Race to the Finish

Guidance Activities That Will Make Your Program a Winner!

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http://youtu.be/4hotPDAZKa0
Friendship
Peace Week in Miss Fox’s Class

by Eileen Spinelli

The Competency: Friendship
Grade Level: Pre K - 5
Goal: Students will learn the joy of getting along.
Lesson: Read the book and discuss that Miss Fox is tired of hearing her students quarrel, so she announces Peace Week for an entire week. The students share their ideas: no fighting, don’t say mean things and help others. The story shares how each animal is challenged to be a peacemaker during the week.

Discuss the book and brainstorm with the class how we can be peacemakers and have a "Peace Week" in our school/class too!

Activity: Give each student a peace sign and ask the students to complete the sentence telling how they will be a peacemaker. In the 4 sections of the peace sign, student should write 4 things he/she will do to be kind to others. I will...
I will ....
Nugget & Fang
Friends Forever – or Snack Time?
by Tammi Sauer

The Competency: Friendship
Grade Level: Pre K - 3
Goal: Students will learn the joy of making new friends.
Lesson: Read the book and discuss how our differences can compliment our friendships. Nugget is a minnow and Fang is a shark. Then Nugget goes to school and learns that sharks eat minnows. This starts the story’s adventure.
Discuss how differences can be fun and helpful in a friendship. Fang came to the rescue when the minnows were caught in a net. Have you ever had a friend that enjoyed doing different activities than you? Do you ever enjoy playing games with girls/boy?

Activity: Think of things that your students enjoy doing. Ask students to move to the 4 corners of the classroom when you say the names of choices of activities your students might enjoy doing.
Soccer    Swimming    Video games    Do a craft
Ten Things I Love about You  
By Daniel Kirk

The Competency: Friendship  
Grade Level: K - 2  
Goal: Students will learn the joy of making new friends.  
Lesson: Read the book and discuss friendship. Discuss the things that rabbit and pig liked in a friend.

Activity: Make a list of friendship traits as a class. Then have each student complete the sentence, I like friends that ... (share, play fair ...)

If you used this book with Grades 3-5 students, they could make a list of things they like about their classmates. Give each student a piece of paper and ask them to write their name at the top of the page. Pass the paper around and ask each student to write one kind thing about the student. (You should read these before giving the paper back to the students.)

Complete the handout

Ten Things I like about You or a friend
Ten Things I like about You or a Friend!
Friends Forever
The Adventures of Melrose and Croc
By Emma Chichester Clark

The Competency: Friendship
Grade Level: Pre K - 3
Goal: Students will learn the joy of making new friends.
Lesson: Read the book and discuss what makes them good friends. What can you do to be a good friend?
Friends have differences, but they also are alike in many ways. Student can draw pictures or older students can write about how they are alike and different using the heart Venn diagram.

Also in this book is a second adventure, “Melrose and Croc Find a Smile.” Melrose lost his smile, so they went to look for it. This story shows them having fun together. Then they forget what they were looking for, but they had both had fun.

This is another story that you can talk about being a good friend and what made them best friends.
The Sandwich Swap
By Her Majesty Queen Rania Al Abdullah and Kelly DePucchio

The Competency: Friendship
Grade Level: Pre K - 5
Goal: Students will learn the joy of making new friends.
Lesson: Read the book and discuss how we can be alike and different, but we can still be friends.

Lilly and Salma are best friends. They enjoy doing all the same things. They eat different things for lunch. This story shows how something small can set off big problems, and also create bridges between people! Tolerance and acceptance could be discussed with this story. Small things can pull friends apart, but they learned that friendship is far more powerful than difference. Students will see that little things divide us, but differences enrich our friendships and lives.

Activity: A school wide picnic that shares foods from different cultures. What could your school do to share differences? Complete the Venn diagram.
We like...
The Competency: Friendship
Grade Level: Pre K - 3
Goal: Students will learn the joy of making new friends.
Lesson: Read the book and discuss Mouse is waiting by the river for her special friend. Rabbit and Frog sit with him while he is waiting for his special friend. Turtle shares his lunch while they are waiting. They all have fun. Then Mouse stood up to leave. Mouse tells them that they are his special friends. They were all happy. It was such a special day that they decided to wait again tomorrow.

What did Mouse do to make his friends feel happy? (He told them that they were his special friends.)

I like friends who...

1. On the hands, you could write share. Draw a smile on the face.
2. Younger students can use the doll to make an example of their favorite friendship trait.
I like friends who...
Activity: Select three things you enjoy doing. Students can talk about their choices with their partner or small group of students.
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<tr>
<th>Activity</th>
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<tr>
<td><img src="image1.jpg" alt="Cat" /></td>
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<tr>
<td><img src="image2.jpg" alt="Group" /></td>
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<td><img src="image3.jpg" alt="Paint" /></td>
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<td><img src="image4.jpg" alt="Ballet" /></td>
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<td><img src="image5.jpg" alt="Child with Dog" /></td>
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<td><img src="image6.jpg" alt="Skate" /></td>
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<td><img src="image7.jpg" alt="Skier" /></td>
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<td><img src="image8.jpg" alt="Gymnastics" /></td>
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<td><img src="image9.jpg" alt="Swings" /></td>
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<td><img src="image10.jpg" alt="Swimmer" /></td>
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<tr>
<td><img src="image11.jpg" alt="Building" /></td>
</tr>
<tr>
<td><img src="image12.jpg" alt="Dancer" /></td>
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</tbody>
</table>
The Competency: Friendship
Grade Level: Pre K - 3
Goal: Students will learn to build relationships.
Lesson: Read the book, Making Friends Is an Art!. Brown is the least used pencil in the box because he is tall, geeky and does not feel like he fits in. Each pencil displays a positive friendship trait. Black looks out for everyone, Pink is a good listener, Light Green is honest, Dark Green is trustworthy, Blue gives hugs, Yellow does what’s right, White helps us not fight, Purple has hopes and dreams, Orange likes to have fun and everyone loves Red. Brown wishes he could be like the other pencils. Brown complains a lot, hardly ever laughs, is disrespectful, and usually wears a frown. He asks each pencil for advice on how to make friends. Blue gives Brown a hug and suggests he figure out how to use the right colors. He seeks advice from Light Green because Brown knows he will be honest. Light Green tells Brown, “To have good friends, you need to be a friend.” Black tells Brown, “Haven’t you noticed that when all of us are mixed together we make Brown? You are a combination of all the colors. ...you have everything inside you to be a good friend.” Once Brown embraces all of his good character traits he is able to make friends with the other colors.


Discussion Questions
1. Why doesn’t Brown have any friends?
2. What did you learn about the other colors?
3. What does Brown learn from the others colors?
4. What did Brown change about himself?
5. How can you help other students have friends?
6. How do you make friends?

Pre/Post Tests: What are three things you can do to make a new friend?

When Brown asks the other pencils why no one likes him, he discovers that to have friends, he needs to be a good friend. If Brown learns to use all of the friendship skills the other pencils have, he can make friends and have fun too!
I like friends who...

You can make the pencils of different colors and then display them like a pencil box.

Name: _________________
Activity I
Read the story, **Making Friends is An Art**.
At the end of page 8, ask students if all the pencils are the same. Discuss what was different about them?
At the end of page 15, have students turn to the person on their right to be their partner and using this sentence:
(First A partner, then B partner)
“One thing that Brown was doing that the other crayons didn’t like is --- - - - “

Listen to some of the students’ complete sentences and then ask several pairs to share what they said.

Finish reading the story,
Then have students turn to their partner and complete this sentence.
“After Brown talked to Black, one thing that he did that helped him make friends was- - - - “
Listen to some of the students sentences and then ask several pairs to share what they said.
Compare the crayons to boys and girls in the class.
Are we all the same?
Can we still all be friends and get along?
I will make new friends by

___________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Activity II
Students will write four things they can do to make friends. After students have a chance to work on that, ask students to tell their partner two things on their sheet, and then again, have several pairs share.

Post Assessment:
Check to see if the students can write 4 things. Ask the class (thumbs up thumbs down) if they think they now know some things they can do to make and keep friends.

Hand shape - "I like friends who..."
Then make a wreath out of all the student’s hands.
I like friends who...

Name: ________________
Friendship/Self-Concept Group
Pre-adolescent Girls
“Keeping Your True Self”
Based on Reviving Ophelia by Mary Pipher
Session 1

• Permission slips
• Introductions
• Purpose of group
• Group Promise created and signed by each member (confidentiality, respect others, etc.)
• Pre – test
Dear Parent,

As part of our school’s guidance program, students are invited to participate in small group or individual counseling sessions as needed. Your child has been referred to us for extra support with:

Changing Families   Friendship/Social Skills   Study Skills/Organization
Anger Management/Anxiety   Crisis/Grief

Many students at some time during the school year will have the opportunity to meet with the school counselors on an individual basis or with a small group. The purpose of these meetings is varied; however, our goal is to help your child to be a successful and happy student at Haun.

The groups will meet for an average of 6 weeks. It will be at a time that is the least intrusive to their academic day. Many times we meet with children during their recess time.

Please indicate permission for his/her participation by signing and returning the bottom portion of this letter.

Sincerely,

___________ Counselor

I give permission for ____________________________ to be a part of a support group/individual sessions at Haun Elementary.
Example Group Promises

• **Girls’ Lunch Club**

• What we talk about in the group is private (except for parents).
• We will be kind to each other.
• We will work together and share.
• No excluding each other in the group.
• Listen when someone else is talking.
• We will have fun together.
Pre/Post-test
Haun Elementary School
Friendship/Self-concept Group
Put an X on the scale to tell how you are feeling.

How comfortable do you feel about sharing your feelings with others?
Not at all Kind of Yes!

____________________________________________________________________

Do you feel like people listen to you about your feelings?
Not at all Kind of YES!

____________________________________________________________________

Do you feel good about the person that you are at our school?
Not at all Kind of YES!

____________________________________________________________________

Do you feel like you know who you really are on the inside and outside?
Not at all Kind of YES!

____________________________________________________________________

Do you feel like you have support?
Not at all Kind of YES!
• Review Group Promises and introductions
• Activity: Use two pieces of large chart paper with an outline of a person drawn on each one. One is labeled “A Quality Girl” and the other is “The Perfect Girl (as defined by society and media)”. The group looks through recent magazines to look for messages that the media gives us about the definition of a “perfect” girl or woman. They cut out words or pictures and glue them on the people outlines where appropriate. On the “quality” girl the group needs to also come up with words, phrases, symbols, or pictures of what they think a girl is in reality. Compare and contrast the two.

• Homework- Have the girls look at the media in their lives in a different way. Tell them to look for messages that are given to young girls that are hard to live up to.
“Quality Girl”
(Compiled by a 5th grade girls group.)

Nice
Helps others
Friendly
Does the right thing
FISH philosophy
Good self-concept
Good self-esteem
Accepts people for who they are
Kind
Be who they want to be instead of what others are doing
Encouraging
Good manners
Good role model
Doesn’t brag
Drug free
Stands up for others, good bystander
Generous
Giving
Shows love
Not snotty
Respectful
Session 3

• Review Group Promises and discuss homework assignment.

• Activity: Have the group individually fill in the two sides of the “Who am I?” paper and discuss as a group. Girls can give respectful feedback to each other.

• Homework-Have the girls pay attention to what others believe about them. Ask them if this is the image that they want for themselves.
Who Am I?

How would other people “define” you and is it the same as what you would say about yourself?

<table>
<thead>
<tr>
<th>Other People</th>
<th>I would say about myself:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Session 4

• Give girls time to visit about their week and start sunshine/cloud. Include discussion about their homework from last week.

• Activity: Assign the girls to a partner and have them pick 2 questions from a bucket and discuss. Questions are provided. Come back together as a group and share what you learned about each other and about yourself that you had not thought of before.

• Finish by doing the “Compliment Chair” activity with 2 girls.

• Homework-Do or say a positive thing to another girl in your grade level at least one time per day. Keep a record of what you did and how they responded to you.
How do I feel right now?
What do I think?
What are my values?
How would I describe myself to myself?
How do I see myself in the future?
What kind of work do I like?
When do I feel most myself?
How have I changed this past year?
What kinds of people do I respect?
How am I similar and different from my mother?

How am I similar and different from my father?
What goals do I have for myself as a person?
What are my strengths and weaknesses?
What would I be proud of on my deathbed?
Would you feel good about writing in a journal?
Is your self-esteem determined by what other people think about you?
How does our society define beauty?
Where do you see examples of our culture defining the “perfect woman”?
Sunshine and Cloud
Session 5

• Sunshine and Cloud and homework discussion
• Review the list of positives that they have recorded from the previous week.
• Activity: Give brief instruction, define and discussion about self-concept and Being vs. Doing.
• Fill out as a group the card “I am a valuable and quality person because...” Have them list positives about themselves and things that they are proud of.
• Finish by doing compliment chair with two more girls.
• Homework- Put the card that they worked on today somewhere that they can see it each day such as their bathroom mirror.
Self-Concept- How I see myself.

• Children
  – Change as they develop
  – Learn about themselves every day
  – Adults in their lives can alter
  – Trials in life- self concept shapes coping skills

• Adults
  – Should be set in a healthy adult
  – Recognizes what values, strengths and weaknesses they have
  – Trials in life- “I will be okay and will cope.”
“Being Self” vs. “Doing Self”

Who I am on the inside.
- True self
- Doesn’t change
- Values
- Morals
- Beliefs
- Compliment- “You are fun to be with.”

What I am doing on the outside.
- How I look
- Changes over time
- Grades
- Accomplishments
- Activities
- Society focuses on
- Compliment- “Your report card grades are great.”
Are we human -beings or human-doings?

• Should we focus on the “being”, “doing” or BOTH?
• What would happen if we emphasize the “doing” too much?
• What would happen if we emphasize the “being” too much?
• What do you want people in your life to know about you?
Session 6

• Sunshine and Cloud
• Activity: Bring out a picture or model of a ship. Discuss how their lives and their future adolescent years are like a ship that is sailing on the ocean.
• Discussion Questions:
  – What kind of storms will you have to steer your ship through?
  – What will happen to your boat?
  – Who is on the boat with them to support their journey?
  – How will they be able to steer it in the directions that they want to go?
  – How will others try to change the direction of their boat?
  – What will the end of the journey look like?
  – Chart paper can be used to list the storms that they are concerned about and the support systems to help them through it.

  – Play the song “The River” by Garth Brooks and let the groups see the words as they listen.
The River
Written by Victoria Shaw and Garth Brooks
Performed by Garth Brooks

You know a dream is like a river
Ever changin’ as it flows
And a dreamer’s just a vessel
That must follow where it goes
Trying to learn from what’s behind you
And never knowing what’s in store
Makes each day a constant battle
Just to stay between the shores

Chorus:
I will sail my vessel
‘Til the river runs dry
Like a bird upon the wind
These waters are my sky
I’ll never reach my destination
If I never try
So I will sail my vessel
‘Til the river runs dry

Too many times we stand aside
Let the waters slip away
‘Til what we put off ‘till tomorrow
Has now become today
So don’t you sit upon the shoreline
And say you’re satisfied
Choose to chance the rapids
And dare to dance the tide.

(Repeat chorus)
Additional sessions and Activities

• If there is time at the end of this group or extra time one day, I would include an activity that would have the girls accomplish something by having to work together as a group. It is important that the girls learn to “lift each other up” and be supportive of each other.
• Have the group do a service project together.
• At the end of each session as time allows, do the “Compliment Chair” activity with different girls each week.
Compliments for our Friend
These are the things we like about you

__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
Self-concept Pre-adolescent Girls
What Adults Need to Know

What girls need:
• Identity based on talents/interests instead of popularity or appearance
• Good habits for coping with stress, self-nurturing skills, and a sense of purpose
• Quiet places and times
• Feel that they are part of something larger than themselves
• A calm person to talk to

Their home should have:
Protection but also challenges
Affection and acceptance but also structure
Love along with expectations
Firm guidelines and communication of high hopes for them
Guidelines instead of “rules”
Tips for Parents:

• Listen to your child as much now as you did when they were a toddler, and give them many opportunities to talk.
• Ask questions that encourage girls to think clearly for themselves.
• Respect and praise maturity, insight, or good judgment.
• Validate autonomous adult behavior and support emerging maturity.
• When they lose their heads, help them recover and don’t panic.
• Watch for trouble and convey to them that they are strong enough to deal with it.
• Reassure and be the calm in the storm, “Nobody is perfect and it will be okay.” “I am here for you.”
• Nobody is liked by everyone.
• Ignore the cranky moods and don’t take things too personally.
• Say “Here is what I liked about how you handled that.”
• Sandwich criticism: positive-criticism-positive
• Encourage friendships with both sexes.
• Resist the cultural definition of femininity.
• Good fathers are nurturing, physically affectionate, and involved.
• Good mothers are self-sufficient, positive role models, and confident.
• A common struggle is a loving mother versus a desire to separate and be different from her.
• Visit and be involved with the school. Talk to other parents.
• Find other things to be proud of other than her looks.
Tips for parents continued:

- No scales in the house at all!
- No diets. Have Healthy meals and model exercise.
- Encourage well adjusted friends.
- Travel is good for girls. (mission trips, camps, etc.)
- Involve your child in service to others.
- Have family fun time together.
- Girls benefit from being in the limelight occasionally.
- Encourage leadership.
- Remember that typically with the age group, academics take a back seat to social and emotional issues.
- Love them unconditionally.
Test Taking Strategies
Test Taking Strategies

Begin with a discussion about test taking.
• What is the first word that comes to mind when I say the word test???
• How do you feel before you take a test?
• What do you do to prepare for a test?
• How do you feel when you do well on a test?

Read book related to test taking or show the “Biggest Test in the Universe”

Discuss test taking strategies:

Physical Readiness
• Get a good nights sleep
• Eat a good breakfast
• Wear comfortable clothing
• Be on time to school
Reduce Anxiety
• Avoid distractions
• Read directions thoroughly
• Pace yourself – don’t tackle the whole test at once
• Don’t spend too much time on one question – go on and come back to the question later
• Use the process of elimination. If you cannot think of the right answer, read all the choices, delete those that are obviously incorrect, and then choose those remaining.
• Think before writing
• Take a few rest pauses during the test
• If you are nervous, take a couple of deep breaths

Most of all think positively! Have an I CAN DO IT attitude.
Test Taking Strategies

“Biggest Test in the Universe”: 
http://vimeo.com/6494226

Books:  Dr. Suess, Hooray for Diffendoofer Day!

Testing Miss Malarkey
Test Anxiety Group
Session 1

• Introductions
• Purpose of the group
• Talk about group norms, confidentiality, number of sessions, etc.
• Self-inventory on test anxiety

Reference: *Building Resiliency: A Non-Thematic Small-Group Approach* by Karen Griffith, Ph.D.

*Making the Link: Helping Children Link School Habits with the World of Work* by Lisa King, Ed.S., LPC
Dear Parent,

I will be starting a small group at school dealing with stress management and test anxiety. The group will meet for half an hour once every other week for six sessions. The meeting time will be during your child’s lunch time so that no instructional time will be missed. We will talk about different ways to deal with stress and test anxiety. If you give permission for your child to attend the group, please sign and return the attached sheet. Please call if you have any questions. Thank you for your support.

Sincerely,

Counselor

I give my permission for ________________________________ to attend the small group dealing with stress and test anxiety.

______________________________
Signature/ Parent or Guardian

______________________________
Date
Do you get nervous and fearful just before a test?  ____ yes  ____ no
Which of the following are true for you?  I get nervous about tests because:
   I don’t know enough.
   I just panic even though I usually make good grades.
   I haven’t studied or prepared.
   I always worry about things.
   I’m afraid of disappointing others.
   I’m afraid of embarrassing myself
How anxious are you?  Put a number in each blank – 1 for never, 2 for sometimes, or 3 for often
   Right before a test, I have sweaty palms, shaky hands, or other visible signs of nervousness.
   I get butterflies in my stomach before a test.
   I feel queasy or sick to my stomach before a test.
   I look at the test and feel that I don’t know any of the answers.
   During a test, my mind goes blank and I forget things.
   I have trouble sleeping well the night before a test.
   I make careless mistakes like skipping questions or putting answers in the wrong places.
   I have difficulty choosing answers.
   I remember the answers after the test is over.
   I panic at the thought of taking a test.
Add up your score.  A low score (10-15 points) means that you do not suffer from test anxiety.  Scores between 16 and 21 indicate a normal level of test anxiety.  Scores above 22 suggest that you have a high level of test anxiety.
Session 2

- Introduce the concept that certain events can create stress and that every individual experiences different levels of stress in response to different events. Ex: talking in front of class, forgetting homework, swimming, not doing something well.
- Give each student some sticky notes and a pencil. Write one personal stressor per sticky note.
- Have chart/whiteboard labeled: “At Home”, “At School”. “With Friends”, and “In the Neighborhood”.
- Put each sticky note under the appropriate category.
- Read aloud each note and discuss what each stressor feels like.
Session 3

• Review stressor sticky notes discussed in session 2.
• Discuss how students can most effectively handle each situation.
• Pass out “Test Anxiety Survey” and discuss what each student scored on the survey.
Session 4 & 5

• Read *Tyler Tames the Testing Tiger* by Janet M Bender, M.Ed.
  
  Tyler manages to “tame the testing tiger” by applying familiar and successful sports strategies learned from his coach.

• Refer to the survey from Session 1.

• Discuss effective strategies for relaxation, positive thinking, time management, study skills, mental and physical prep and test taking skills.
List of Strategies

- Be prepared
- Reframe your thinking about tests
- Fear: Real or Imagined?
- Studying ahead
- Watch the time
- Relax
- Think positive thoughts
- Prepare your body
- During the test
  - Read carefully
  - Answer easy ones first
  - Check your work
Session 6
(Review Session)

• Students will test themselves about the facts and myths about test taking skills.

• Ask the students to follow these directions. Remind them that there are no correct answers for this activity, only honest answers.
  – Stand up if you get nervous before a test.
  – Stand up if you love taking tests.
  – Stand up if your bedtime is earlier on test nights than on other nights.
  – Stand up if you feel like you know all the rules about test preparation.

• Play Testing True or False
Testing True or False

• Distribute one true and one false sign to each student face down on the desk.
• Tell the students to keep their signs face down. Listen to the statement and when I say, “Show me the Answer” show me the appropriate sign. Do not show your answer until I say “show me the answer.”
• If students get it right they get one point. They keep track of their point, although points don’t matter.

Ex: The morning before a test, you should eat a good healthy breakfast. (T)
1. On the night before the STAAR test, you need to study. (F)
2. You need to be at school before the test begins, but it is fine if you are a little late to school the morning of the test. (F)
3. When you are done with the test you can talk quietly to your neighbor if they are also done with the test. (F)
4. You need to make sure to get six to eight hours of sleep on the night of a test. (F)
5. If you do not know an answer, try your best to fill in the best choice instead of skipping it. (T)
(Testing True or False cont.)

6. When working on the test, you should work as quickly as possible. (F)
7. You should erase all of the stray marks and only mark in the bubbles on the answer sheet. (T)
8. If all you have is a pen, you may use it as long as it has black ink. (F)
9. If you get anxious or nervous on tests, then you might not do well on the test. (F)
10. If you get confused on the test, ask your teacher, and he/she will help you to understand the problem. (F)

Discuss the following questions:
• Were any of you tempted to look at someone else’s answer? (Remember on a test you really can’t do that!)
• What are some skills you were reminded of today that will help you get ready for testing?
• What are some things we have discussed in group which can help you when you take tests?
Transitions
Transition to Kindergarten

The following are good books to use with kindergarten students to help them transition to school.

• *Kissing Hand*

• *The Berenstein Bears Go To School*

• *Franklin Goes to School*
Transition to Kindergarten

Parent Information Night:

• During the spring semester invite the parents and prospective kindergarten students to the school for an information night. (We give this information out at our kindergarten registration.)
• 1 hour session
• Parents are presented with information regarding curriculum, readiness, kindergarten schedule and basic school information (drop off, pick up, attendance, etc.)
• Information is presented by kindergarten teachers or principal, instructional specialist and counselor
• Kindergarten students are then given a tour of the school and then back to the kindergarten area to complete an activity.
• Student tour can be lead by principal and counselor or kindergarten teachers.
• Also before school begins in August a kindergarten picnic is scheduled for teachers and families to meet each other.
Transition to 1st Grade

Open the lesson with a discussion about what they have enjoyed and learned in kindergarten. Read the book *First Grade Here I Come!* Talk about how kindergarten and first grade are alike and how they are different.

Activity: Have the students complete a letter to the first grade teachers.

“Dear First Grade Teachers, Hello, my name is ________________________. One thing I want you to know about me is ________________________________ ________________________________ ________________________________.

Have the students draw a picture to go with their letter.
Transition to Grades 2 - 5

- Open with a discussion about the end of the school year.
- Talk about what they can do over the summer to help prepare for their next grade.
- Discuss some of the changes which will take place in their next grade.
- Activity: Dice game.
  - Display the following slide on the overhead or prepare a chart to put at the front of the class.
  - Have students sit in a circle and take turns throwing the die.
  - Each student will respond to the corresponding number on the die.
<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name one thing you learned in guidance this year.</td>
</tr>
<tr>
<td>What is one thing you enjoyed doing this school year?</td>
</tr>
<tr>
<td>Name one goal you have for the end of the school year.</td>
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<tr>
<td>Tell one thing you want your new teacher to know about you.</td>
</tr>
<tr>
<td>Name one thing you can do this summer to prepare you for next year.</td>
</tr>
<tr>
<td>Name one character trait that you admire in other people.</td>
</tr>
</tbody>
</table>
Elementary to Middle School

- DVD- “Making the Transition to Middle School”
- Give each student an index card.
- Have them write one thing they are looking forward to in going to middle school on one side.
- Write one thing they are nervous about on the back of the card.
- Collect the cards and discuss.
- You can also use post-it notes and have them write their answers and then put notes on the white board.
Lock Lesson:
• Purchase enough locks to be able to put the students in pairs.
• Demonstrate how to use the lock.
• Put the students in pairs and have them practice with a lock.
• Make sure you attach the combination to the lock.

I tape the combination to the back of the lock.
Name one thing you are looking forward to in middle school.

Name one thing you concerned about in regards to middle school.

Tell one thing you want the middle school teachers to know about you.

Name one thing you want to improve next year.

Name one thing you can do this summer to prepare you for next year.

Tell something you can do to meet new friends next year.
Guidance Post Test

Things I’ve Learned in Guidance

1. Put a check mark next to the people you can trust to go to when you have a problem here at Hughston.
   - Principal    - Counselor   - Friend   - Stranger   - Nurse   - Teacher

2. Put a check mark next to strategies to help you deal with a bully.
   - ignore them     - yell at them   - push/kick them
   - walk away from them           - stand up for your friend      - tell an adult

3. Sometimes drugs look like candy and we should **not ever** pick it up and eat it.
   a. True
   b. False

4. Strangers always look mean and dirty.
   a. True
   b. False

5. What are some ways you can show others you care? Circle all that apply.
   a. using nice words
   b. laughing at others when they hurt themselves
   c. giving your time and money to help others in need
   d. giving compliments

6. Doing well in school is important because...Circle all that apply.
   a. you will learn lots of important things
   b. you are prepared for next year in school
   c. so that you can tell others they are not smart

7. Why is going to college important?
   a. so you can grow up to be what you want to be
   b. so that you can grow up and make money
   c. so that you can tell others what to do
Conflict Resolution
Conflict: An expressed struggle between at least two interdependent parties who perceive goals, scarce resources, and interference from others in achieving their goals. Perception is at the core of all conflict analysis and communication is the central element in all interpersonal conflict. Communication behavior often creates and reflects conflict. It is the vehicle for the productive or destructive management of conflict (Wilmot p. 9-10).
There are usually three types of conflict: conflicts of needs and values, conflicts over resources:

**Conflicts over resources** – when two or more people want something that is in short supply (balls, responsibilities, teacher attention, etc). These are the easiest to solve.

**Conflicts of needs** – power, friendship, acceptance, self-esteem, achievement. More difficult to solve because often the reasons for them are less distinct or known.

**Conflicts over values** – values are our beliefs and the things we hold dear to us. These are the most difficult to solve because they often threaten our whole sense of self. Goal conflicts are also value conflicts (Kreidler p. 11).

6 Categories of conflict based on the Peaceable Classroom Model:

**The atmosphere is competitive** – students learn to work against each other rather than together, or as a team. There is inappropriate competition, lack of cooperative skills, losing results in a loss of self-esteem, lack of trust...

**The atmosphere is intolerant** – lack of support and tolerance. Cliques form, racial and cultural differences are not appreciated or tolerated, lack of support, jealousy, resentment and loneliness.

**Lack of communication** – the misunderstanding or misperception of intentions, feelings, needs, or actions of others. Students don’t know how to express their needs or feelings effectively or recognize in others. They are not observant, are afraid/lack skills to express themselves, or are unable to listen to others.

**Expressions of emotions are inappropriate** – the way children express their emotions plays an important role in how conflicts develop. They often lack self-control, do not know how to effectively express their anger and frustration, suppress their emotions, and are often out of touch with their feelings.

**Lack the skills to effectively resolve conflict** – social, emotional, strategies, etc.

**Misuse of power by the teacher** (Kreidler p 4-5)
<table>
<thead>
<tr>
<th>Competency:</th>
<th>Problem Solving; Responsible Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>Identify perceptions, develop effective conversation skills</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>K - 3</td>
</tr>
<tr>
<td>Materials Needed:</td>
<td>Poster and individual sheet to add to students’ folder.</td>
</tr>
</tbody>
</table>

**Identify a personal goal for each student.**

**Lesson:**
- Identifying Conflict:  [Link](http://www.youtube.com/watch?v=Gl3e-OUnavQ)

Discuss with the group that later in the group you will be learning about ways to resolve conflict. Before we look at strategies that are helpful in resolving conflict, we are going to learn some basics about perception, communication skills, listening skills, also identify emotions.

This lesson begins with identifying perceptions (internet photos), awareness of student’s own body language in order to communicate effectively with others **FEVER** (Sheridan, p. 124) practicing listening skills - **“Give Me Five”** (Kaye Boyles Consulting).
Perceptions and Illusions

http://slodive.com/inspiration/optical-illusions-for-kids/

Monkey Business Illusion:  http://www.youtube.com/watch?v=IGQmdoK_ZfY
This lesson begins with making students aware of their own body language in order to communicate effectively with others. Use FEVER poster to review basic social skills in communication.

**F**  Face the person you are talking to.

**E**  Eye contact with them about 80% of the time. If there are 3 or more people in the group the speaker should make eye contact equal amounts of time.

**V**  Voice – use appropriate voice.

**E**  Expression – be aware of the expression on your face and use a pleasant expression it should match what you are saying.

**R**  Relax – relax your body, be aware of your posture and the message your body may be sending. Body Language speaks loudly!

**Listening Skills (A Good Listener):**
- Eyes are on the person speaking
- Ears are listening to the words that are being said
- Body is facing the speaker, and is relaxed
- Hands are still
- Mouth is closed while the speaker is talking
- Brain is thinking about the meaning of the words the speaker is saying
Students will Role Play situations using the above communication and listening skills to:

- **Initiate a conversation** - Greet the other person
- **FEVER** - face the person, eye contact, voice, expressions, relaxed body, (p. The Tough Kid – Sheridan)
- Decide what to say. A good way to start a conversation is to ask a question. *Do you play any sports?*
- Use good listening skills and do not interrupt
- Remember if there are only two people in the conversation, each person is talking about 50% of the time each. If there are more people in the conversation, then you should make sure they all feel a part of it by making eye contact with all involved and speaking equally. Also, make sure everyone in the group contributes/add to the conversation. If you are involved in a conversation with 3 or more people and one of the people are not talking, you can bring them in the conversation by asking them a question and appearing interested.

**Enter an ongoing conversation** – listen, wait your turn, join in

- **FEVER** – face the person, eye contact, voice, expression, relaxed body, - “Give Me Five”
- Greet the other person/people
- Wait for the appropriate time to join in – do not interrupt
- Ask to join, or join in with a comment or question about the subject

**Take Home** **FEVER Sheet and Skills Practice and Give Me Five Sheet**
“Give Me Five”

1. Eyes on speaker
2. Ears listening
3. Mouths closed
4. Hands still
5. Brain thinking

FEVER

Face the person
Expression
Voice
Eye contact
Relax
Session 3 - Identifying Emotions

Competency: Problem Solving; Responsible Behavior
Goal: Identify physical and verbal cues to identify others’ feelings
Grade Level: K - 3 Grade
Materials Needed: Feelings Cards, posters, or worksheets on feelings, magazines, poster, glue, markers

We will recognize feelings (happy, sad, angry, afraid, embarrassed etc) and the clues that help to identify them (body language, voice tone, facial expression).

Discuss with the group: How does the boy feel?

Happy – other words that also mean happy (joy, glad, joyful, cheerful)
Show picture of happy
What clues tell us the boy is happy? (eyes – when people smile their eyes are squinted a little) etc. What might his body language look like?
To the group, show what your happy face and body looks like. Share things that make you happy.
How does the boy feel?

**Sad** – other words that mean sad (down, blue, unhappy, disappointed, miserable)
What clues tell us the boy is sad? (chin, mouth, eyes, etc). What would his body language look like?
To the group show your sad face. Share some things that happen at school that might make you sad. What would you do? What would you do if you saw one of your classmates sad?

How does the girl feel?

**Angry** – other words that mean angry (mad, annoyed, frustrated...)
What clues tell us the girl is angry? (chin, mouth, eyes, forehead, etc...) To the group show your mad/angry face. What do you think the rest of her body is doing in the picture? How do you think she is breathing? Other signs like fast heartbeat, sweating, crossed arms..... Do you recognize those signs in you? What to do when you recognize them in yourself:
- Slow deep breath....count to 10 (or 5) as you breath in-count to 10 (or 5) as you slowly breath out.
- Relax your body by wiggling your hands and shoulder gently.
- Kelso’s Choices – talk it out, ignore, walk away, change games, I Message.
Share some things that happen at school that might make you mad/angry.
How does the girl feel?

**Afraid** – (scared, frightened, terrified, anxious)

What clues tell us the girl is afraid?
What are some things that might make you scare/afraid at school?
Identify other emotions/feelings as needed.

Pass out Feelings Cards, or refer to posters, and discuss selected emotions. Also, put a copy in student’s folders.

**Discussion:**
It is important to know how people are feeling because it can help us to understand their actions and how we might want to respond to them. Of all the pictures we discussed, which one would you feel the most comfortable in talking too? Remember to watch your own body language because it sends a message to those around you.

**Project:** Students may cut out pictures from a magazine that identify different feelings/emotions and make a group poster with emotions labeled.
Session 4 – I Messages

**Competency:** Problem Solving; Responsible Behavior

**Goal:** Identifying Conflict and Effectively use an “I Message” to let someone know how you feel – resolve conflict

**Grade Level:** K - 3 Grade

**Materials Needed:** I Message

**Lesson:**
What is conflict?
Identifying Conflict:  
[http://www.youtube.com/watch?v=Gl3e-OUnavQ](http://www.youtube.com/watch?v=Gl3e-OUnavQ)

I Messages  
[http://www.youtube.com/watch?v=bYf3H70qIdI](http://www.youtube.com/watch?v=bYf3H70qIdI)  
[http://www.youtube.com/watch?v=NLBY4PSFAI0](http://www.youtube.com/watch?v=NLBY4PSFAI0)

Discuss why Keelie was so upset/mad. – upset that others were making fun of her painting. She used “I Messages” to express her feelings. I Messages are one of the many choices available to us to help solve conflict.
“I” Messages start with **I**

**Feel** – how did Keelie feel (remember the words about feelings and emotions we discussed last week).

**I feel/felt** hurt **when** you made fun of my painting. Painting sunflowers makes me feel happy. **I want you to __________**

**I feel ____when you ______because___ I want you to _____.**

We can also add what you want them to do next. I want you to (stop, respect my choice, etc).

• How did Keelie feel after she used her I Message?

**I Messages help us to feel better and express our feelings in a positive way. It is a positive way for others to understand us.**

When we use our “I Message we should speak politely and be aware of our voice and body language.
Role Play
You are lining up to go to lunch and you are very hungry. You followed the classroom rules and walked to the line after you pushed in your chair. Looks like you are going to be first in line, but Johnny ran to the line and you both got there at the same time. He pushed in front of you (conflict) and insisted he was there first. You are feeling frustrated/angry/mad/disappointed/furious. There is a conflict; both you and Johnny want to be first. You followed the rules to get there and he did not. How do you resolve this problem/conflict? Let’s try first with the “I Message”

*I feel angry when you push in front of me. I want you to go behind me.*

Practice with other scenarios using the “I Message”. Watching students effective communication skills (FEVER)

Show the youtube video again and have students explain to you: How do “I Messages” help?

“I Messages” help us to express our feelings in a positive way. It is a polite way for others to understand us or our needs. We are faced with conflict every day and learning different ways to resolve conflict is very important. Although “I Messages” will not work for every situation, it is important to speak up for yourself. Next time we meet, we will work on other ways to solve conflict.

Give students a copy of the “I Message” Sheet.
Session 5 Conflict Resolution Strategies

Competency: Problem Solving; Responsible Behavior
Goal: Using strategies to resolve conflicts
Grade Level: K - 3 Grade
Materials Needed: Kelso’s Choice Wheel, Magic Mirror, orange, coin, “I Message”

Lesson:
Kelso Rap
http://www.youtube.com/watch?v=SrpG8Tk9f8o

Discuss with the group different ways that problems and conflict can be solved:

- **Rock, Paper, Scissors** - Counting to three (or while saying “rock paper scissors”), two players bounce their fists in the air. On “three” or “scissors”, players pick rock, paper or scissors—as shown in the image. If both players choose the same object, they go again. Rock crushes scissors; scissors cut paper; paper covers rock.

- **Flipping a Coin** - heads or tails, but no one should lose completely. The other must walk away with something.

- **Ignore**
- **Walk Away**
• “I Messages”
• Talk It Out
• Wait and Take Turns
• Apologize - An apology is an expression of remorse for something you've done wrong, and occasionally serves as a request for forgiveness, as well.

Saying you are sorry and what you did.
Say what you will do next time if in the same situation.

• Make A Deal – Negotiation. A way of solving problems between students where everybody wins. Win-Win (not Win-lose, or lose-lose).
• Example: The orange story: Identify Interests

What is the problem?
Identify solutions.
Is it a win-win situation? Did everyone get something?

Activity:
Magic Mirror: Put a mirror in a small box. Tell students that inside the box is the most important person in the world. They will have many guesses to who this is. Tell the students you are going to let them have a look at who is the most important person in the world. Everyone will have a chance to look in the box. Warn the students not to tell who they see in the box until everyone is finished. We all have many gifts. What are yours?

Team work video: http://www.youtube.com/watch?v=zgvBae4AWvk
Session 6  Identifying Appropriate Actions and Reactions to Situations

Competency:  Problem Solving; Responsible Behavior
Goal:  Problem Solving
Grade Level:  K - 3 Grade
Materials Needed:  Bucket, or Bean Bag Toss Board, bean bags, or paper to toss, cards acceptable reactions poster.  Youthlight Classroom Guidance Games – Conflict Resolution Ring Toss p 161

Lesson:

Discuss some of the difficulties we sometimes have when trying to get along with others. Explain that everyone has trouble getting along sometimes, even with family and friends. Discuss appropriate actions, reactions, and follow-up behaviors to angry situations.

• Review appropriate reactions, actions, and follow-up behavior to angry situations
**Appropriate Action**
Ex: What should you do if one of your friends is not talking to you? Appropriate action: Ask the friend in private if something is wrong. Inappropriate action would be to talk about that person or get mad at that person.

**Appropriate Reaction:**
Ex: What should you do if someone bumps into you and knocks your books out of your hand? Appropriate reaction: Pick up the books Inappropriate reaction: Push the person or throw books

**Appropriate Follow-up:**
Ex: What should you do if someone has been playing around and teasing too much?
**Appropriate follow-up** – ask the person in private to stop teasing
**Inappropriate follow-up** would be to blow up at the person.

Explain that the activity in today’s group will be a game. Everyone will receive a bean bag and will try to toss it into the bucket, or hole in the board. Every time the bean bag lands in the bucket/hole the student will receive a point. Students will be allowed to earn additional points by giving an appropriate response to the question. 10 total points for the group earns students (something simple – sticker, etc). 11 or more points will earn a trip to the treasure box for all group members. The points are earned as a group.
POST TEST

1. “I feel mad when you call me names because I have a real name. I want you to start calling me by my real name.”
   “You are mean when you make fun of my grandmother’s clothes. You better stop now.”

2. Scenario One:
   Mike has a book from the book shelf on his desk. Markus takes the book off his desk without permission. Mike says, “Hey! Give me that book back!” Markus replies, “Well you were not reading it.”
   A. Which group of choices would work best for this conflict?
      a. talk it out; ask him to stop; tell the teacher
      b. walk away; ask help from the teacher; have his parents call the teacher
      c. talk it out; ask him to stop; share and take turns; make a deal

3. John is angry that he was pushed down at recess, while playing tag. What can John do to calm down?
   a. Yell at the person for pushing him
   b. Count to ten backwards
   c. Push the person back

4. FEVER stands for:

5. Explain “Give Me Five” listening skills:

6. Name 3 things you can do instead of hurting someone back.

7. What is the appropriate way to apologize?

8. What is a perception and how is mine different from other students or people?

9. What is conflict?
Post Test

Wrap up group: As human beings we are all different. We not only look different, but we have different interests, religions, tastes in food, needs (let students name some ways we are all different). We must learn to work together (often as a team) and solve our differences through conflict resolution and problem solving. Identify the interests in a conflict. Check goals with each student and identify new learning.

Notebooks will go home with students today.

Team work video: http://www.youtube.com/watch?v=jop2I5u2F3U

How did we do?

References
Safety
Summer Safety

Competency: Responsible Behavior; Personal Safety
Goal: Make responsible decisions for safety
Grade Level: Kinder – 5th Grade
Materials Needed: Safe Side Stranger Safety Video by John Walsh and Julie Clark; (optional viewing with English closed captions or Spanish Subtitles) Youtube video excerpts; post test
Example: http://www.youtube.com/watch?v=DiORGqUt404
Safe Side Website: http://thesafeside.com/

Stranger safety and stranger danger were commonly used terms in the past, but currently individuals and experts working with the idea of stranger safety are pushing the use of other terms instead. The reasoning behind this change is because many experts working in child safety matters have realized that the term stranger is far too vague. A resource that explains this new way of thinking in great detail is the Safe Side DVD. In this DVD the term stranger is never used. Instead of saying stranger, a term a child may not grasp, the DVD focuses on talking about "Don't Knows (strangers), Kinda Knows (like dad's boss or a regular grocery clerk), and Safe Side Adults" (i.e. adults a child knows very well and trusts, like a parent or chosen teacher). A child may not understand the word stranger, but they absolutely will understand knowing someone they love vs. not knowing someone, vs. sort of knowing someone.

Lesson:
Begin the class discussion by asking students to describe what a stranger is. Sometimes the term “stranger” is too broad. Today you are going to learn about other ways to classify “adults”, and how to keep yourself safe.
3 Ways to Identify:
**Know** – parents, grandparents, babysitter, etc
**Kinda Know** – parents, coworkers, neighbors,
**Don’t Know** – people you do not know

*Play: Safe Side Video – 42 Minutes*

Review during and after the video, adults you:
**Know**
**Kinda know**
**Don’t Know**

Review TIPS at Conclusion:
- When you are away from home, always be where you can see your Safe Side Adult.
- Don’t speak to grown-ups you don’t know unless your Safe Side Adult is with you.
- **NEVER** open your door without your Safe Side Adult with you.
- Don’t let people you don’t know or kinda know into your Safe Side Circle. This your personal space (10 foot circle) and if a “kinda know” adult or “don’t know” adult enters your circle, you should leave and find your Safe Side Adult.
- Ask your Safe Side Adult to give you 3 other Safe Side Adults.
- THINK and be aware of tricks.
- **NEVER** go anywhere with a “Kinda Know” unless your Safe Side Adult has given you permission.

![smart.cool.safe.]()
Safe Side Post-Test

1. If a “Kinda Know” asks you to go somewhere with them, is it okay to go with them since you kinda know them?  Circle the correct answer.
   • Yes
   • No

2. Who is allowed in your Safe Side Circle?  Circle the correct answer.
   • Knows
   • Kinda Knows
   • Don’t Knows

3. Your Safe Side Circle:  Circle the correct answer.
   • is also known as your personal space:
   • is about 10 feet around
   • “Kinda Knows” and “Don’t Knows” are not allowed inside
   • ALL of the above

4. How many other Safe Side Adults should you ask your Safe Side Adult to give you?  Circle the correct answer.
   • 1
   • 3
   • 4

5. Is it safe to open the door to a “Don’t Know” or “Kinda Know” when you are home alone?  Circle the correct answer.
   • Yes
   • No

6. When is the only time you should go with a “Kinda Know” Adult:  Circle the correct answer.
   • When your Safe Side Adult tells you personally you may go with them.
   • When they tell you that your parent gave them permission to pick you up.

7. When is it okay to speak with an adult you don’t know?  Circle the correct answer.
   • When they ask you a question
   • When they are nice
   • When your Safe Side Adult is with you
Internet Safety

Competency: Responsible Behavior; Personal Safety
Goal: Make responsible choices when using the internet
Grade Level: 3rd - 5th Grade
Materials Needed: Safe Side Internet Safety Video by John Walsh and Julie Clark; (ages 5 - 11); optional viewing with English closed captions or Spanish Subtitles; Youtube video excerpts; post test

Safe Side Website: http://thesafeside.com/

Many children do not understand that the Internet is a place. Like many other places, it is full of dangerous things and people. Safe Side has taken a fresh, child-friendly approach to a topic that is unfamiliar to many teachers and parents. A key goal of the program is to provide children with effective ways to evaluate situations they might encounter on the Internet. The Safe Side motto is smart. cool. safe. They tell kids there are times when it’s important to be smart (recognize danger), and other times when it’s important to be cool (be cautious and think). Staying safe is the reward for knowing what to do and doing it. Be smart. Be cool. Be safe.
Safe Side Rules are called “**Hot Tips.**”
On the Internet, you can’t see the person you are talking to, and it’s easier for people to trick you. Emphasize the point by giving a concrete example. “If a man walks up to you on the street and says ‘I am a ten-year-old girl,’ you can see that the man is lying. But if someone in a chat room tells you they are a ten-year-old girl, how can you know for sure?”

- Discuss the importance of knowing safe places and safe times to use the Internet.
- Emphasize that Safe Side Adults can help keep children safer on the Internet. For example, using the Internet at school when there is a teacher in the room is safe.
- Using the Internet at home when a Safe Side Adult is around is also safe.
- Using the Internet when there is no Safe Side Adult around to help you if you get into trouble is not safe.

- *Play Safe Side Internet Safety Video – 30 minutes*   Pause for discussions or play entire video and discuss.

**4 Hot Tips are:**

- Never go into chat rooms without asking your Safe Side Adult first.
- Don’t open E-mails or anything that makes you feel weird or uncomfortable, and always tell your Safe Side Adult.
- Never respond to E-mails or anything that makes you feel weird or uncomfortable, and always tell your Safe Side Adult.
- Do not post personal information about yourself online, and never meet someone in person you have met online.
Down
1. The hero of Internet Safety is Safe Side ____.
3. A person who tries to get you to post personal information is a Cyber ____.
5. ____ Mail is E-mail you get from someone you know.
6. ____ Mail looks like Safety Mail, but is not safe.
8. Never go into this kind of room without first asking your Safe Side Adult.

Across
2. Never meet anyone you’ve met online in ____.
4. The Safe Side Motto is smart. _____. safe.
7. The Internet isn’t just a thing, it’s a _____.
9. If something online makes you feel weird or uncomfortable, tell your Safe Side _____.
10. Never post personal information on the _____.

____
Spring Staff Motivation Ideas

- Tailgate luncheon for staff during College Week- hotdogs, chips and drinks
- Friendship Week staff luncheon/“Warm up to Friendship”- Baked potato luncheon and friendship committee brings toppings.
- Kid president- [http://www.mindbodygreen.com/0-11785/20-things-we-should-say-more-often.html](http://www.mindbodygreen.com/0-11785/20-things-we-should-say-more-often.html)
- Little girl [http://youtu.be/qR3rK0kZFkg](http://youtu.be/qR3rK0kZFkg)
- [http://www.youtube.com/watch?v=6yPkbhFQIfw](http://www.youtube.com/watch?v=6yPkbhFQIfw)
- Every kid needs a champion- [http://www.youtube.com/watch?v=SFnMTThhKdkw](http://www.youtube.com/watch?v=SFnMTThhKdkw)
- [http://www.youtube.com/watch?v=zLYECljmnQs](http://www.youtube.com/watch?v=zLYECljmnQs)
Fake Fall Break

Drawings each day:
Wear jeans on a day of your choosing
Leave at 3:10 one day.

Monday, November 2nd - "Let’s Go To the Movies"
Wear jeans and share your favorite movie.
Enjoy popcorn in the lounge.

Tuesday, November 3 “Comfort Day”
Wear tennis shoes and fleece warm-ups.
Enjoy “comfort” snacks in the lounge.
This will be a “Sneak Peek” of yummy “Taste of Plano” recipes.

Wednesday, November 4th - Vacation Day
Wear favorite vacation shirt and jeans.
Enjoy your own party drink.

Thursday, November 5th - Fiesta Day
Wear festive shirt and jeans.
Chips and salsa in the lounge

Friday, November 6th - Chocolate- The Stress Reliever
Wear jeans and spirit wear.
Detox with your favorite chocolate
“The Starfish Flinger”

As the old man walked the beach at dawn; he noticed a young man ahead of him picking up starfish and flinging them into the sea. Finally catching up with the youth, he asked him why he was doing this. The answer was that the stranded starfish would die if left until the morning sun. “But the beach goes on for miles and there are millions of starfish,” countered the other. “How can your effort make any difference?” The young man looked at the starfish in his hand and then threw it to safety in the waves.

“It makes a difference to this one,” he said.

I wish you the best of luck as you begin a new school year. Your rooms look great. Take a deep breath and enjoy this first day. To make your day a little easier I have put some sodas in the staff room. When you have a chance, sit back a few minutes and relax. I am looking forward to working with each and every one of you this year.

From Your School Counselor
Questions?