

**SUSD Elementary Lesson Plan**

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| **Topic: Think before we speak Counselor: Marni DeNike**  **Duration: 30 Minutes**  **Grade Level**: 1st Grade | | | |
| **ASCA COUNSELING STANDARDS / MINDSETS & BEHAVIORS** | | | |
| **ASCA STANDARDS**  PS: A2.6 Use effective communication skills  PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior  **ASCA MINDSETS & BEHAVIORS**  Mindset Standards – M1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being  Behavior Standard – B-SMS 2: Demonstrate self-discipline and self-control  Behavior Standard – B-SS 2: Create positive and supportive relationships with other students | | | |
| **OBJECTIVES** | | **VOCABULARY** | |
| **Students will understand how our words impact others and why it is important to think about what we want to say before we say it.** | | Impact  Consequences | |
| **INTRODUCTION TO LESSON** | | | |
| **Ask students if they have ever had someone say something mean to them, or maybe they said something mean to someone else. Ask how that made them feel (reference Bucket Filling/Dipping).** | | | |
| **CONTENT KNOWLEDGE / INSTRUCTIONAL DESIGN** | | | |
| **INSTRUCTOR ACTIONS** | | **STUDENT ACTIONS** | |
| Open with discussion about how we all have had someone say something mean to us, or we have said something mean to someone else. | | Have students raise hands and share how they felt when this happened. | |
| Read Problems with Pete the Pencil and Eddie the Eraser. Point out how both Pete and Eddie said hurtful things to one another. Wrap up by discussing what both Pete and Eddie learned from each other and how their words to one another were much more kind by the end of the book. | | Students listen and provide input. | |
| Ask students “Can we just erase what we say to other people like Eddie the eraser”. | | Students will understand we can apologize, but our words are still out there. | |
| Take out toothpaste bottle and plate. Ask “If the toothpaste bottle is our mouth, what is the paste coming out of the bottle”. Have one student come up to squeeze some paste out of the tube. | | Students will begin the exercise by seeing that the tube is our mouth and the paste is our words. | |
| Have three volunteers come up to try to put the past back in the tube. Each one has 30 seconds. Ask students if it is actually working. | | Students will try to put paste back in tube and begin to realize it is not so easy. | |
| Ask students if it was possible to put the “words” back in the “mouth”. | | Students might say they got a little bit back in but not a lot. | |
| It might also be helpful to share a small story of something someone said to you when you were their age that hurt your feelings. This helps show that even though it happened a long time ago, those words have stuck with you all these years. | | Students listen and point out how this may have made me feel at the time. Talk about the consequences of our words/actions. | |
| **CLOSURE / CHECK FOR UNDERSTANDING** | | | |
| Explain that we have a choice to make someone feel good or bad about themselves by simply using our words. We can apologize and forgive, but we have to ask ourselves “Am I going to make this person feel good or bad by what I am about to say”. | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
| W –  I – Inquiry Strategies  C – Collaboration Strategies  O –  R - | | | |
| **RESOURCES** | | | |
| Book: Problems with Pete the Pencil and Eddie the Eraser by Kingsland Elementary School  Toothpaste  Paper plate | | | |
| **DIFFERENTIATED INSTRUCTION** | | |
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| **SUPPLEMENTAL LESSON AND RESOURCES** | | |
| Bucket Filling (How we make others feel) | | |