

Core-Life can be taught in small groups through a series of guided biblio-therapy sessions. This includes reading a story (or one story for older students) and completing an activity or activities related to the story. Small group biblio-therapy is a tier 2 intervention, used when students are unable to consistently demonstrate independent mastery of Core-Life skills. The small group provides students additional instruction on each topic. It is recommended that a teacher and/or guardian complete the attached pre-survey, to assist in the group screening process. Also, it is recommended that students complete a pre survey to determine their individual mindset and self-efficacy in each skills area.

Activity: Core-Life Bibliotherapy Guide

Grade(s): K-6

ASCA Mindsets & Behaviors (Domain/ Standard):

Mindsets:

1. Belief in development of whole self, including a healthy balance of mental, social/ emotional, and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

Behavior: Learning Strategies

Demonstrate creativity

Apply self-motivation and self- direction to learning

Identify long- and short- term academic, career, and social/ emotional goals

Gather evidence and consider multiple perspectives to make informed decisions

Behavior: Self-Management Skills

Demonstrate ability to assume responsibility

Demonstrate self-discipline and self-control

Demonstrate ability to work independently

Demonstrate perseverance to achieve long- and short- term goals

Demonstrate effective coping skills when faced with a problem

Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Behavior: Social Skills

Use effective oral and written communication skills and listening skills

Create positive and supportive relationships with other students

Create relationships with adults that support success

Demonstrate empathy



Learning Objective(s) (aligns with competency):

- To discover ways each student can practice the social and character skills of Core-Life, working towards independent competence in each skill.
- To provide students a creative way to learn about themselves through characters, which offers a sense of commonality and belonging, as the experience is similar.
- To help students engage in healthy coping and social skills.

Materials:

- One or more of the books suggested each week. These can sometimes be found on YouTube. It can also be helpful for each student to have their own book and choral read, or take turns reading.
- Notebook or journal for each student. Make your own by stapling lined paper together. Have students decorate construction paper for the front and back covers.
- Crayons/ Markers/ Colored Pencils
- Scissors for each student
- Specific materials may be found in weekly session guides.

Procedure: Based on pre-survey and screening, determine the best order to deliver lessons. It is recommended to begin with Rules, in order to help establish group rules. It is also recommended to end with Transformation, as it is the culmination of the other skills.

Each week greet students with an opening question. These questions are aimed to gently introduce students into guided conversations. As students answer, note similarities and difference among one another. It is recommended that the counselor/ group leader answer the questions as well, with appropriate self-disclosure.

Examples:

How was your morning or evening?

Do you have a favorite color?

What's your favorite animal?

After the opening conversation, remind the students of the group rules (expect in the first meeting, when the rules will be created). Praise students for a job well done during previous sessions.

Now introduce the weekly topic. Give students the definition from below or use your own wording. Ask students to repeat the topic. Explain that today's book will show a character who learns this skill.

Definitions: Some skills have multiple definitions. Use whatever your group will best understand.

- Rules: A statement that tells you what is or is not allowed.



- Respect: Treating someone or something in a way that they are cared for and important.
    - Expressing a feeling of honor, appreciation, and admiration towards someone
  - Responsibility:
    - Dependable: able to be trusted and relied upon
  - Goals: Something we want enough that we make an effort to reach it.
    - A purpose or objective that one strives to achieve
  - Volunteering: To give time, energy, or resources to help other people
    - To offer oneself for a service willingly and without pay
  - Empathy: the ability to understand and share the feelings of another
    - The ability to understand and share another person's experiences, emotions, and feelings
  - Gratitude: a feeling of thankfulness and appreciation.
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- Inclusion: To welcome or let someone join the group.
    - The willingness to accept feelings, behavior, or beliefs that are different from your own.
  - Healthy Living: Taking care your body and mind.
    - Choosing nutritious food, staying active, and avoiding toxic substances to be healthy inside and out
  - Moderation: Staying safely away from excesses or extremes.
  - Wisdom: Having experience, knowledge, and good judgment.
    - Being fair and truthful; not lying, cheating, or stealing
  - Optimism: Hopefulness and confidence that things will turn out well.
    - Being hopeful about how things will turn out
  - Courtesy: Show politeness in attitude and behavior towards others.
    - Polite behavior that shows respect for others
  - Perseverance: The ability to push through challenges.
    - Having the self-discipline to continue a task in spite of many difficulties
  - Honesty: Speaking and acting truthfully.
    - Being fair and truthful; not lying, cheating, or stealing

Survival: Continuing to make good decisions during difficult situations.

- the state or fact of continuing to live or exist, typically in spite of an accident, ordeal, or difficult circumstances

Mindfulness: Paying close attention; calming the mind and soothing powerful emotions.

- A way of thinking that nurtures happier and healthier living

Transformation: A change

- The belief that you can learn from or become smarter if you work hard and keep trying



## ***Rules***

### Suggested book list

What if everybody did that? By Ellen Javernick  
Do Onto Otters by Laurie Keller  
Never Spit on Your Shoes by Denys Cazet  
Officer Buckle and Gloria by Peggy Rathmann  
The Secret Knowledge of Grown-Ups by David Wisniewski

### Questions to ask

What are rules?  
Did you hear any rules in the story?  
Who follows rules?  
Who makes rules?

### Discussion & Activity

In our group, it is important that we follow some rules to keep each other's feelings and sharing private. So, we need to create some group rules that will help us take good care of ourselves and one another. It's our group, so we need to all add to the list.

As the group makes rules, add them to a sign or on the board. Make sure these rules can be visible at every session. If possible, create a picture or visual symbol to go with each. An example would be "do not speak while another group member shares". The symbol could be a pointer finger placed on the lips. This picture reminds kids who are not yet reading, but also provide the group leader with a visual cue to give during sessions.

Group Exit Slip: Have students illustrate, write, or glue this list into the front of their group journal.



**Respect**Suggested book list

Chrysanthemum by Kevin Henkes  
 Recess Queen by Alexis O'Neil  
 Miss Nelson is Missing! by Harry Allard  
 Hey, Little Ant by Phillip M. Hoose  
 The Lorax by Dr. Suess

Questions to ask

Describe respect for the environment.  
 Describe respect for others.  
 Describe respect for yourself.

Discussion & Activity

Use the free download from scholastic (Respectful words vs. Disrespectful words) or make your own list of respectful vs. disrespectful words/ phrases. Ask students to sort these phrases. After sorting, keep these out on the table or nearby to assist students as they brainstorm in the following activity.

Often times, it is easier to recognize things outside of ourselves. It can be easier to think of ways to respect the environment, or even other people. An important skill to have is respect for yourself. Let's talk about the character in our story. Make a chart in your journal (see below), how did the character respect the environment? How did the character respect others? What about his/ her self?

Now, on the other side of the chart, write or draw a way you can respect the environment, others, and yourself.

| Ways the Character Showed Respect to: | Ways I showed Respect: |
|---------------------------------------|------------------------|
| Environment                           | Environment            |
| Others                                | Others                 |
| Self                                  | Self                   |

Session Exit Slip: In the student journal, write down what you will try before our next session. The group leader can write this on a reminder note to go with the student.

[https://www.amazon.com/Teaching-Tree-Reminder-Bracelets-Count/dp/B06XDJW9MH/ref=sr\\_1\\_2?ie=UTF8&qid=1501194083&sr=8-2&keywords=reminder+bracelets](https://www.amazon.com/Teaching-Tree-Reminder-Bracelets-Count/dp/B06XDJW9MH/ref=sr_1_2?ie=UTF8&qid=1501194083&sr=8-2&keywords=reminder+bracelets)



## ***Responsibility***

### Suggested book list

The Worst Day of My Life Ever by Julia Cook  
Don't Let the Pigeon Drive the Bus by Mo Willems  
Don't Let the Pigeon Stay up Late by Mo Willems  
The Lorax by Dr. Suess  
But It's Not My Fault by Julia Cook  
I Just Forgot by Mercer Mayer

### Questions to ask

Who was responsible in this story?  
What did they do?  
Was it easy?  
Could you be responsible if you were that character?

### Discussion & Activity

Create an anchor chart of responsibility, similar to the one on <https://www.whatihavelearnedteaching.com/teach-responsibility-in-the-elementary-classroom/>

Start by filling in the answers to the questions above regarding the story. This will help complete at least the “what does it mean” quadrant. Next work on the characteristics quadrant. Students can again think about the characters. On the bottom of the chart, ask for examples and non-examples from the story and from the students’ lives.

In the student journal, draw an example of responsible on one page and a non-example on the opposite page.

Session Exit Slip: What word will help you remember to be responsible today? Group leader writes on the hand of each student with marker or attaches a reminder bracelet to each student’s wrist.



**Goals**Suggested book list

Matthew's Dream by Leo Lionni  
 Whistle for Willie by Ezra Jack Keats  
 The Most Magnificent Thing by Ashley Spires  
 Click, Clack, Moo: Cows that Type by Doreen Cronin  
 One Word from Sophia by Jim Averbeck  
 Success Kids: Goal Setting Roger's New Bike by Roger Bush

Questions to ask

What goal did the character have?  
 Did he/ she reach that goal?  
 What steps did he/ she have to take to achieve that goal?  
 Did you like the way he/ she set that goal?

Discussion & Activity

As the character in the story had a goal, students can as well. Have students brainstorm things that they want to achieve. Some ideas can be tying shoes, staying out of trouble in class, earning a prize, reading a book, writing their letters independently, etc. Have the group work together on each student's goal, so they can repeatedly see how to set a goal. Use a graphic organizer, such as this SMART goal map at <http://www.dailyteachingtools.com/free-graphic-organizers-s.html>. Each student's goal needs to answer all five areas of SMART: specific, measurable, attainable, relevant, and timely. Ensure students know what each area means, as the group helps each member discern details. Have students write or draw their SMART goal in their journal.

Session Exit Slip: In your journal, draw how you will feel when you achieve your goal.



***Volunteering***Suggested book list

The Smallest Girl in the Smallest Grade by Justin Roberts  
 Good People Everywhere by Lynea Gillen  
 The Can Man by Laura E. Williams  
 The Littlest Volunteers by Danielle Speckhart  
 The Mitten Tree by Candance Christiansen  
 Uncle Willie and the Soup Kitchen by Dyanne DiSalvo-Ryan  
 If Everybody Did by Jo Ann Stover

Questions to ask

What does it mean to volunteer?  
 Did anyone in this story volunteer?  
 How did that character feel about volunteering?

Discussion & Activity

Introduce the book for the day to the group. Explain that today's story will be told differently than previous books. Today, the group leader will need volunteers to read the story or hold the book as it is read. Today, the group leader is unable to read or hold alone.

Brainstorm ways to give to other every day. Use the random acts of kindness board at <http://confessionsofaschoolcounselor.blogspot.com/2013/02/take-time-to-be-kind-rak-2013.html>

Or make your own. Each week that follows, students can update the board as they complete the acts. When the board is full, offer them a prize or reward.

Session Exit Slip: Glue the random acts of kindness board into your journal. Choose one thing to try today. The group leader or student could write that act on a reminder bracelet.

[https://www.amazon.com/Teaching-Tree-Reminder-Bracelets-Count/dp/B06XDJW9MH/ref=sr\\_1\\_2?ie=UTF8&qid=1501194083&sr=8-2&keywords=reminder+bracelets](https://www.amazon.com/Teaching-Tree-Reminder-Bracelets-Count/dp/B06XDJW9MH/ref=sr_1_2?ie=UTF8&qid=1501194083&sr=8-2&keywords=reminder+bracelets)





***Empathy*****Suggested book list**

Stand in my Shoes: Kids Learning About Empathy by Bob Sornson, Ph.D.

Chronicles of a Barnyard Life: Smile Mr. Cow! By Dr. Priya Sun

Wonder by R.J. Palacio

Save Me a Seat by Sarah Weeks, Gita Varadarajan

You, Me and Empathy: Teaching children about empathy, feelings, kindness, compassion, tolerance, and recognizing bullying by Jayneen Sanders

**Questions to ask**

What is empathy?

What is kindness?

Were the characters in the book empathetic or kind or both? Explain your answer.

**Discussion & Activity**

During this discussion, explain that students will be asked to stand in another's shoes to better understand that person's situation. This activity is detailed at

<http://theresponsivecounselor.blogspot.com/2014/01/stand-in-my-shoes-empathy-lesson.html>

This lesson is aimed at older students, but corresponds to the book by Bob Sornson. There are scenarios listed on the site that could be pulled for discussion. Print scenarios on "shoes", then have students each pick a "shoe". Read the scenario out loud and answer the two questions listed. (How would you feel and how would you want others to respond to you.)

Play an emotion guessing game with emotion eggs. <http://laughingkidslearn.com/tool-for-teaching-emotions-in-kids/> Say emotions and ask students to make a face to match that emotion. Each student will need several eggs with various faces. Try to give each student at least 4 eyes and 4 mouths, using some of the simplest emotions: happy, sad, angry, and scared.

Session Exit Slip: Draw and label at least 4 emotion faces in your journal.



**Gratitude**Suggested book list

Things I'm Grateful For... by Arnie Lightning  
 Being Thankful by Mercer Mayer  
 Gratitude Soup by Olivia Rosewood  
 The Thankful Book by Todd Parr  
 The Giving Tree by Shel Silverstein  
 Andy and the Lion by James Henry Daugherty  
 Did I Ever Tell You How Lucky You Are? by Dr. Suess

Questions to ask

How were the characters grateful?  
 How could you see their gratitude?  
 What did others feel when they heard the character say thank you?  
 Why is it important to be grateful?

Discussion & Activity

Today, each student will create a Wheel of Gratitude to be glued into their journal. Have magazines, scissors, glue, and paper plates available for crafting. In the center of the plate, write "I am grateful for..." then ask students to brainstorm at least six things to go around. After this, students can find pictures in magazines or draw them onto the plate. This craft is described at <http://www.sandinmytoes.tk/2015/11/busy-hands-wheel-of-thankfulness-for-kids.html>

If time allows, ask students who they owe a "thank you" to. Using pre-made cards (or make their own), have students write or draw a note to someone.

Session Exit Slip: Students have a completed Wheel of Gratitude and/ or thank you note to deliver.



***Inclusion***Suggested book list

Can I Play Too? By Mo Willems

Susan Laughs by Jeanne Willis

Our Stripy Baby by Gillian Shields

In My Mind: The World through the Eyes of Autism by Adonya Wong

The Name Jar by Yangsook Choi

Woolbur by Leslie Helakoski

Questions to ask

What would you do if someone new wanted to join your activity?

How would you treat someone whose name, skin, family, etc. is different than your own?

How does it feel to be left out?

Have you ever been left out of something fun?

What did you want those people who left you out to know about you?

Discussion & Activity

Print coloring pages or make copies. The image needs to be very color specific. Consider pictures of weather, fruits/ vegetables, trees/ plants, or animals. Explain that students are going to color a class collage today. If using animal pictures, it can be a class zoo. If using fruits and vegetables, a garden. And so on. Give students some crayons to share. The crayons need to be the same or similar in color, so 10 brown or tan crayons or all blues. Ask them to do their best coloring with these crayons. When finished, hang up or display the pictures together.

Now, have students color the same set of pictures but allow them to use all of the crayons. When finished discuss the differences in the two sets. A collage of blue animals is not nearly as neat to explore as a colorful zoo. Discuss the importance of differences and the beauty uniqueness brings to the world around us.

Session Exit Slip: Take a group picture to print and glue into the journals later.



***Healthy Living***Suggested book list

Oh, The Things You Can Do That Are Good for You: All About Staying Healthy by Tish Rabe  
 The 7 Habits of Happy Kids by Sean Covey  
 Green Eggs and Ham by Dr. Suess  
 Herb the Vegetarian Dragon by Jules Bass and Debbie Harter  
 To Market, To Market by Nikki McClure

Questions to ask

What healthy choices were made by the characters?  
 Did they also make unhealthy choices?  
 How can you tell if something is healthy for your body?  
 What ways do you like to take care of your body?

Discussion & Activity

In today's activity, the group will practice and brainstorm some ways to stay healthy. Consider using a chart such as <https://www.teachercreated.com/products/healthy-habits-for-healthy-kids-chart-7736> for ideas. Areas to cover include stay fit, stay healthy, stay energized, stay safe, and stay happy. Glue this chart or make a chart in the journals so students can record their ideas. Practice a few healthy behaviors such as easy exercises like running in place, jacking jacks, etc. Practice smiling to stay happy. Practice deep breathing to relax at bedtime.

Next, talk about the Numbers to Live by: 54321+10. [http://www.allposters.com/-sp/Live-54321-10-Numbers-to-Live-By-for-Kids-Laminated-Educational-Poster-Posters\\_i9897540\\_.htm](http://www.allposters.com/-sp/Live-54321-10-Numbers-to-Live-By-for-Kids-Laminated-Educational-Poster-Posters_i9897540_.htm)

5 servings of fruits & vegetables  
 4 glasses of water  
 3 good laughs  
 2 or less hours of screen time  
 1 hour of physical activity  
 +10 or more hours of sleep

Session Exit Slip: Students color the numbers to live by chart in their journals.



***Moderation***Suggested book list

Cloudy with a Chance of Meatballs by Judy Barrett  
 The Blueberry Bush by Stephen Butler  
 Lilly's Purple Plastic Purse by Kevin Henkes  
 The Tale of Peter Rabbit by Beatrix Potter

Questions to ask

What does moderation mean?  
 Did the characters have healthy moderation?  
 How could he/ she have found a good balance in the story?

Discussion & Activity

Using the Puppy Up board game, or another balancing scale, during this sessions, students will learn how to balance physical things. Puppy Up is a board game that has students match the number to the amount of puppies. <https://www.amazon.com/PlayMonster-7844-Puppy-Board-Game/dp/B00UPAYY16> The same lesson can be taught with scales and weights/ objects around the classroom.

After playing with the scale for a while, let the students explain the importance of balance. Have them give examples of times it is difficult to exercise moderation. If they are not sure, ask about their favorite candy. How many candies would they like to have? What would happen if they ate that amount? Did the amount selected show moderation or was it too much/ too little?

Session Exit Slip: Have the group create a reminder motto or saying about moderation. Write it in the journals and decorate that page.



## ***Wisdom***

### Suggested book list

No, David! By David Shannon

David Goes to School by David Shannon

I'm Sorry by Sam McBratney

Zach Apologizes by William Mulcahy

Sorry, I Forgot to Ask by Julia Cook

### Questions to ask

Did the character make a good choice or a poor choice?

How do you know?

How did the character know it was a poor choice?

What did he/ she do to fix that?

What good choices were made?

### Discussion & Activity

In this group, prepare a sorting activity using good choice/ poor choice cards, such as those found at <http://mrsriccaskindergarten.blogspot.com/2012/08/behavior-picture-sort-freebie.html>

Students will take turns sorting these behaviors. As each behavior is read, ask students to raise their hand if they have ever done that behavior. They will feel proud of their good choices and see that others make poor choices sometimes too. The group leader should raise a hand also, so students can see that even adults make poor choices.

After sorting the cards, ask students to identify how they felt when they made each poor choice. This can be used with the good choices, too.

Session Exit Slip: Tell me something good! In student journals, write or draw a great choice you have recently made.



***Optimism***Suggested book list

Be Positive!: A book about optimism by Cheri J. Meiners

Good news, Bad News by Jeff Mack

When I Imagine by Sophie Carmen

Rain Brings Frogs: A Little Book of Hope by Maryann Cocca-Leffler

Bella's Very Wonderful Day by Sophie Carmen

Questions to ask

Was it difficult for the character to stay positive?

Did anything help the character see things differently?

Have you ever felt discouraged?

What did you do to see things differently? Did someone help you?

How did your feelings change?

Discussion & Activity

Give each student a piece of paper. Ask them to draw their name in a creative way: block letters, fancy, maybe use stickers. Explain that the name drawings will be passed to each friend in the group, who will then add one positive thing about that student. Students will write things like nice, smart, fun, good speller, great friend, etc. When the name drawing gets back to the owner, that student will add one thing they love about themselves.

Explain that the way we talk to ourselves can impact the way we look at life events. In this group session, discuss the importance of self-talk. Have students glue a mirror or piece of foil into their journal. Students will look in the mirror and say kind, positive words to themselves. If students struggle to find good things to say, they can look back at the list from friends.

Session Exit Slip: Write or draw a way to spread kindness and positivity today. The group leader can write this on a reminder slip. [https://www.amazon.com/Teaching-Tree-Reminder-Bracelets-Count/dp/B06XDJW9MH/ref=sr\\_1\\_2?ie=UTF8&qid=1501194083&sr=8-2&keywords=reminder+bracelets](https://www.amazon.com/Teaching-Tree-Reminder-Bracelets-Count/dp/B06XDJW9MH/ref=sr_1_2?ie=UTF8&qid=1501194083&sr=8-2&keywords=reminder+bracelets)



***Courtesy*****Suggested book list**

My Mouth is a Volcano by Julia Cook and Carrie Hartman

Do Onto Otters: A Book About Manners by Laurie Keller

Doc McStuffins: Loud Louie Level Pre-1 by Disney Book Group and Sheila Sweeny Higginson

Have You Filled a Bucket Today?: A Guide to Daily Happiness for Kids by Carol McCloud

Fill a Bucket: A Guide to Daily Happiness for Young Kids by Carol McCloud

**Questions to ask**

How was the character rude?

How was the character courteous?

Why is it important to be courteous to people, even if you do not know them?

Are people rude to you sometimes? How does that feel?

Are people courteous to you sometimes? How does that feel?

How does it feel when you are rude to someone?

How does it feel when you are courteous to someone?

**Discussion & Activity**

In this lesson, the group leader will set up a variety of games. Examples could be Go Fish! cards, Jenga, CandyLand, or search online for free printable games. Set up enough games to play in partners. Practice good game etiquette at the start of the game. Players look one another in the eye, shake hands, and say “good luck”. At the conclusion of the game, both players again look one another in the eye, shake hands, and say “good game”. Talk about the importance of being a gracious loser and a courteous winner. On both sides, students have the opportunity to be rude or courteous. What feels better to them to give, as well as to receive?

Using one beach style bucket for each student, have students say bucket filling compliments about one another to try to fill each bucket. Use stress balls or ping pong balls with smiley faces to drop into the buckets. Talk about the feelings created by receiving compliments, as well as the feelings created by giving compliments.

Session Exit Slip: Draw a bucket and write your favorite fillers that make you feel good.





## ***Perseverance***

### Suggested book list

The Carrot Seed by Ruth Krauss  
Can I Play Too? By Mo Willems  
How to Catch a Star by Oliver Jeffers  
Ruby's Wish by Shirin Yim Bridges  
Salt in His Shoes by Deloris Jordan and Roslyn M. Jordan  
The Curious Garden by Peter Brown

### Questions to ask

Did the character give up or stick with it?  
Why do you think the character kept going?  
Do you think it was easy or challenging to keep going?  
Can you do challenging things?  
What would help you stick with a challenge?

### Discussion & Activity

Create an anchor chart with the titles: sounds like, looks like, and feels like around perseverance. Add to the bottom the sentence starter: "Perseverance is important because..."  
Next, you will need the perseverance synonym worksheet and the perseverance sorting game from this free down: <https://www.teacherspayteachers.com/Product/Perseverance-Freebie-2692202>

The group will work together to glue the sorting cards onto the chart in the student journals. Then students will work independently on the synonym chart. Students will then pass their journals around the group. Students will add encouraging stamps or stickers to these pages to encourage their friend's perseverance through the task.

Session Exit Slip: Copy the sentence starter on the anchor chart and fill in the blank with your own reason.



***Honesty***Suggested book list

Boy Who Cried Wolf by B.G. Hennessy  
 Ruthie & the (Not So) Tiny Lie by Laura Rankin  
 Howard B. Wigglebottom and the Monkey on His Back by Howard Blinkow  
 The Boy Who Cried Bigfoot by Scott Magoon  
 Scapegoat by Dean Hale  
 Ricky Sticky Fingers by Julia Cook  
 Little Croc's Purse by Lizzie Finlay

Questions to ask

Did the character always tell the truth?  
 What does it mean to tell a lie?  
 Is it a lie to tell most of the truth but not all of it?  
 Do lies hurt others?  
 Do lies hurt us when we tell them?  
 Do you always tell the truth?  
 Is it scary to tell the truth sometimes?

Discussion & Activity

Older students may be able to play this Honesty Scoot Game at

<https://www.teacherspayteachers.com/Product/Honesty-Scoot-Game-2313957>

Younger students can play as a group, with the leader reading a scenario and the group deciding if it is honest or not. If you are not able to use these cards or similar, make up 4-5 scenario where it is easy to tell if it is honest and 2-3 where it is challenging to tell. Talk through these scenarios. Ask students if they have ever been in a similar situation. The group leader can show tell that he/ she has been in similar situations.

Review the idea that saying sorry might not be enough. Students may have heard this lesson in their classroom. If not, just explain that sometimes we have to do more than say we are sorry. Sometimes, we also have to show a sorry. This is called making amends. In group today, practice making amends so that when needed, students will know how.

Give students 3 cutout hearts. On each heart, they will write or draw something they did that hurt someone else. Maybe they hit their brother. Maybe they lied to the teacher. Maybe they stole candy from a friend. After writing or drawing the hurts, flip over each heart and make amends. Write or draw how to fix each hurt by making amends.

Session Exit Slip: Staple the making amends hearts in the student journals.



***Survival***Suggested book list

I Can Do That: A Book on Self- Regulation by Kayle J.W. Marnach

How to Be a Superhero Called Self-Control: Super Powers to Help Young Children to Regulate the Emotions and Senses by Lauren Brukner

When Sophie Gets Angry—Really, Really Angry by Molly Bang

Angry Octopus by Lori Lite

I Was So Mad by Mercer Mayer

Questions to ask

How did the character feel?

How do you know he/ she felt this way?

Have you ever felt that way?

How do you let people know how you feel?

Is that a healthy way to share your feelings or an unhealthy way?

Discussion & Activity

In this session, students will learn how their brains work. Use the wonderful ideas presented by Dr. Hazel Harrison in Flipping Your Lid. <http://www.heysigmund.com/how-to-teach-kids-about-the-brain-laying-strong-foundations-for-emotional-intelligence-by-dr-hazel-harrison/>

After explaining the Flipping Your Lid analogy, ask students to brainstorm things that cause them to flip their lids. Write these on one side of chart paper or the white board. After students have each shared an idea or two, ask if this is a good time to flip your lid. Identify a few times when it is not helpful to flip your lid. Now ask students how they can prevent flipping their lids during these times.

Introduce coping skills. Coping skills are distractors. Healthy coping skills distract us from our reactions in positive and helpful ways. Unhealthy coping skills can make the reaction worse or even cause another problem. Ask for examples of things that help when students feel upset, angry, sad, or worried. Some examples can be taking a walk, counting to 10, talking to a friend, getting a nap, or eating ice cream. Discuss the healthiness of each coping skills.

Using a resource such as Coping Skills Bingo gives students several new ideas to try.

<http://onestopcounselingshop.com/2013/04/20/newish-product-anger-and-coping-skills-bingo-game/>

Session Exit Slip: Glue Coping Skills Bingo in the student journal. Pick out one new coping skill to try this week. The group leader can write this on a reminder bracelet.



***Mindfulness***Suggested book list

Peace Piggy Meditation by Kerry Lee MacLean

Moody Cow Meditates by Kerry Lee MacLean

Meditation is an Open Sky by Whitney Stewart

Puppy Mind by Andrew Jordan Nance

Sitting Still Like a Frog by Eline Snel

A Handful of Quiet: Happiness in Four Pebbles by Thich Nhat Hanh

Master of Mindfulness by Laurie Grossman, Angelina Alvarez, & Mr. Musumieci's 5th Grade Class

What Does It Mean To Be Present? by Rana DiOrio

Mindful Monkey, Happy Panda by Kerry Lee MacLean and Lauren Alderfer

Questions to ask

What is mindfulness?

Did the character pay close attention to his/ her mood or feelings?

What happens when we do not pay close attention to our moods?

Have you ever been in a bad mood?

Did it last forever?

How did it go away?

Discussion & Activity

Glue a picture of tall, strong tree into the student journals. Ask students to keep this page and the one beside it open. During this session, students will not be very active, but rather will focus on paying close attention to their moods, feelings, and bodies. They will be practicing a meditation.

If you are not comfortable leading a guided meditation, there are several available on YouTube. Try to match the feel of the video to the environment around your group. You can select something quiet, calm, and serene without interruptions.

Explain that while students are listening to the meditation, they may have important thoughts cross their minds. They can simply write down that thought on the empty journal page and leave it there. No need to keep thinking of it, as it is recorded and can be thought about when this lesson is completed.

Students will sit like a tree, tall and strong. Ask them to relax their muscles and faces. They can close their eyes to help them imagine the scene. They can leave their eyes open if they are not comfortable. Complete the meditation however you are comfortable as the leader.

Ask students to slowly open their eyes and then stand and stretch when ready. Students may need a drink of water.

Session Exit Slip: Show a smile to the group leader as you leave!



***Transformation***Suggested book list

Stone Soup: An Old Tale by Marcia Brown

Giraffes Can't Dance by Giles Andreae and Guy Parker-Rees

Your Fantastic, Elastic Brain: Stretch It, Shape It by JoAnn Deak

Beautiful Oops by Barney Saltzberg

The Most Magnificent Thing by Ashley Spires

The Girl who Never Made Mistakes by Mark Pett and Gary Rubinstein

Questions to ask

Were the characters the same at the beginning and end of the story?

How did they change?

Why did they change?

How have you changed during your life?

How would you like to change as you grow older?

Discussion & Activity

During the group sessions, students have learned so many skills necessary to make life changes. They have new ideas for handling challenges, better social skills, and even positive self-talk. In this final session, students will read back through their journals and share with the group how they feel differently, act differently, and think differently based on their group work.

After each student and the group leader have shared, one final fun activity can be creating notes of encouragement to share with one another. Use a template such as <https://www.teacherspayteachers.com/Product/GROWTH-MINDSET-Notes-of-Encouragement-2792662> or create your own. Give them notes to one another as a reminder of the awesome, challenging work you have achieved in this group!

Session Exit Slip: Take your journal home to share with your family!

