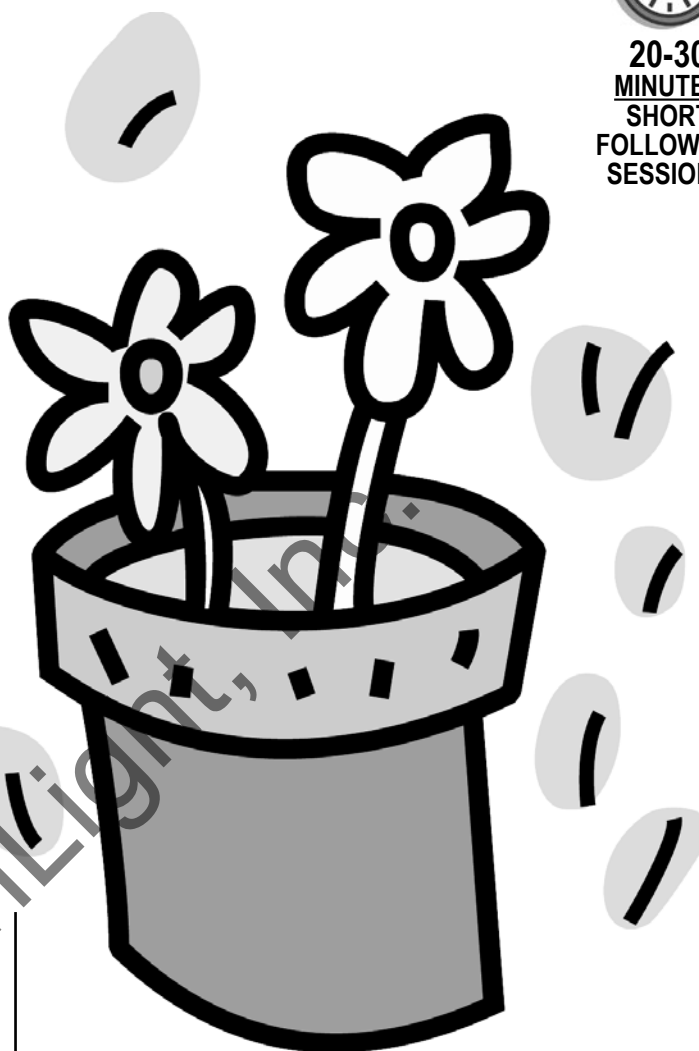
Procedure:

INTRODUCTION: Introduce the activity by saying:

Suppose you work and work to learn to ride a bike and when you have finally gotten it down, you ride toward your friends or parents. Nobody notices your accomplishment. How do you think you would feel? Which do you think makes a person feel

better, to accomplish something and have no one notice or to accomplish something and have it be noticed? (*People like to be noticed.*)

For the next few weeks we are going to notice accomplishments that the boys and girls in this classroom achieve.

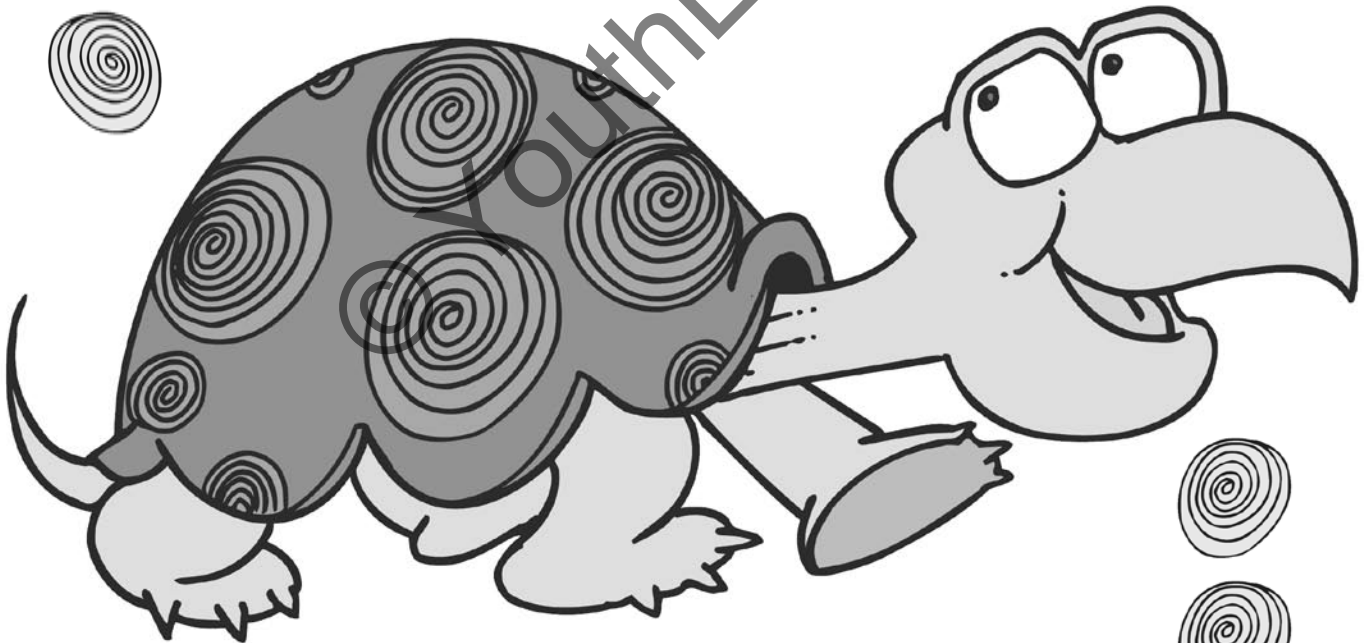


AWESOME ACTIVITY **EXTRA**

TRYING TURTLE AWARD

REALLY WORKED HARD ON

CONGRATULATIONS!



From: _____

PEER RELATIONSHIPS ACTIVITIES, LESSONS, AND EXTRAS

ACTIVITIES AND LESSONS:

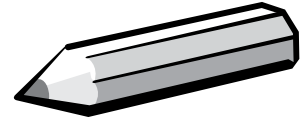
All-School Program	Grades K-6	<i>Friendship Month</i>	page 102
Complete Lesson Plan	Grades 1-2	<i>Friendship Bouquet</i>	page 106
Activity	Grades 1-3	<i>Role-Playing And Puppetry</i>	page 108
Activity	Grades 1-3	<i>Guess The Voice</i>	page 109
Complete Lesson Plan	Grades 1-3	<i>Friendship-Grams</i>	page 110
Bulletin Board	Grades 1-4	<i>Class Grand Prix</i>	page 113
Complete Lesson Plan	Grades 1-5	<i>Help! I Need A Friend</i>	page 114
Activity	Grades 3-5	<i>SBS—Secret Buddy System</i>	page 117
Activity	Grades 3-5	<i>Cliques: + Or – ?</i>	page 118
Activity	Grades 3-5	<i>Friendship</i>	page 119
Activity	Grades 3-5	<i>I'd Like To Know You Better</i>	page 120
Activity	Grades 3-5	<i>Am I A Good Friend?</i>	page 122
Activity	Grades 3-6	<i>Know Your Friends</i>	page 124
Bulletin Board	Grades 3-6	<i>A Friend Is ...</i>	page 126
Complete Lesson Plan	Grades 4-6	<i>Newspaper Clippings And People</i>	page 128

REPRODUCIBLE EXTRAS:

Poster	Grades 2-5	<i>A Good Friend ...</i>	page 129
Bookmarks	Grades 2-5	<i>Friends ...</i>	page 130
Bookmarks	Grades 2-5	<i>Friends ...</i>	page 131
Activity Sheet	Grades 3-6	<i>Friends And Me</i>	page 132
Activity Sheet	Grades 4-6	<i>Peer Interactions</i>	page 133

AWESOME ACTIVITY #47

AM I A GOOD FRIEND?



Directions: Write your name where indicated. Then read the sentences in the first section and mark your answers. In the center section, write the names of four friends who could answer the same statements about you. One of these friends will be asked to answer the statements in the lower section, but you will not know which friend was chosen. The bottom portion will be returned to you so that you can compare your answers with your friend's.

Name _____
PRINT YOUR NAME HERE

Read the sentences below.

Mark the column that describes you the best.

	TRUE	FALSE	NOT SURE
1. My friends know they are important to me.	☐	☐	☐
2. Most of my friends have some of the same interests I do.	☐	☐	☐
3. I feel my friends are special people.	☐	☐	☐
4. I do not always expect my friends to do what I want.	☐	☐	☐
5. My friends do not always expect me to do what they want.	☐	☐	☐
6. I understand when my friends make mistakes.	☐	☐	☐
7. I share my important thoughts with my friends.	☐	☐	☐
8. My friends share their important thoughts with me.	☐	☐	☐
9. I do not expect my friends to agree with me all the time.	☐	☐	☐
10. I do not always agree with the way my friends behave.	☐	☐	☐

✂ 1

Four friends who could fill out the bottom portion of this activity sheet are:

✂ 2

The following statements
 are true or false about _____

PRINT YOUR NAME HERE

	TRUE	FALSE	NOT SURE
1. I am important to him/her.	☐	☐	☐
2. I have some of the same interests that he/she has.	☐	☐	☐
3. He/She feels I am special.	☐	☐	☐
4. I am not always expected to do what he/she wants.	☐	☐	☐
5. I do not always expect him/her to do what I want.	☐	☐	☐
6. He/She understands when I make mistakes.	☐	☐	☐
7. He/She shares his/her important thoughts with me.	☐	☐	☐
8. I share my important thoughts with him/her.	☐	☐	☐
9. I am not expected to agree with him/her all the time.	☐	☐	☐
10. He/She does not always agree with the way I behave.	☐	☐	☐



**30-40
MINUTES**
**SHORT
FOLLOW-UP
SESSIONS**

MAKE OUR SKIES BRIGHTER

Objective:

To motivate young students to follow the rules, be part of the group, be cooperative, and show pride in their work

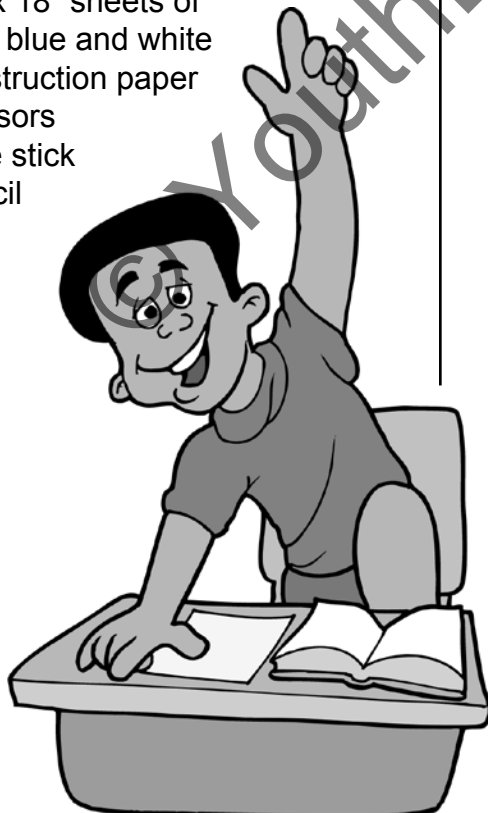
Materials Needed:

FOR THE LEADER:

- ☐ Box of gold or silver star stickers

FOR EACH STUDENT:

- ☐ 12" x 18" sheets of dark blue and white construction paper
- ☐ Scissors
- ☐ Glue stick
- ☐ Pencil



Pre-Presentation Preparation:

Decide on one to three specific behaviors that you would like to have the students change. For very young students, focus on one behavior. For older students, focus on no more than three behaviors.

Examples of target behaviors:

- Lining up quietly for recess, lunch, etc.
- Being in their seats, quiet, and ready to begin the day when the bell rings or when they are told by their teacher that it is time to begin class
- Cleaning up at the end of the day and being ready to go home on time
- Working quietly during seat work time
- Being ready to participate in a particular project with pencils, crayons, scissors, etc. on their desks
- Raising their hands when they want to speak and not calling out
- Listening quietly when directions are given

30-40
MINUTES

RATE YOUR STUDY HABITS

Objective:

To have students be realistic about their study habits through self-evaluation

Materials Needed:

FOR EACH STUDENT:

- ☐ *Rate Your Study Habits*
(page 182)
- ☐ Pencil

Pre-Presentation Preparation:

Make a copy of *Rate Your Study Habits* for each student.

Procedure:

INTRODUCTION: Ask the students:

How many of you believe you know your strengths and weaknesses when it comes to your study habits?

Today each of you is going to have the opportunity to see how aware you really are of your study habits.

ACTIVITY: Give each student a copy of *Rate Your Study Habits* and a pencil. Then say:

The first thing I would like you to do is turn your paper over, think about your study habits, and write one of the following—*excellent, good, satisfactory, or need to be changed*—on the back of your activity sheet.

This activity sheet will be absolutely worthless if you do not rate yourselves honestly on each question and total up your score at the end. These sheets are not to be shared with anyone in the class unless you choose to do so. They are your private property and are for you to see if you are where you want and need to be in regard to your study habits.

Now turn the paper over and complete the activity sheet.

Tell the students how much time they have to complete the activity sheet.

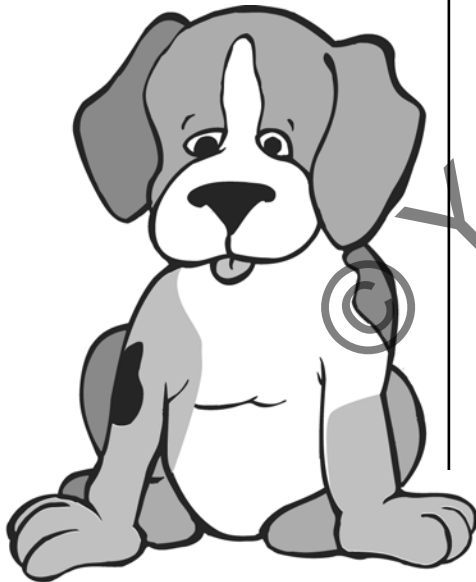
FOLLOW-UP: Tell the students to give themselves:

- 10 points for each **X** in the *Always* column
- 5 points for each **X** in the *Sometimes* column

AWESOME ACTIVITY **EXTRA**

ANSWER THESE
QUESTIONS BY PRINTING:

M for Mom
SM for Stepmom
D for Dad
SD for Stepdad
I for Me
T for Teacher
F for Friends
O for Others

**WHO DECIDES ...**

1. ____ what I wear to school?
2. ____ what I eat for breakfast?
3. ____ who my friends are?
4. ____ how neat I keep my desk?
5. ____ to brush my teeth?
6. ____ if I do my homework?
7. ____ what my jobs are at home?
8. ____ if I clean up my room?
9. ____ when I go to bed?
10. ____ whether I bring or buy my lunch?
11. ____ what my favorite food is?
12. ____ what game to play with my friend?
13. ____ what program to watch on TV?
14. ____ to remember my books for school?
15. ____ what my homework will be?
16. ____ if I complete my schoolwork?
17. ____ where I sit in the classroom?
18. ____ where I live?
19. ____ when to have recess?
20. ____ whether I can have a pet?



Count how many decisions were made by:

____ Mom	____ Dad	____ Stepmom	____ Stepdad
____ Me	____ Teacher	____ Friends	____ Others

Who makes the most decisions in my life? _____

LEARNING CENTER

**DEAR HERO
INSTRUCTIONS**

1. Think of someone you admire.
2. This person could be living or dead, famous or an acquaintance.
3. Write a letter to this person explaining why you admire him or her.
4. Give specific examples that helped you form your opinion.
5. Finish your letter by telling your "hero" how you would like to model your life after him or her.
6. Sign your letter.
7. When you have finished, place your letter in an envelope, address the envelope, and put it in the bin. If you do not know the address, you may make one up.
8. I will collect the letters in the bin on _____, read them, and return them to their owners on _____.
9. Remember to use correct letter-writing format. If you are not sure of the correct way to write a letter or address an envelope, look at the samples posted at the learning center.



30-40
MINUTES
FOLLOW-UP
SESSIONS

RESPONSIBILITY SUPER BOWL

Objective:

To have the students set goals to improve responsible behavior

Materials Needed:

FOR THE LEADER:

- ☐ Mural paper
- ☐ Construction paper
- ☐ Alphabet stencils
- ☐ Stapler and staples
- ☐ Marker
- ☐ Push pins

FOR EACH STUDENT:

- ☐ 1/4 sheet of brown construction paper
- ☐ Marker
- ☐ Scissors

Pre-Presentation Preparation:

Cover the bulletin board with mural paper. Then set up the bulletin board like one half of a football field. Using construction paper and a marker, put lines on it as shown in the illustration (top of page 269).

Using alphabet stencils, cut out construction paper letters spelling *Responsibility Super Bowl*. Place the letters at the top of the bulletin board.

Procedure:

INTRODUCTION: Introduce the lesson by holding a discussion on *responsibility* with the students. Discuss ways students could be more responsible in school. Have the group set goals to work on for a period of time. This could be a week, a month, etc. Examples might be:

50 yd. line:
I will be on time every day.

40 yd. line:
I will have my books and materials ready each day.

30 yd. line:
I will be ready to work and listen when class begins.

20 yd. line:
I will keep my desk and the classroom clean.

10 yd. line:
I will not bother or disturb others.

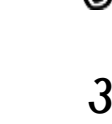
Touchdown:
I will have my homework completed each day.

ACTIVITY: Write the goals on the yard lines. The team is be the class, the coach is the leader, and the game date is the time set for all the goals to be reached. Fill these in on the bulletin board.

AWESOME ACTIVITY #126



TOOLS, SUPPLIES, AND EQUIPMENT



Directions: Match each occupation in column one with the tool, supply, or piece of equipment it uses in column two. Write the number of the occupation on the blank line. Some occupations may use more than one of the listed objects. Pick only the one you think best fits the occupation.

OCCUPATION

1. Teacher
2. Secretary
3. Photographer
4. Clothing store clerk
5. Custodian
6. Librarian
7. Hairstylist
8. Taxi driver
9. Carpenter
10. Truck driver
11. Pilot
12. Plumber
13. Police officer
14. Chef
15. Florist
16. Homemaker
17. Gardener
18. Veterinarian
19. Rancher
20. News reporter
21. Zoo worker
22. Carpet layer
23. Postal worker
24. Auto mechanic
25. Delicatessen clerk
26. Rock star
27. Electrician
28. Actor
29. Pharmacist
30. Pro football player

TOOLS, SUPPLIES, OR EQUIPMENT

- _____ Handcuffs
- _____ Script
- _____ Wrench
- _____ Helmet
- _____ Car
- _____ Stamps
- _____ Camera
- _____ Vase
- _____ Guitar
- _____ Keys to all rooms
- _____ Measuring tape
- _____ Cash register
- _____ Medicines
- _____ Check-out desk
- _____ Fuse box
- _____ Curling iron
- _____ Battery charger
- _____ Radar
- _____ Computer
- _____ Knives
- _____ Meat slicer
- _____ Saw
- _____ Grade book
- _____ Semi-trailer
- _____ Fences
- _____ Vacuum
- _____ Cages
- _____ Telephone
- _____ Anesthetic
- _____ Mower

AWESOME ACTIVITY EXTRA

Bully-Bustin' Vowel Fill-In

Fill in each blank with a vowel (a, e, i, o, u) to reveal ways to handle bullies.

__gn__r__ wh__t th__ b__lly s__ys.

__v__d pl__c__s wh__r__
b__ll__s h__ng __t.

C__nfr__nt th__ b__lly.
T__ll th__ b__lly wh__t h__/sh__ h__s d__n__.

St__y w__th __ gr__p __f fr__nds.

__gr__, __f th__ b__lly __s r__ght.

R__p__rt th__ b__lly __f th__
s__t__t__n __s d__ng__r__s.

St__ck __p f__r fr__nds wh__n
th__y __r__ b__ng b__ll__d.

D__n't b__l__v__ wh__t th__
b__lly s__ys __b__t y__.

St__nd __p f__r y__rs__lf.

__nsw__r by ch__ng__ng th__ s__bj__ct.

AWESOME ACTIVITY #162



NAME

MY LIFE IN _____ GRADE

When I started _____ grade, I didn't know _____

_____ .

Now I know _____

_____ .

The best thing we did this year was _____

_____ .

The thing I did not like was _____

_____ .

My favorite book was _____

_____ .

My friends are _____

_____ .

My favorite lunch was _____

_____ .

My favorite art project was _____

_____ .

My most successful time was _____