

LIVELY LESSONS

**FOR
CLASSROOM SESSIONS
FOR GRADES 2-5**

**By
ROSANNE SHERITZ SARTORI**

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

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

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



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INTRODUCTION

When I began preparing counseling lessons 12 years ago, I realized that my best lessons started with a story. It was a good way to begin the lesson and capture the attention of the students. With a story as a base, it was easy to teach what needed to be taught.

In the early years, I was always in the library or in book stores, looking for short books that would reinforce my lesson. I hardly ever found what I wanted. It was hard to find a book that was short enough to serve as an introduction and would still allow the facilitator enough time to teach the lesson. The books that I did find either didn't convey the right message or were too babyish for my audience. So I began to make up my own stories. These stories could include anything I needed them to include.

Along the way, I also realized that story-telling is a wonderful way to connect with students. If you have never experienced this connection, I urge you to try telling—not reading—the stories from this book. Eye contact is wonderful, and children use more imagination by listening and visualizing, rather than looking at pictures. If you tell the stories with enthusiasm and humor and use popular slang and terminology that students understand, the stories come alive.

Some of the stories in this book overlap. That's because I use different stories in different years or different stories in different grades. I have found that if I want to teach a lesson about organization, for example, I can basically use the same lesson for two years in a row if I change the stories. I have had fifth-graders tell me that they remember stories I told when they were in second grade. That's why it is important to keep track of which stories are told in which grades.

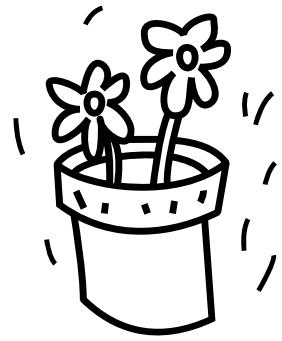
When you tell a story, try not to use the name of anybody in the classroom or, if possible, even in the school. You don't want a child to get teased because of something a character in a story does. Change the character's grade or age to match the audience's grade and age.

The lessons in this book are meant to entertain. Some educators may believe it unnecessary to entertain in order to get kids to listen. But if we want to make an impact, it's something we should *want* to do.

Kids sit all day in school and listen to their teachers. (If you have ever sat in a two-hour workshop, you know how hard this is!) So I think it is important that

THE KING'S GARDEN

A Lesson on Self-Esteem



MATERIALS NEEDED:

- ✓ Silk flowers (one branch of violets, one pink rose, one yellow daffodil, and a tulip) to make the story more dramatic during the telling (optional)
- ✓ Chalkboard and chalk or chart paper and marker with poem (page 36) written on it
- ✓ Copy of *I Am Unique* (page 37) and a pencil for each student (optional)

LESSON:

The facilitator should:

1

Introduce the lesson by greeting the students and telling them that today's lesson will be about something very important.

2

Tell the class that you are going to begin with a story. Then read or tell the following story:

Once upon a time, there was a king who loved flowers. He thought that nothing was as beautiful as a field of flowers...not a rainbow, nor the blue ocean, nor a majestic forest. He wished all the people in his kingdom felt the same way, because he thought it would be wonderful to have his entire kingdom covered with blooming flowers.

One night, as he lay in bed, the king tried to come up with a plan that would encourage people to plant gardens full of beautiful flowers. All of a sudden, a simple idea came to him. He would hold a contest!

The next day, the king sent men on horses to travel throughout the kingdom and announce the contest. The person who could grow the most beautiful garden would win a treasure chest full of gold and jewels. When the people heard the king's plan, they became very excited. Everyone began to plant a garden, hoping to win the contest.

The king's coachman planted a garden full of tulips that were gorgeous. He knew that the king liked tulips, because he always said so on their drives through the kingdom. (*Hold up the silk tulip.*) When the king saw it he said, "I love tulips, and this is a very beautiful garden. But I'm sorry, I don't think that it is the most beautiful garden in the kingdom."

Meanwhile, the king's baker said, "Well, I know what the king likes. Whenever he orders a cake, he always requests that roses made of icing be

NAME _____

DATE _____



FRIENDSHIP WORKSHEET

Name of Person I Chose _____

ADJECTIVES (#1)—CHOOSE FIVE ADJECTIVES THAT DESCRIBE THE PERSON ABOVE.

kind	dependable	funny	nice
friendly	cool	happy	generous
athletic	creative	helpful	talented
smiling	friendly	likable	thoughtful
artistic	responsible	lively	understanding
caring	exciting	musical	smart
cheerful	fun	neat	hard-working

NOUNS (#2)—CHOOSE TWO NOUNS THAT DESCRIBE THE PERSON ABOVE.

friend	boy	girl	person
--------	-----	------	--------

PREDICATES (#3)—CHOOSE FIVE PREDICATES THAT DESCRIBE THE PERSON ABOVE.

is nice	learns quickly
works hard	has a good sense of humor
does well in school	is a good friend
cares about others	cooperates in school
gets along well with others	is a good sport
is fun to be with	is good at _____
has good ideas	is great at _____

FRIENDSHIP SENTENCE

Write a sentence that describes this person. Use the words circled above.

You are a/an _____ and _____

ADJECTIVE (#1) ADJECTIVE (#1) NOUN (#2)

who _____ and _____

PREDICATE (#3) PREDICATE (#3)

CHESTER CHILLS

A Lesson on Stress



Note: Follows *Whatever* Story

MATERIALS NEEDED:

- ✓ Puppet
- ✓ *Feelings Rap* (page 61) from *Whatever* lesson
- ✓ 6" x 18" piece of construction paper, pencil, and crayons or markers for each student
- ✓ Chalkboard and chalk

LESSON:

The facilitator should:

1

Greet the students and introduce the puppet by name. Then have the following conversation with the puppet:

Facilitator: "Well, (PUPPET'S NAME) how are you feeling today?"

Puppet: "Not so good. My older brother is leaving for a long trip, and I'm worried and upset."

Facilitator: "I'm sorry to hear that, but I'm glad that you can talk about your feelings."

Remind the students that, in the previous lesson, the class talked about uncomfortable feelings and how these feelings are sometimes difficult to deal with. Then ask the students to take out their copies of the *Feelings Rap* from the last lesson and recite it together.

Happy, embarrassed, frustrated, mad,
Angry, nervous, impatient, sad,
Proud, scared, shy, bored,
Discouraged, excited, jealous, and more.

These are feelings that we've all had,
They're human emotions, neither good nor bad.
It's the choices we make and how we react
That make them a problem, and that's a fact!

2

Tell the students that you are going to tell them a story about a boy who didn't know how to handle uncomfortable feelings. Then read or tell the following story:

SCHOOL COOL:

A Lesson about Responsibility in Learning

Note: This is a good lesson to use as the culmination of a unit on study skills.

MATERIALS NEEDED:

- ✓ Copy of *Am I School Cool?* (page 93), *I Am School Cool* (page 94), paper, a pencil, and crayons or markers for each student
- ✓ List of responsible and irresponsible behaviors (optional). Some examples are:
 - LaToya uses the dictionary to look up words that she doesn't know how to spell.
 - Joey reads a book quietly when he is finished with his work.
 - Lanie runs down the hall when no one is looking.
 - Harold starts his book report the night before it is due.
 - The night before a big test, Kayla stays up until midnight studying.
 - Tim writes assignments in a planner and takes home all the books he needs.

LESSON:

The facilitator should:

1

Tell the students:

"In other lessons, we have discussed many things that will help you improve your grades and become a better student. But of all the topics we have talked about, today's lesson may be the most important. Let me start with a story."

2

Read or tell the following story:

At Wendell School, there were many after-school clubs. There were clubs for kids interested in photography, drama, computers, sports, math, and many other things. But the club everyone wanted to join was the "School Cool" Club.

The reason that everyone wanted to be in the "School Cool" Club is because the teacher, who is the club sponsor, always plans fabulous events. One time, she planned a cave-exploration field trip. All of the club members went to Dinmar Cave on a Saturday. They explored the cave and had a picnic afterward. Another time, the club was invited to the University's

AM I SCHOOL COOL?

Answer these questions about yourself.

Use these numbers:

Always = 4 Usually = 3 Sometimes = 2 Hardly ever = 1

- _____ 1. I get myself up in the morning.
- _____ 2. I get dressed for school in plenty of time.
- _____ 3. I brush my teeth and hair before I leave the house.
- _____ 4. I remember my books, lunch, and materials.
- _____ 5. I get to my classroom on time.
- _____ 6. I keep my desk organized.
- _____ 7. I remember my homework and turn it in on time.
- _____ 8. I complete all my assignments.
- _____ 9. I do not disturb others during work time.
- _____ 10. I am quiet and do not run in the hall.
- _____ 11. I remember my lunch or my lunch money.
- _____ 12. I write down assignments and remember my books.
- _____ 13. I put my bookbag in the same place every night.
- _____ 14. I do my homework without being told.
- _____ 15. I do my chores at home without being told.
- _____ 16. I go to bed at my bedtime without being told.
- _____ 17. I do my work even when I'm not "in the mood."
- _____ 18. I follow school and classroom rules.
- _____ 19. I listen in class.
- _____ 20. I do my best in school.

_____ 4's

_____ 3's

_____ 2's

_____ 1's

THE PARK STREET 10

A Lesson on Peer Pressure

Note: Use this lesson as a follow-up lesson to *Dean Decides*.

MATERIALS NEEDED:

- ✓ Four notecards (eight, if dealing with a large class)

LESSON:

The facilitator should:



Greet the students and remind them that, in a previous lesson, they learned the steps to making good decisions. Ask the students:

“Do you remember the rhyme about the decision-making steps?” (If the answer is “Yes,” recite the rhyme together. If the students need a review of what the rhyme was, recite the rhyme below for the class. Then recite the rhyme with the class.)

D.B.C.C.

The steps are easy, don't you agree?
When you have to decide or make a choice,
Just use your brain before your voice!
The steps are easy, don't you agree?
D.B.C.C.

Review the following D.B.C.C. steps with the class:

- D** - Decision to make?
- B** - Brainstorm your alternatives.
- C** - Consider the consequences.
- C** - Choose the best alternative.

Say to the students:

“I know this sounds pretty easy, but certain things can make it a little more complicated. One complication is when your friends are involved. Let me tell you a story about a girl who had to make a decision.”