

**BOOKS FOR ADDRESSING CHILDREN'S SOCIAL EMOTIONAL NEEDS**  
**TOPICS are highlighted in yellow**

**The Lemonade Club** by Patricia Polacco. Philomel Books. 2007. 48 pages. ISBN 978-00-399-24540-4 **Childhood Leukemia/Cancer**  
Grades 3-5 48 pages

**Why Is Mommy Sad? A Child's Guide to Parental Depression** by Paul D. Chan, M.D. CCCS Publishing. 2005. ISBN 1-929622-71-6  
**Parental Depression** Ages 2-8 years of age  
10 pages

**How I Feel Scared** Marcia Leonard (1997) Smart Kids Publishing, Inc. ISBN #: 9780824965259 **Fear/Anxiety** Ages 18 months-11years old or depending on their developmental level this could be used with older children too. 20 pages

**Something Small: A story about remembering** by Rebecca Honig; illustrated by Tom Brannon. Sesame Workshop. 2010. ISBN 31391007349034 **Suicide/Death** Preschool - 2nd grade 12 pages

**When Sophie Gets Angry— Really, Really Angry** Molly Bang (1999) Scholastic Inc. ISBN 0-439-59845-1 **Anger** Preschool- 3<sup>rd</sup> grade 32 pages

**Enemy Pie** Derek Munson (2000) Chronicle Books, LLC ISBN #: 0-8118-2778-X  
**Relational skills, friendshipping, adjustments to new neighbors**  
Age level: Early elementary 32 pages

**What To Do When You Worry Too Much: A Kids Guide to Overcoming Anxiety**  
Dawn Huebner (2006) Magination Press ISBN #: 978-1-59147-314-5  
**Anxiety and fear** Age level: 6-12 years old 80 pages (chapters)

**Don't Hurt Me, Mama** Muriel Stanek (1983)  
**Illustrator:** Helen Cogancherry **Publisher:** Albert Whitman & Company  
**Abuse** Elementary ages 30 pages

**Tell Me Again About the Night I was Born** Jamie Lee Curtis & Laura Cornell (1996)  
ISBN # 0064435814 **Family - Adoption** Ages 4 - 8 40 pages

**Adoption is For Always** Linda Walvoord Girard (1986);  
**Illustrator:** Judith Friedman  
**Publisher:** Albert Whitman & Company **Adoption** 9-12 years  
 38 pages

**Dinosaurs Divorce** Laura Krasny Brown & Marc Brown (1986);  
 Little, Brown & Co. **ISBN #:** 0-316-11248-8 **Divorce and Step-**  
**families**  
 Elementary School Age 32 pages

**The Girls** Amy Goldman Koss (2000), Puffin Books **ISBN #:** 0-  
 14-230033-0  
**Relational Aggression** (a type of bullying) Fifth grade through  
 high school  
 121 pages

**I Never Knew Your Name** Sherry Garland (1994) Ticknor &  
 Fields Books for Young Readers **ISBN #:** 0-395-69686-0 **Suicide**  
 30 pages Middle School students 30 pages

**The Recess Queen** Alexis O'Neill (2002) Scholastic Press  
**ISBN #:** 978-0439206372 **Bullying** Preschool-Early Elementary  
 32 pages

**No, David** David Shannon (1998) The Blue Sky Press. **ISBN**  
 978-0-590-93002-4  
**Following directions**

**Teammates** Peter Golenbock & Paul Bacon --baseball book  
**conflict, racism, and standing up for the right**

**Wemberly Worried** Kevin Henkes (2010) /Greenwillow Books **ISBN#:**  
 0061857769  
**General Anxiety & Attending a new school** 4-8 years old 32  
 pages

**Thank you, Mr. Falker** Patricia Polacco (2001) **ISBN #:**  
 0399237321  
**Reading disorders/dyslexia, peer harassment** Age level: 4-8  
 years 40 pages

**Saying Goodbye to Lulu** Corinne Demas (2004) Little Brown  
 Books for Young Readers **ISBN #:** 9780316702782 **death/death of**  
**a pet** 4-8 years 40 pages

**My Diary from Here to There** (Mi diario de aquí hasta allá)  
 Amada Irma Pérez (2002) Children's Book Press **ISBN #:** 978-0-  
 89239-230-8

Parent losing job, moving, losing best friend, and learning a new language

Age level: Elementary through middle school 32 pages

**Not in Room 204** Shannon Riggs (2007) Albert Whitman & Company

ISBN #: 978-0-8075-5764-8 Sexual abuse Age level: Elementary school particularly, and maybe middle through high school if presented well 32 pages

**It's Hard to Be Five: Learning How to Work My Control Panel**

Jamie Lee Curtis (2004) and Laura Cornell

Joanna Cotler Books ISBN#0-06-008095-7

aggression, and difficulties sitting still and focusing (hyperactivity) ages 4 - 6, 40 pages

**The Kissing Hand** Audrey Penn (2006), Tanglewood Press ISBN# 1-933718-00-5

separation issues, first day of school, long-term illness/death ages 4-8 32 pages

**What are you so GRUMPY about?** Tom Lichtenheld (2007) Tom Lichtenheld/Little, Brown Books for Young Readers ISBN#: 0316065897 Grumpy mood 4-8 years old 40 pages

**Tears of a Tiger** Sharon M. Draper (1994) Scholastic ISBN# 978-0-545-10138-7

Suicide Age Level: High School 130 pages

**Today I feel Silly** Jamie Lee Curtis (2007) Harper Collins ISBN# 978-06-024560-3

Normal Crisis (Understanding mood) Age Level: Upper Elementary, Middle, and High School 30 pages

**A Mother for Choco** Keiko Kasza (1999) Puffin Books / The Penguin Group

ISBN #: 978-0698113640 Foster Care / Adoption Ages 4-8, Adaptable to any age 32 pages

**Sarah's Waterfall** Ellery Akers (2009) The Safer Society Press

ISBN #: 978-1-884444-79-1 Sexual abuse Age level: Adaptable to any age 51 pages

**Stand Tall Molly Lou Melon** Patty Lovell (2001) ISBN #: 0-39923416-0

**Bullying/Self-Esteem** Age level: Elementary age 30 pages

**Tear Soup** Pat Schwiebert & Chuck DeKlyen (1999) Grief Watch  
ISBN #: 0-9615197-6-2

**Grief** Age level: all ages picture book 45 pages

**DEAR JO: The story of losing Leah... and searching for hope**

Christina Kilbourne (2007)

ISBN #: 978-1-897073-51-3 **Internet safety, cyber bullying, grieving, responsibility, and honesty** **Age level:** Junior High-High School 185 pages

**The Rainbow Fish** Marcus Pfister (1992) North-South Books  
Inc. ISBN #: 1558583610

**sharing and having friends** Age level: 18 months-11years old or depending on their developmental level this could be used with older children too 24 pages

**How I Feel Scared** Marcia Leonard (1997) Smart Kids Publishing, Inc. ISBN #: 9780824965259

**Fear/Anxiety** Age level: 18 months-11years old or depending on their developmental level this could be used with older children too 20 pages

**I miss you** Thomas, P. (2001) Barron's Educational Series

ISBN-13: 9780764117640; ISBN-10: 0764117645 **death & grief** 5 years and older 29 pages

**Kira-kira** Kadohata, C. (2004). Atheneum, Simon & Schuster  
12 years and older

ISBN-13: 9780689856396; ISBN-10: 0689856393 **Grief, Guilt and self-blame**

244 pages (chapter book) 4th grade and older

**My Mouth is a Volcano** Julia Cook (2006) National Center for Youth Issues ISBN #: 978-0974778976 Age Level: 4-8

**Interrupting and impulsive outbursts** 32 pages

**The Bully Blockers Club** Teresa Bateman (2004) Albert  
Whitman & Company

**Teasing and bullying** 3<sup>rd</sup> grade and older elementary school  
aged children 32 pages

**"Priscilla and the Wimps"** Richard Peck The short story is found on pages 42-45 in **Sixteen: Short Stories** by Outstanding Writers for Young Adults.  
For Adolescents **Bullying and bystanders**

NOTE: I added a few great lesson plans on BULLYING  
What if it's not me? Speaking up about name-calling  
**BULLYING** ages K-5<sup>th</sup> grade

**The Lottery Rose** Irene Hunt (1978) **ISBN #:** 978-0-425-10153-7  
**abuse and grief** **Age level:** Junior High-High School 185 pages

**Someone I loved died by suicide** Doreen Cammarata (2009)  
Limitless Press  
ISBN # 978-0-9788681-9-2 **Suicide** Upper Elementary through Junior High 32 pages

**Let's Talk about Being Afraid** Anna Kreiner (1996) The Rosen Publishing Group's PowerKids Press ISBN# 0-8239-2305-3 **Fear**  
GRADES 1 - 5 24 pages

**Skippyjon Jones** AUTHOR: Judy Schachner (2003) Scholastic Inc.  
ISBN# 0-439-83696-4  
**Depression/low self-esteem** GRADES 1 - 5 33 pages

**Almost Forever** Maria Testa (2003) Candlewick Press ISBN #: 0-7637-1996-5  
**family separation due to military service** Age level: 5-12  
69 pages

**Everett Anderson's Goodbye** Lucille Clifton (1983) Holt, Rinehart and Winston  
ISBN #: 0-03-063518-7 **death of a parent** (could be used for non-accidental or suicidal)  
Age level: 4 -7 yrs 25 pages

# **The Lemonade Club**

By Patricia Polacco

## **LOUISIANA YOUNG READERS' CHOICE NOMINEE 2010 GRADES 3-5**

*The Lemonade Club* by Patricia Polacco. Philomel Books. 2007. 48 pages. ISBN 978-00-399-24540-4

Childhood Leukemia/Cancer  
Grades 3-5  
48 pages

### **SUMMARY**

Traci and Marilyn are best friends in a fifth grade class with an exceptional teacher. They are enjoying life until one of them is unexpectedly diagnosed with leukemia. The teacher and classmates provide love and support to help their friend stay positive as she fights to overcome this life-threatening disease. The story is based on an inspiring true story.

### **PURPOSE**

This book addresses the need for positive peer support for a student with a serious illness. This book would be helpful to read to students who may have a friend or family member, or who themselves, have a life-threatening disease. It addresses the isolation often associated with serious illness and provides concrete examples of what someone can do for another person to provide love and support during difficult times.

### **PRE-READING QUESTIONS**

1. What does the expression "When life gives you lemons, make lemonade" mean to you?
2. What are times when this expression has applied to you?
3. What does being a friend mean to you?

### **INTRODUCTION OF BOOK**

We don't always have control over the things that happen to us, but we do have control over how we respond to them. This is a story about how one class of fifth graders provided support for a classmate who had something happen to her that she couldn't control. They turned something very sad into an opportunity to show love and support. See if you can discover how they made lemonade out of lemons.

### **DISCUSSION QUESTIONS**

1. Would you have shaved your head if you were one of Marilyn's classmates? Why or why not?
2. Thinking about how Marilyn's friends shaved their heads, can you think of an example of when you went out of your way to make someone feel better? How did you do this? What was the result? Explain your answer.
3. Has someone gone out of their way to make YOU feel better? How did they do it? What was the result? Explain.
4. How did you feel when you read the information at the end of the book about the "real life" versions of the characters?

## CLASSROOM CONNECTIONS (adapted from Elizabeth Borne's Lemonade Stand lesson plans)

This book offers opportunities for classroom connections in several subjects, including language arts, art, health/P.E., science, and music.

### Language Arts

- Miss Wichelman tells her class, "If you dream it ... then you can BE it!" Have students write a paragraph about what they dream of being.
- The author has an expansive website that provides an opportunity for reading comprehension and learning about the author's work and life: <http://www.patriciapolacco.com>.
  - Here's an exercise for writing a letter to Patricia Polacco: <http://www.teachervision.fen.com/writing-composition/lesson-plan/4041.html?detoured=1>.

### Art

- Polacco uses pencils and markers to create her artwork. Since friendship is a major theme in the book, have students use these materials to create a picture that represents what friendship means to them. It could be a picture of one of their friends or their own interpretation of the book's characters.
- Keeping children like Marilyn in mind, create get-well cards for children at a children's hospital in the area as a class project. Brainstorm first on what colors, images, and materials can be used to create messages of hope and cheer. Here's a worksheet students can use to plan their cards: [http://www.readwritethink.org/lesson\\_images/lesson1066/creating.pdf](http://www.readwritethink.org/lesson_images/lesson1066/creating.pdf).
- Miss Wichelman and the students wear funny hats for Marilyn's return to class. Here's a lesson plan for making funny hats: <http://www2.scholastic.com/browse/article.jsp?id=3746741>. Though designed for younger students, it can be adapted for students in grades 3-5.

### Science

- Teachers might investigate the possibility of inviting a local physician to visit the class and discuss leukemia or other childhood cancers.
- Science class might be a good place to introduce some basic information about cancer. Here are some simple definitions and explanations from a site called "Kids Learn About Cancer":
  - Terms: <http://kidslearnaboutcancer.com/definmain.html>.
  - Procedures: <http://kidslearnaboutcancer.com/procedmain.html>.

### Music

- Miss Wichelman brings Marilyn a Mozart concerto CD to cheer her up because Mozart is Marilyn's favorite composer. Short samples of this music can be heard here: [http://w3.rz-berlin.mpg.de/cmp/mozart\\_piano\\_concerti.html](http://w3.rz-berlin.mpg.de/cmp/mozart_piano_concerti.html). (QuickTime and speakers required.) Discuss whether Mozart's music would help to cheer students up and which music they would like to listen to if they are sick or sad.
- This site, Classics for Kids, has more on Mozart: <http://www.classicsforkids.com/shows/showview.asp?ID=27>. Includes music clips and informative narration. (Flash and speakers required).

## COMMUNITY CONNECTIONS

**Lesson plan for lemonade stand activity:** (after reading *The Lemonade Club* by Patricia Pollaco)

**Objectives:**

1. Students will learn facts about childhood cancer/leukemia and be provided with an opportunity to make a difference by contributing to a cause to help fund research and provide support to affected families of this disease.
2. Students will demonstrate the “power of one” and be empowered to know that they can make a difference in the world.
3. Students will learn how to plan and evaluate an event.

**Materials:**

Access to a computer to view the following websites:

- <https://www.alexislemonade.org/>
- <http://www.youtube.com/watch?v=gM9GbaSsUaE&NR=1>

Ingredients and materials from lists produced by students

**Time:** 1 hour for the planning stage; 10+ hours to completion.

**Activity/procedures:**

Ask the class if they know anyone who has made a difference in the world. Have them expound on why they think that person made such a difference. Tell them that we are going to learn about a 4 yr. old girl who is making a big difference in the world. Show the “You Tube” video of Alex’s Lemonade Stand project. Show them the official website and answer questions. After educating students on the purpose of Alex’s Lemonade Stand, have class plan and prepare all necessary materials to hold their own Lemonade Stand experience. Each student will participate in the process and be part of one of the following groups:

**Group #1: THE PLANNERS**

Answer the following questions:

1. Where could we have the Lemonade Stand?
2. Who would we need to talk to before we have the Lemonade Stand?
3. Who will talk with those people?
4. After you secure the location, what date and time will you hold the event?

Create a schedule of shifts for students to work the Lemonade Stand

**Group #2: THE ADVERTISING COMMITTEE**

1. Create a social media campaign to advertise the event
2. Create a flyer and poster to hang
3. Decide what materials you need to create posters and flyers
4. Decide where you will post flyers and place posters
5. Decide what date will you post the flyers and who will deliver and post them

**Group #3: THE LEMONADE MAKERS**

1. Decide how much lemonade you will need to make.
2. Decide quantities of ingredients you will need, including cups, pitchers, cooler for ice, etc.
3. Fill out an ingredient list with quantities to submit to the teacher
4. Decide how lemonade will be made and plan a time to get together to make it.

**Group #4: LEMONADE STAND MAKERS (supervised by an adult)**

1. Draw plans for actual Lemonade Stand



2. Create a materials list to submit to teacher
3. Decide on a timeline and when to begin

**Reflections:** After the Lemonade Stand experience, ask students what they felt went well and what they would have done differently. Ask them about the process of planning and organizing an event that benefits others. What did you learn about the “power of one” principle? What do you know about childhood cancer that you didn’t know before this project? What additional questions do you have? Discuss your thoughts about the event with your groups and share a “take away” thought from each group.

**Conclusions:** After Lemonade Stand experience, send profits to Alex’s Lemonade Stand project along with a letter written by class about what they learned and how the experience influenced their lives.

## RELATED TITLES

- ***Alex’s Amazing Lemonade Stand.*** By Liz and Jay Scott. Paje Pub. Co. 2004. Alex has a problem that is bigger than she is: she is fighting cancer. She wants to help other kids who have this illness, too, so she comes up with a plan to make a difference. Alex decides to sell lemonade from a lemonade stand. This book uses rhyme to retell the real-life story of a little girl who battled with a smile to show how one person can make a difference.
- ***Lenny’s Space.*** By Kate Banks. Farrar, Straus and Giroux. 2007. 151 pages. Nine-year-old Lenny gets in trouble and has no friends because he cannot control himself in school and his interests are not like those of his classmates, until he starts visiting Muriel, a counselor, and meets Van, a boy his age who has leukemia.
- ***Living with Leukemia.*** By Patsy Westcott. Raintree-Steck-Vaughn. 2000. 32 pages. Describes the condition of leukemia, how it affects the lives of those who have it, and how to cope with or recover from it.
- ***Sadako.*** By Eleanor Coerr; illus. by Ed Young. Putnam. 1993. 1 vol. (unpaged). Hospitalized with the dreaded atom bomb disease, leukemia, a child in Hiroshima races against time to fold one thousand paper cranes to verify the legend that by doing so a sick person will become healthy.
- ***Ways to Live Forever.*** By Sally Nicholls. Arthur E. Levine Books. 2008. 1 vol. (unpaged). Eleven-year-old Sam McQueen, who has leukemia, writes a book during the last three months of his life, in which he tells about what he would like to accomplish, how he feels, and things that have happened to him.

## INFORMATIONAL WEBSITES

### Cancer

- **Leukemia and Lymphoma Society: School & Youth Programs**  
<http://www.schoolandyouth.org/school/Controller>  
 Provides information on how schools, teachers, and students can get involved through various programs in the fight against leukemia and other cancers.
- **Alex’s Lemonade Stand: Foundation for Childhood Cancer**  
<http://www.alexlemonade.org/home>  
 Official site of foundation that raises money for pediatric cancer research. Includes extensive information, including instructions on how students can set up their own lemonade stand to raise money for this cause.
- **Children’s Books**  
[http://www.lls.org/all\\_page?item\\_id=58190](http://www.lls.org/all_page?item_id=58190)  
 List of children’s books dealing with cancer.
- **Nominate an Honored Hero**  
[http://www.leukemia-lymphoma.org/all\\_page?item\\_id=409260](http://www.leukemia-lymphoma.org/all_page?item_id=409260)  
 Nominate a student with leukemia or lymphoma to be recognized as an Honored Hero.

- **Childhood Leukemia Foundation**  
<http://www.clf4kids.com/faq.html>  
Frequently Asked Questions (and answers) about cancer.
- **Captain Chemo**  
<http://www.royalmarsden.org/captchemo/>  
Site with cancer information for kids and related interactive games. (Flash, Java, and other applications required to play.)

# **Why Is Mommy Sad?**

## **A Child's Guide to Parental Depression**

By Paul D. Chan, M.D.

*Why Is Mommy Sad? A Child's Guide to Parental Depression* by Paul D. Chan, M.D. CCCS Publishing. 2005. 10 pages. ISBN 1-929622-71-6

Parental Depression

Ages 2-8 years of age

10 pages

### **SUMMARY**

Depression is difficult for children to understand. The simple text is paired with more informational text suited for older kids. The illustrations depict a mother's behavior during different levels of depression. This read-together book helps kids learn what depression is in order to better understand why their parent seems tired all the time and why they may act differently sometimes. It's also useful in prompting discussion to help kids talk about their feelings.

### **PURPOSE**

This book may be best used by a school psychologist who is working directly with a student of a parent dealing with depression. It is also suggested that the parent with or without depression read the book with their child. A school psychologist or teacher who may be aware of the family situation could recommend this book to the parent if appropriate to the situation. It is important that children realize that it's neither their fault nor responsibility to make Mom or Dad feel better. In the end, the focus is on what the child can do to help show love for their parent.

### **PRE-READING QUESTIONS**

1. What kind of things make you feel happy?
2. What does it feel like inside when you are happy?
3. Are there things that make you scared?
4. What does it feel like to be scared?
5. What things make you angry?
6. Describe what it feels like to be angry?
7. Most people have times when they feel sad. What kind of things make you feel sad?
8. What does it feel like to be sad?

### **INTRODUCTION OF BOOK**

Everyone feels happy, scared, mad and sad sometimes. Some people can do things that make them happy when they are feeling sad or mad, that help them to feel happy again. There are also some people who feel sad and have a hard time getting back to feeling happy. Let's learn more about those people.

### **READ BOOK**

Read the book with the child or prompt the parent to read it with their child. If it's a small child, it may not be necessary or developmentally appropriate to read the more clinical descriptions of depression. While reading the book together allow child to ask questions or make comments. Use the following listening skills while reading to the child:

1. Validate their feelings by restating, "So you feel sad when your dad doesn't feel like playing with you. You wish he would play."
2. Validate their feelings by showing empathy, "That would be sad to have mom shut the door and ask you to leave her alone."
3. Let them know that their parents love them, "Your mommy loves you very much. "
4. Let them know they are not alone, "I'm here for you. If you're having a sad day, come and see me."

### **DISCUSSION QUESTIONS**

1. What did the little girl in the story do when mommy was sad?
2. What is something you learned about depression? (if developmentally appropriate)
3. What did the little girl do at the end of the story?
4. Are there things that you can do when your mom or dad is too tired to play? (examples could be that they could play with their toys, watch a movie, read a book)
5. What things could you do to help mom or dad know that you love them?

### **ACTIVITY**

After reading the book and discussing the questions, have art supplies to make a card or picture of what happy looks like. Some art ideas: Paint, crayons, markers, stickers, finger paints, cut up paper for collage, tissue paper collage, glitter and glue. Create a card for the child's parent. If they're having a hard time thinking of what "happy" looks like, prompts could be:

What do you like doing with your mom or dad? Draw a picture of that.

Do you have a favorite color? Using that color could be one idea for "happy"

Does your parent have a favorite activity or color, etc...?

### **REFLECTIONS/CONCLUSION**

Depression is an illness, just like when you get a cold. When you get a cold can you make it go away? Mom or Dad can't make the sad go away even when they wish it would go away. When you have the flu do you want to feel sick? Do you choose to feel sick? No. Mom or Dad don't like to feel depressed either, just like when you don't like feeling sick. Remember that even though it may be hard, your mom (or dad) loves you very much and wants to feel better so they can spend time with you. Let them know you love them, too.

Book Title: **How I Feel Scared**

Author/authors & Publisher: Marcia Leonard, Smart Kids Publishing, Inc.

Year of Publication: 1997

ISBN #: 9780824965259

Type of emotional/crisis issues addressed: Fear/Anxiety

Age level: 18 months-11 years old or depending on their developmental level this could be used with older children too.

# of pages: 20

Quality of illustrations (if applicable): good quality and easy to identify emotion

Brief summary of book's plot and characters (a short paragraph is sufficient):

Characters are scared of various things such as the dark, bugs, dogs, etc. It explains what it is to feel scared and that it's a typical emotion. The book gives an example of overcoming fear and gives the advice to talk to his/her parents when he/she feels scared.

(1) Describe how you might use this book in group or individual counseling. Indicate why this book would be helpful: What need does this book address and how does this book support students?

This book you could adapt to a group, but would be very useful with an individual. This book explains the fear emotion and things that can help.

(2) Include a list of pre-reading questions, describing how you would introduce the book.

I would show the cover of the book and ask, "How does she feel?" (scared) "What is she scared of?" (the shadow or dark, etc.) "Does that ever scare you?" (yes/no) "Sometimes, I am scared of the dark and shadows too."

(3) Specify a post-reading activity (listing materials needed for activity). Please take time to develop a really good activity that engages children and provides an opportunity to extend learning into practical application.

Materials: Sizing up fear card and stickers included with the book.

The child chooses a sticker and places it on the card. Then the child decides how much fear they feel about the sticker they chose and display that on the card as well. Then the adult and child discuss this fear and solutions that could help them overcome this fear. The child and adult can repeat with as many stickers as they would like or make up their own picture and talk about how they feel.

(4) Prepare a 1 to 2 page lesson plan that includes the above information and presents the main points that a teacher needs to address. Include any handout or worksheet that would accompany your lesson plan.

## **Lesson Plan on Fear Using the book *How I Feel Scared***

**Audience:** Students

**Objective:** To help the students understand what fear is and that it is an emotion that everyone feels at times. Fear can be overcome and adults can help when the student is afraid.

**Supplies:** *How I Feel Scared*, Paper, crayons, markers, color pencils, scissors

**Activity:** Story will be read, sizing up fear chart will be shown and explained, the students will then make their own sizing up fear chart. The students will make pictures of things that they are afraid of, take turns talking about how fearful they are of the item, and talk about what they can do to help them not feel so fearful. The whole class can include other ideas to overcome individual students' fears.

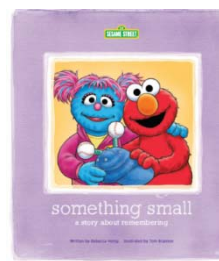
**Generalization:** Students will be given the assignment to go home and discuss their pictures with their parents.

## Something Small: A Story about Remembering

By Rebecca Honig; Illustrated by Tom Brannon

**GRADES** Preschool-2<sup>nd</sup>

*Something Small: A story about remembering* by Rebecca Honig; illustrated by Tom Brannon. Sesame Workshop. 2010. 12 pages. ISBN 31391007349034



Suicide/Death

Preschool – 2<sup>nd</sup>

12 pages

### SUMMARY

“Finding ways to celebrate and remember someone who has died can provide both comfort and a feeling of connection. For children, and even grown-ups, it can be hard to know where to begin. In this story, you and your child will join Elmo’s cousin Jesse as she discovers simple everyday ways to remember her father through familiar routines, favorite songs, stories, and special comfort items.” (front cover of book)

### PURPOSE

This book could be used in individual or group counseling. This book would be helpful for young children who are dealing with the loss of a loved one. This book shows children how they can remember their loved one in a positive simple ways.

### INTRODUCTION OF BOOK

I would introduce this book by breaking the ice with the children or child and asking them about Sesame Street. I would ask them who their favorite character on Sesame Street is. I would then do a picture walk through the book and ask the child what they thought this book might be about.

### PRE-READING QUESTIONS

1. Who likes to watch Sesame Street?
2. Do any of you know Jesse? She is Elmo’s cousin.
3. What do you think this book might be about?

As we read the book, I would stop to ask specific questions about what we are reading and also allow for students to comment as we read

### DISCUSSION

After reading the book I would start a discussion with the child about how the book made them feel and talk about their loved one. If the child does not want to discuss their loved one, that is okay. The teacher could share a personal experiences as well, just make sure to keep it simple and not over well the child. The teacher can then lead into the activity.

### ACTIVITIES

- Watching the video of Elmo and Katie Couric  
<http://www.sesameworkshop.org/newsandevents/pressreleases/whenfamiliesgrieve>
- Generate a list of things the child liked to do with their loved one.

- Have the child draw a picture of themselves and the loved one they lost doing something they enjoyed doing together.
- If the child wants to discuss the picture and praise the child for their work.

## RELATED TITLES

- ***Bart Speaks Out!: Breaking the Silence on Suicide.*** By Linda Goldman, and Jonathon Goldman; Manson Western Corporation. 1998. 42 pages. A family dog talks about his confusion, hurt and grief when his owner completes suicide. After each of Bart's comments, the child is invited to write, draw or insert a photograph.
- ***Meeting Death.*** By Margaret Hyde. Walker & Co Library. 1990. 129 pages. Provides information to promote the acceptance of the concept of death, discussing such aspects as the terminally ill, suicide, grief and mourning, and the treatment of death in various cultures.
- ***Artie's Brief: The Whole Truth, and Nothing But.*** By Christi Killien. Houghton Mifflin Company. 1989. 93 pages. Artie feels bad for a boy at school because he seems to be picked on. He tries to help this boy because he feels he is treated unfairly, just like his older brother who committed suicide was treated unfairly. Artie copes with feelings of sadness, anger, and guilt for his brother's death. Artie learns that he can't change people and learns how to cope with his emotions.
- ***You Hold Me and I'll Hold You.*** By Jo Carson. 1992. Orchard Books. 29 pages. *You Hold me and I'll Hold You* is a touching book about a young girl living with only her dad (her mom left her) and her sister, who experiences the death of an aunt. She remembers other things she remembers dying such as a goldfish and a hamster and what they did for them. The girl attends the funeral, she wonders about her feelings. Her aunt asks her if she wants to be held she says yes but really she wanted her daddy to hold her, her daddy knew this and held out his arms.
- ***Flamingo Dream.*** By Donna Jo Napoli. Greenwillow Books. 2002. 30 pages. A little girl tells about her relationship with her father and all of the fun things that they have done together. She also tells about how he had cancer and died and how she and her mother handled his death. To cope with her loneliness and sadness, the little girl creates a scrapbook of her memories of her father.



# **When Sophie Gets Angry— Really, Really Angry...**

By Molly Bang

Caldecott Honor Book 2000

GRADES Preschool-3<sup>rd</sup>



*When Sophie Gets Angry— Really, Really Angry* by Molly Bang. Scholastic Inc. 1999. 32 pages. ISBN 0-439-59845-1

Anger

Preschool- 3<sup>rd</sup>

32 pages

## **SUMMARY**

Sophie gets angry when her sister takes her toy gorilla. Sophie gets even angrier when her mother tells her that it is her sister's turn. Sophie begins to yell and throw a fit. She runs out the door and through the trees to the seashore. Sophie climbs her favorite tree and lets nature console her. Sophie spends some time outside and then returns home when she has calmed down. Her family welcomes her home.

## **PURPOSE**

This book can be used to help students understand that anger is a natural response and that it happens to almost everyone, and that there are appropriate ways to manage anger. It is also important for children to learn that even if they get angry families, teachers, and friends will still love them. This book could be used in a group or individual setting.

“Most kids will recognize their own behavior in Sophie's outburst. Molly Bang encourages readers to be responsible for their anger and angry actions, showing how Sophie works to resolve her anger on her own -- without time-outs or punishment. Sophie's choice of anger management -- running -- may be problematic for some parents. While older children can understand that Sophie is removing herself from the situation in order to calm down, younger children may require additional adult commentary.” (Sammataro, Ann Marie. (2011) *When Sophie gets Angry—Really, Really Angry. Common Sense Media*. Retrieved May 17, 2011 from <http://www.common sense media.org/book-reviews/When-Sophie-Gets-Angry.html/details>)

## **INTRODUCTION OF BOOK**

This is a story about Sophie. I would ask the students to look at the front cover and tell me what feeling Sophie may be feeling. Her face looks angry. We would all make angry faces.

## **PRE-READING QUESTIONS**

Before I read the book, I ask my students to look at the cover of the book and tell me what emotion the girl might be feeling. I talk to my students about anger and how we all get angry. I ask the following questions.

4. What makes you really, really angry?
5. How do you know when you're angry? How does your body feel?
6. What do you do when you get really, really angry?

I listen to everyone's response and maybe even add my own about something that makes me angry. I also involve my peer tutors and paraeducators in this discussion so the students understand that everyone

experiences anger. You could begin here by reading the book or you could do a picture walk through the book before reading and just talk about what might be happening.

## DISCUSSION

While reading and after reading the book I talk to the students about the stages in Sophie's anger: screaming, roaring, shaking, stomping, kicking, wanting to smash the world to smithereens, running, crying, climbing a tree. We talk about things she did that here helpful strategies and things that she could have done differently.

It is also important to discuss with students that it is not okay to run away when you are feeling angry. You can address this two ways, one way is to say that Sophie must have lived in a very safe neighborhood where it was okay for her to leave the house when she wanted. Another way is to say that Sophie may have just imagined that she ran through the forest, like you do when you pretend to go on a "bear hunt."

The basic question is: **How can we express our angry without causing harm to ourselves, to others, or to anything?** We talk about ways the students can express angry in our classroom and strategies they can use to help them cool down before they get angry (use a "break card," ask to go on a walk, tell a teacher how you are feeling, take a deep breath, count to 10, etc).

## ACTIVITY

As a class brainstorm as many feelings as you can and write them on the board. Have each child silently choose a feeling, or assign a feeling to each child. Make sure to remind them not to tell anyone what feeling they have. Give each student a piece of white paper and crayons or colored pencils, have them use the colors to draw a picture representing the feeling they were assigned. Instruct students to draw shapes, lines, or patterns that show this feeling. **Rule: Students may not draw anything that looks like anything. No tears or hearts or swords or anything that looks like an actual picture.**

After about five minutes, have the children put their pictures on the floor and ask them to pick out three or four that they think really show a strong feeling. Ask them what feeling they think it is, and what about the picture gives that feeling: the colors, the shapes, the lines, how sharp or curved or irregular they are. After discussing these three or four pictures — or five or seven or eight — tell the children they can either continue to finish the picture they've started, or they can change the feeling they've put on the back to make it go better with the picture, or they can begin again with a new picture but the same feeling.

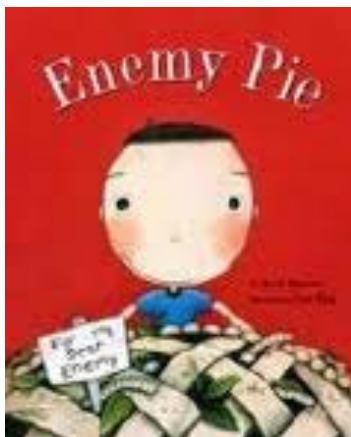
The final part of the game is for everybody to put their pictures on the floor and to go one by one having the class guess the feeling, then turn the picture over and see if they were right. It takes time to figure out how this works, and children will need quite a bit of getting used to it. Most understand what's going on after this first review. A second full lesson will end with most of the class having pictures that are at least related to the feeling they've pencilled on the back. Most of all, they can see how feelings can get turned into art, and they can see how they might want to make pictures when they're angry — even pictures that show "reality" like battle scenes or monsters or big explosions — rather than do something else.

## RELATED TITLES

- *The Way I Feel*. By Cornelia Maude Spelman; illustrated by: Nancy Cote. Albert Whitman & Company. 2000. 22 pages. A little rabbit goes through and talks about some of the things that make her angry. She then goes through the different ways that she can control her anger.
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. By Viorst, Judith. 1972. 28 pages. Alexander is a character every child can identify with. In the book we follow Alexander who is having "one of those days" where nothing goes right. Alexander portrays a number of important emotions throughout the book including anger. By the end of the book Alexander is able to recognize that although he had a "terrible, horrible, no good, very bad day...some days are just like that."

- ***Feeling Angry.*** By Berry, Joy. Scholastic Inc. 1995. 30 pages. Maria identifies situations which make her angry. She mentions ways that she could react but would not make the situation better. Then there is a discussion of positive, beneficial ways Maria could react.
- ***Mean Soup.*** By Everitt, Betsy. 1992. Harcourt Brace Jovanovich. 32 pages. Horace has had a bad day--including getting stepped on by a show-and-tell cow and riding home with Miss Pearl, who nearly kills three poodles on the way. He feels mean, so his sympathetic mother suggests that they make soup. She salts a pot of boiling water and then they take turns screaming into it and sticking their tongues out at it. At last Horace smiles. The text is appropriately simple and direct. The paintings are large and clear enough for group sharing. The final scene depicts Horace and his mother ``stirring away the bad day.”
- ***The Way I Feel.*** By Janan Cain. Scholastic, Inc. 2000. 25 pages. “Angry is how I feel right now, I shout with a might roar.’ I mostly want to frown and growl and stomp upon the floor.” This book discusses several different feeling people have all the time.

**Lesson adapted from:** (Bang, Molly. (2009). Questions and Activities for When Sophie Gets Angry... *Molly Bang*. Retrieved May 17, 2011 from [http://www.mollybang.com/Pages/sohpie\\_act.html](http://www.mollybang.com/Pages/sohpie_act.html)



Book Title: **Enemy Pie**

Author/authors & Publisher: Derek Munson, Chronicle Books, LLC

Year of Publication: 2000

ISBN #: 0-8118-2778-X

Type of emotional/crisis issues addressed: Relational skills, friendship, adjustments to new neighbors

Age level: Early elementary

Quality of illustrations (if applicable): Good quality, funny for kids, appropriate for age level

Brief summary of book's plot and characters (a short paragraph is sufficient):

*A little boy has to learn how to deal with an enemy when Jeremy Ross moves into the neighborhood. The boy's dad teaches him how to make Enemy Pie, a sure-fire recipe to get rid of an enemy. Before Enemy Pie can work its' magic, the boy has to spend time with his enemy for a whole day, then they eat the pie together. The little boy finds that by the time he has spent a day with Jeremy Ross, Jeremy is no longer his enemy, and the pie (which he has imagined to be disgusting) is actually a regular pie.*

*This book would be useful for a child or children who are struggling to make friends with a new student or child who has moved into their neighborhood. I would use it for students in either group counseling, individual counseling, or teaching to teach students that the best way to get rid of an enemy is to try to be their friend.*

Pre-reading questions and introduction

*"Have any of you ever had an enemy? What is an enemy like? If you were going to make a pie for your enemy, what would you put in it? Well, let's see what one little boy and his dad do to get rid of an enemy."*

(3) Post-reading activity

*Have two different pie tins with "ingredients" for both. For one pie, make a normal no-bake pie or cheesecake for the kids to eat when you're finished (recipe listed below). For the other pie, gather a variety of gross ingredients, including grass, mud, worms, "blood" (ketchup), and other things students may suggest. Ask the students which pie they would want to eat and what would happen if they ate the gross Enemy Pie. Have them decide which pie would do a better job achieving their goal. Talk with them about enemies they have and what things they can do to get to know their enemy better or become friends with them.*

*For more thorough directions, go here:*

<http://derekmunson.wordpress.com/2009/10/07/for-teachers-how-to-make-enemy-pie/>

*Sample Cheesecake recipe:*

*EASY NO - BAKE CHEESECAKE*

*1 (8 oz.) pkg. softened cream cheese*

*1 can Eagle Brand Sweetened Condensed milk*

*1/3 c. lemon juice*

*1/2 c. sour cream*

*1 lg. graham cracker crust*

*In medium size bowl beat cream cheese until fluffy. Add Eagle Brand milk, stir in lemon juice and sour cream; blend ingredients well. Chill 20 minutes then fill pie crust. Chill 2 hours and garnish with your favorite fruit topping. May be covered and frozen (thaw 45 minutes).*

*Ingredients for Enemy Pie (bad):*

*Dirt*

*Mud*

*Worms*

*Grass*

*Ketchup (blood)*

*Bugs*

*Toenails*

*Anything else gross the kids can think of*

*Ingredients for Enemy Pie (good):*

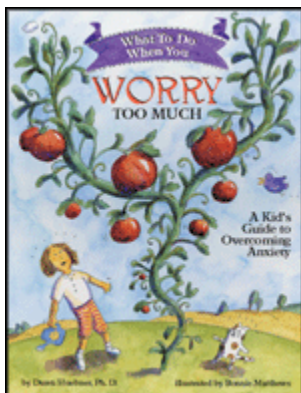
*Cream Cheese*

*Sweetened Condensed Milk*

*Lemon juice*

*Sour Cream*

*Graham cracker crust*



## *What To Do When You Worry Too Much: A Kids Guide to Overcoming Anxiety*

Author/authors & Publisher: Dawn Huebner, PhD., Magination Press, Washington D.C.

Year of Publication: 2006

ISBN #: 978-1-59147-314-5

Type of emotional/crisis issues addressed: Anxiety and fear

Age level: 6-12 years old

Number of pages: 80 (they are broken up into chapters)

Quality of illustrations (if applicable): Good quality, appropriate for fears and anxieties children may have, entertaining.

Brief summary of book's plot and characters (a short paragraph is sufficient):

*This book teaches students what worries are and how they grow, but also teaches students strategies to make their worries go away. These strategies include spending less time thinking about worries, talking back to worries, doing an activity or relaxing, and keeping worries away. The book has activities at the end of each chapter to reinforce what the chapter has taught and which will help make it more concrete for students.*

(1) Describe how you might use this book in group or individual counseling. Indicate why this book would be helpful: What need does this book address and how does this book support students?

*The book could be used in teaching, individual, or group counseling. I would read one chapter each week with the students, starting with what worries are and how they grow. As children became better able to identify what their worries were, I would move to the chapters that talk about how to deal with worries so they become smaller. I would practice different techniques with students and make a practice sheet for them to track their practice in school and at home.*

(2) Include a list of pre-reading questions, describing how you would introduce the book.

*Who in here has seen a tomato plant? What does a tomato plant look like? What grows on a tomato plant? Talk about how tomato plants grow tons of tomatoes if you take care of them, then read Chapter 1 with the students to introduce how worries are similar to tomato plants.*

(3) Specify a post-reading activity (listing materials needed for activity). Please take time to develop a really good activity that engages children and provides an opportunity to extend learning into practical application.

*There is an activity at the end of each chapter that the students can do, which usually involves drawing something. Chapter 1 has them draw something they have helped to grow, Chapter 2 has them draw something*

*they worry about, Chapter 3 has students list people they know who worry a lot, etc. Any of these activities would be great for children who like art and who can identify worries. After the children draw or list what the book asks them to, have them talk about it with you. (You will want to purchase a copy of the book for each student, make photocopies of the pages that they are supposed to draw on, or just give the students blank pages where they can do the activity.)*

*If you are working with children who need more concrete things, or as an activity to do simultaneously with the drawing, you could purchase some tomato seeds, cups and soil. You could have the students plant one seed and take care of it, noticing every week how the seed has changed. Have the students plant another seed but don't take care of it, and have them pay attention to which tomato plant is growing better. Relate the growth of the tomato plants back to their worries (e.g. "Johnny, when you don't take care of or water your tomato plant, it doesn't grow. That's just like your worries. When you worry about what your baby sister will be like, your worry grows. But if you leave your worry alone, or only pay a little attention to it, it doesn't grow – just like your tomato plant).*



Abigail Cook **Bibliotherapy Assignment**

**Book Title:** **Don't Hurt Me, Mama**

**Author:** Muriel Stanek

**Illustrator:** Helen Cogancherry

**Publisher:** Albert Whitman & Company, 1983

**Age Level:** Elementary

**# of Pages:** 30

**Summary:** After her father leaves, a little girl and her mother live together in a small apartment. They do not have as much money as they used to and they have not heard from the father. Before they moved to an apartment, the little girl remembers going to church with her mother and visiting with friends. They learned in church that they should be kind to one another. The girl felt safe and happy. But after they move, the mother falls into depression. She stays out late drinking and starts yelling and hitting her daughter. One day she uses a belt and leaves marks on the girl's arms and legs. When the girl goes to school the nurse asks her to explain what happened. When the girl admits that her mother hurt her, the nurse assures her that she will find a way to help her mother. The girl feels better after she tells an adult what is going on. The nurse sends a social worker to the mother's house, helps her get a job, and sends her to the community center to get help. The mother apologizes to the girl and gets the help she needs to be a good mom. In the end, the mother stops yelling and hurting the girl and they are happy again.

I would use this book with older elementary students. I like this story because it does not get too graphic in detail or picture about abuse, but shares enough information for students to recognize that what is going on is wrong. One thing we encourage children to do is tell an adult. In this story, when the little girl shares what happens the abuse stops. The author sheds a positive light on the experience by letting the reader see that with some help, parents can change. It also may "hit home" to children who are in this situation because it reinforces the loving relationship that exists between parent and child—even though the parent is abusive. Children who are abused typically love their parents very much, and parents who abuse love their children also. I thought this story created a realistic picture of those abuse stories that end up ok in the end.

### **CONTINUED.....Lesson Plan: "Don't Hurt Me, Mama"**

#### **Pre-Reading Discussion:**

This story is called "Don't Hurt Me, Mama". The little girl in this story gets hurt by her mother. When she tells an adult about what happened, the mother gets help and does not hurt her anymore.

- Does anybody know what "child abuse" means?
- Do you think it is ok to hurt someone when we get upset?
- What do you think is the best way to handle a situation where someone is hurting you?
- Who are people you can trust?
  - o Have students brainstorm individuals in their family and outside of their family that they could go to if they had a problem.

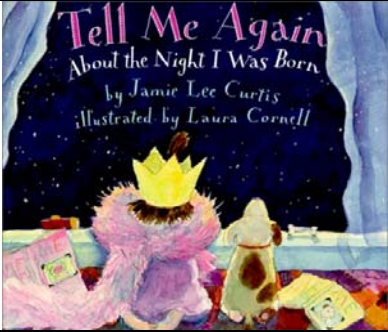
#### **Read the story.**

#### **Post-Reading Activities:**

1. Discuss the events that took place in the book. Reinforce the point that everything turned out ok because the girl decided to tell the school nurse what had happened. Teach the children that these situations don't always turn out this way. Sometimes the children need to leave the parents for a while so they can get help. In this case, the mother was able to stop the bad things she was doing and they were very happy living together.
2. Prepare case studies about abuse situations. Assign two children to a case study, have them read it, and talk about what the individuals should do to stop the abuse. Conduct a group discussion for children to share their case study and ideas out loud.



3. Talk to children about keeping secrets. Sometimes secrets are fun to keep because it means there is going to be a big surprise! Other times people ask us to keep secrets that make us feel sad or nervous. These are the secrets we need to tell to someone we trust.
4. Read a few pages of the book “I Have a Secret: Do I Keep It?” by EJ Thornton. This book explains the difference between good and bad secrets.
5. Type and print out a variety of good and bad secrets. Cut into strips. Have students go through the strips as a group and decide whether they should keep the secret or tell an adult. Have them tape the secrets to the board under two different columns “Secrets I will tell” and “Secrets I will keep”.

	<b>Tell Me Again About the Night I was Born</b>
<b>Author</b>	Jamie Lee Curtis and Laura Cornell
<b>Year of publication</b>	1996
<b>ISBN #</b>	0064435814
<b>Type of crisis/emotional addressed</b>	Family - Adoption
<b>Age level</b>	Children's 4-8
<b>Number of pages</b>	40
<b>Quality of Illustrations</b>	Good—it looks like watercolors

### Summary

This book explores a little girl's exploration of her adoption. The little girl is telling the story beginning each phrase with "Tell me again" as she shares the adoption story she knows so well. The topic of adoption isn't discussed in full rather, it is explained that this little girl's parents were not able to have children and so they adopted her from a girl who was too young to be a mother.

### Prereading Questions

- 1) What does the phrase "tell me again" mean? (talking about things you've heard before)
- 2) What kinds of stories do you like to be told? What kinds of family stories do you like hearing or talking about? What things do you like to remember?

### Post Reading Questions

- 1) What helps you to remember stories?
- 2) How do stories and memories help you feel loved?
- 3) What are the earliest memories you have? How can you find out about earlier memories, who can you ask or talk to? (this can also lead into a discussion with children who may not have anyone alive or nearby who remembers their birth--in that situation you could talk about when did your new life story begin?)

### Activity

*Supplies: Paper, Markers or paints, Glitter, Stickers....*

The activity that I thought would work well would be the creation of a life book. A life book is a book that explores a child's birth story. The story is usually developed with a parent and a child together. The story is not supposed to be about the process of adoption, rather it is supposed to start at the moment the child is born. This book is not supposed to be a public book and can be differentiated from a scrapbook due to the emphasis on

words rather than pictures. Pictures, drawing, poems, or other memorabilia from the child's life may be included, but the words of the story are considered the most important.

If this were to be done with a class I think it'd be good for each child to write one page of their story. The book shares one type of adoption, a domestic adoption occurring because the little girl's parents couldn't get pregnant. There are many other types of adoption or life stories (foster homes, living with grandparents, living with siblings, foreign adoption etc.) so each child is going to have their own story to tell. I would say for a class project you could have each child draw a picture and write a "tell me again" about a memory of their life that helps them feel loved.

Abigail Cook

## Bibliotherapy Assignment

**Book Title:** Adoption is For Always

**Author:** Linda Walvoord Girard

**Illustrator:** Judith Friedman

**Publisher:** Albert Whitman & Company, 1986

**Issues Addressed:** Adoption

**Age Level:** 9-12 years

**# of Pages:** 38

**Summary:** Although Celia reacts to having been adopted with anger and insecurity, her parents help her accept her feelings and celebrate their love for her by making her adoption day a family holiday. This story includes factual information about the adoption process. Celia asks questions that many adopted children wonder:

- 1 Why didn't my birth mother want me?
- 2 Will my mom and dad ever send me back?

This book sheds light on the process children might go through when they realize what being adopted really means. Three of my students are adopted from Russia, and they have all just recently accepted the fact that they were adopted as part of their identity. As young adolescents, they have many questions about why they were adopted and not born into a family like most kids. The questions that Celia asks are honest and applicable to the feelings my students have had about their own situations. The parents in this story give very specific answers. They are truthful in their answers, but speak about the birth parents in a positive way. They constantly bring Celia's focus back to one main point: how happy and lucky they are to be her parents. This story uses simple language that is easy to understand and relate to, but it is age appropriate for a middle school special education population. The illustrations are realistic and age appropriate as well. I love the idea the parents have in the end to make "adoption day" a family holiday. This reinforces that they have a reason to celebrate being a family.

## Lesson Plan: "Adoption is for Always"

### Pre-reading discussion:

This story is called "Adoption is for Always". It is about a girl named Celia who has a lot of questions about how and why she was adopted.

- What does it mean to be adopted?
- Who in here was adopted?
- Have any of you ever wondered about your birth parents?
- What do you think Celia is feeling/doing in this picture (on the front cover)?

Let's look through the pictures in this story. Tell me what you think is going on in each picture.

### Read the story.

### Post-reading activities:

1. Have a student bring in their scrapbook and tell their adoption story. This would be an activity that focuses on pride in their birth country, as well as the celebrating the experience of coming to a new family.
2. Invite other students to share what they remember or have learned about their birth place/family.

3. Have students plan a fun “adoption holiday” to celebrate with their families. Include plans like:
  - a. Where they would go
  - b. Who would be invited
  - c. What they would do
4. Make picture frames out of popsicle sticks. Have the students decorate their picture frame with paint, stickers, etc. Have each student draw a picture of their current family and place it inside the picture frame. Make sure the student includes themselves and reinforce that they belong to this family.
5. Before reading the story, have students take disposable cameras home and take pictures of each of their family members, and one of themselves. Develop the pictures and have them ready for the class period on adoption. After reading the story, have students make their own scrapbook page. This could be a family tree with the student being in the middle and the pictures spread out with labels to indicate how everyone is related to them.

**Book Title: Dinosaurs Divorce****Author/authors & Publisher:** Laurene Krasny Brown and Marc Brown; Little, Brown & Co.**Year of Publication:** 1986**ISBN #:** 0-316-11248-8**Type of emotional/crisis issues addressed:** Divorce and Step-families**Age level:** Elementary School Age**# of pages:** 32**Quality of illustrations:** Excellent (same artist as for the “Arthur” series)**Brief summary of book’s plot and characters:**

The book is broken up into individual panels which discuss the following topics: Why Parents Divorce, What About You?, After the Divorce, Living with One Parent, Visiting Your Parent, Having Two Homes, Celebrating Holidays and Special Occasions, Telling Your Friends, Meeting Parents’ New Friends, Living with Stepparents, Having Stepsisters, and Stepbrothers

**(1) How you might use this book in group or individual counseling.**

Young children may have difficulty articulating their feelings about their parents’ divorce and sometimes their feelings find unproductive and unexplainable outlets. This book provides a springboard for discussion in groups and with individuals, thereby providing a counselor with helpful information for appropriate interventions.

**(2) Pre-reading questions.**

What do you think the dinosaur is thinking about on the cover of this book?

What kind of feeling does he look like he is having?

Do you think children can be happy when their parents are divorced?

Would you like to know what divorce is like for other children?

**(3) Post-reading activity.****Material:** Balloon

**Instructions:** Use the balloon as an object lesson for the child(ren) to understand feelings about divorce and how to appropriately release the pressure that builds up from not recognizing feelings and not allowing a way to talk about or vent feelings. By blowing up the balloon you can describe some of the difficult parts of divorce. Then, demonstrate how unpredictable and scary it is for bystanders to watch the balloon pop or fly around the room. By releasing little puffs of air at a time as the child(ren) discuss feelings, you can demonstrate the difference in how the balloon responds to “controlled release” of pressure.

\*Throughout the reading of this book, it is useful to let the student(s) help guide the pace of the discussion and allow time for processing and recognizing similarities and differences between book descriptions and their own lives.

# Book Title: The Girls

36

**Author/authors & Publisher:** Amy Goldman Koss, Puffin Books

**Year of Publication:** 2000

**ISBN #:** 0-14-230033-0

**Type of emotional/crisis issues addressed:** Relational Aggression (a type of bullying)

**Age level:** Fifth grade through high school

**# of pages:** 121

**(Not illustrated)**

**Brief summary of book's plot and characters:**

This book is about 5 young girls and each chapter is written from the perspective of a different girl throughout the book. The story is told about one of the girls being chosen as the one to be excluded from the rest of the group and how each of the girls feel about the process and the parts that each girl plays in the dynamics of the group.

## **(1) How you might use this book in group or individual counseling.**

This book is good for preteen and teenage girls to help them recognize relational aggression for what it is. By reading and discussing the concepts of this book, young girls can see tools that are used and roles that are played among young girls. Because of the length of the book, it should be read over a period of several sessions, or with reading assignments at home.

## **(2) Pre-reading questions.**

Have you ever seen girls be mean to each other?

Have the students answer in their own mind –

Have you ever been the victim of meanness?

Have you ever been the mean girl?

Have you ever been a bystander to the meanness?

## **(3) Reading activity.**

**Materials:** Card stock, pens or markers, and stickers.

**Instruction:** Have the girls create bookmarks to be used throughout the reading of this book.

Let them decorate them and include the following terms that they can refer to as they read the book:

Tools: Betrayal, Exclusion/Solitude, Gossip, Humiliation, Lies

Roles: Queen Bee, Sidekick, Banker, Floater, Torn Bystander,

Pleaser/Wannabe/Messenger, Target

The bookmarks can be used as a tally sheet and as the girls read they can mark the tools and roles that they recognize.

\*The use of this book is most effective if the therapist is familiar with the following book and its concepts regarding relational aggression: *Queen Bees & Wannabes*, by Rosalind Wiseman

**Book Title:** **I Never Knew Your Name**

**Author/authors & Publisher:** Sherry Garland; Ticknor & Fields Books for Young Readers

**Year of Publication:** 1994

**ISBN #:** 0-395-69686-0

**Type of emotional/crisis issues addressed:** Suicide

**Age level:** Middle-High School

**# of pages:** 30

**Quality of illustrations (if applicable):** Good

**Brief summary of book's plot and characters (a short paragraph is sufficient):**

"A small boy is saddened and confused by the tragedy he has witnessed. As he remembers a teenage neighbor who seemed always to be alone—playing basketball by himself late at night, feeding pigeons on the roof, and caring for a stray dog—the boy regrets the missed opportunities for friendship and begins to understand the importance of reaching out to others."

**(1) Describe how you might use this book in group or individual counseling. Indicate why this book would be helpful: What need does this book address and how does this book support students?**

This book addresses some of the feelings a child might have after a loved one, friend or acquaintance completes suicide. The main character of the book is somewhat removed from the situation—he did not witness the incident and, in fact, doesn't even know the name of the neighbor boy who completes suicide. This book might be used when there is a suicide in the school and children are upset and confused. The book might also be used when someone who is close to a child completes suicide—the removed nature of the book might help the student to address their feelings slowly and in an indirect way.

**(2) Include a list of pre-reading questions, describing how you would introduce the book.**

I would introduce the book by asking the following questions:

- Have (any of) you seen this book before? What do you think it might be about?
- Have you ever seen someone at school or in your neighborhood who looked lonely? What did you do?
- Do you know what regret is? Have you ever felt regret before? What did it feel like?

**(3) Specify a post-reading activity (listing materials needed for activity). Please take time to develop a really good activity that engages children and provides an opportunity to extend learning into practical application.**

After reading the book, you might choose to do one or several of the following activities:

\*Music therapy-

Supplies for this include an MP3 player with music loaded, cords and speakers.



Provide an MP3 player loaded with all types of music. Ask the child or children to browse through the music and select one or more songs that show how they felt as you read the book. If you are doing this activity with a small or large group, allow one student to choose a song and, while it is playing, allow a second child to come up and browse. While the songs are playing, ask the students to talk about the feelings the book and/or music brings up.

**\*Art therapy-**

Supplies for this activity include art supplies (your choice) and paper.

The illustrations in “I Never Knew Your Name” are very shadowy and indistinct. Talk about how this style of art might symbolize how someone might feel after experiencing the death of a family member or friend—confused, sad, blurry or “fuzzy”. Have the students think about and plan a piece of artwork that depicts a person, experience or feeling that is “fuzzy”. Provide art supplies (paints, pastels, chalks, cotton balls, etc.) and allow the children to complete their art. Then, let the children share their work with others, if they wish.

**\*Journaling therapy-**

Supplies for this activity include paper, writing utensils, and possibly art supplies.

A presenter at the Premier Education Solutions Trauma Conference cited research that shows that when a person can translate their feelings into words—whether through therapy *or* through writing—their mental health is improved. Therefore, one option is to talk further about the book and the feelings that it evoked. A second option would be to have the children write about it. You might have the children write a journal entry (you could provide a template). Other options are to have the children write their own book about death or loss, have them write a letter to a parent or friend, etc.

**Book Title:** **The Recess Queen**

**Author/authors & Publisher:** Alexis O'Neill; Scholastic Press

**Year of Publication:** 2002

**ISBN #:** 978-0439206372

**Type of emotional/crisis issues addressed:** Bullying

**Age level:** Preschool-Early Elementary

**# of pages:** 32

**Quality of illustrations (if applicable):** Bright, fun and attention-grabbing

**Brief summary of book's plot and characters (a short paragraph is sufficient):**

Mean Jean is the recess queen and a big boss. On the playground, she tells all of the kids what to do and no one will seem to stand up to Jean. One day a new, tiny kid named Katie Sue moves in. She laughs and jumps and doesn't seem to care what Mean Jean thinks. In fact, she invites Jean to play with her! Thanks to Katie Sue, Jean decides to play nice and all of the kids have a great time at recess.

**(1) Describe how you might use this book in group or individual counseling. Indicate why this book would be helpful: What need does this book address and how does this book support students?**

This book addresses bullying and might be a great conversation-starter about bullying behavior and appropriate ways to deal with a bully. Teachers should note that characters in "The Recess Queen" use the strategy of befriending the bully in order to stop the bullying behavior. This might not always be the best approach, and so other solutions should be discussed with the students. The book supports students by showing them that bullying behavior happens frequently, but can be stopped.

**(2) Include a list of pre-reading questions, describing how you would introduce the book.**

I would introduce this book by asking the following questions:

- Have (any of) you seen this book before? What do you think it's about?
- Who do you think the Recess Queen is? What kind of friend is she? How does she act on the playground? How does she act in class?
- How do you think the book ends? Shall we take a look and see?

**(3) Specify a post-reading activity (listing materials needed for activity). Please take time to develop a really good activity that engages children and provides an opportunity to extend learning into practical application.**

After reading the book, you might choose to do one or several of the following activities:

\*Post-reading discussion/questions

Supplies: none

1. Why are the children so afraid of Mean Jean?
2. What are some of the things she does to the children?
3. Why isn't Katie Sue afraid of her?
4. What did Katie Sue ask Mean Jean that no one else had ever asked before?
5. How do you think Mean Jean felt when Katie Sue asked her to play?

**\*Reflective activity and book-making-**

Taken from [www.spokenartsmedia.com/.../The%20Recess%20Queen.pdf](http://www.spokenartsmedia.com/.../The%20Recess%20Queen.pdf)

Supplies needed include paper, stapler, crayons and markers

1. Divide the class into three groups. One group will write a list of words that describe how it feels to be around a bully. The second group will write a list of words that describe how the bully might feel when he/she is being mean. The third group writes a list of words describing how Katie Sue felt on that playground. Ask the groups to read their lists aloud. Are there any words that are in more than one list? How does that happen?
2. This story about a bully had a happy ending. Not all bullies will react the way Mean Jean did toward Katie Sue. Ask the children to discuss other ways to handle a bully. Do they think an adult can help?
3. Have the children write stories about an episode that either happened to them or to someone they know involving a bully. It is important that they do not use the real name of any person.
4. Using the stories from #3, ask the children to draw 4-10 pictures illustrating the events in their stories. Write captions under each picture and cut each picture out into separate pictures. Have the children staple them together in the order in which they occurred, making a book.

**\*Bullying map-**

Supplies for this activity include a large sheet of butcher paper depicting a map of the school, coloring pages of "Mean Jean", scissors, markers or crayons.

Research has shown that the areas of the school where adults think bullying occurs does not always match up to areas of the school where children report experiencing bullying. In order to help understand better where bullying occurs, have the children color and cut out "Mean Jean"s and place them on the school map where they have seen bullying happen. Talk about the map and about good strategies for avoiding a bully and appropriate ways for children to intervene when they see bullying (i.e. tell an adult, stand up for the victim if the situation is not violent or too threatening, etc.).

# **No, DAVID!**

By David Shannon

*No, David* by David Shannon. The Blue Sky Press. 1998. ISBN 978-0-590-93002-4.

## **SUMMARY**

No, David! is about a mischievous little boy named David, who is constantly getting in trouble. His mother tells him "no" many many times until the very end of the book. At the end, David's mother finally tells him, "Yes, David... I Love You!"

## **PURPOSE**

This book addresses the often reprisal received by many children from teachers, parents, and others.

## **PRE-READING QUESTIONS**

1. How does it feel when someone tells you no, when you really want to do something?
2. Why is it important to listen to adults when they tell us no?

## **DISCUSSION QUESTIONS**

5. What are experiences you have had being told No, when you were getting into trouble?
6. How did you feel?
7. How did you react or respond?
8. Do you think David was following directions?
9. Why is it important to follow directions?
  - a. Is it important to follow directions to keep ourselves, others, and our class safe. Examples include being nice to others, getting our work done, etc...

## **TEACHING A SKILL**

### **Steps to following directions**

1. Look at the person.
2. Say, "OK" or show that you understand.
3. Do the task immediately (5 or 10 seconds)
4. Check back if necessary

### **How to Accept Consequences**

1. Ask, yourself, "What did I do?"
2. Decide if you were wrong.
3. Ask yourself, "What was I supposed to be doing?"
4. Describe to the person what you did without making excuses.
5. Say what you will do next time and apologize

## **LEARNING ACTIVITY**

Help the students generate an idea from the book "No David" to make their own "No *Student name*" book with their own personal experiences. This book could then be used by the teacher or school psychologist to review the importance of following directions with the student(s).

# TEAMMATES

Peter Golenbock and Paul Bacon

## SUMMARY

This book is a true story that vividly describes the era of baseball and the social climate of race relations in the early 1940's. The Brooklyn Dodgers were the first Major League Baseball team to hire an African American. Branch Rickey of the Dodgers was looking for "a man strong enough not to fight back". Jackie Robinson was of course that man and it was known as the "Great Experiment". It was tough for Jackie who was not well received by many whites, including his teammates. One teammate was different, he knew he should always do what is right even if everyone around him including family or friends felt differently, that man was Pee Wee Reese. He stood up for Jackie.

## PURPOSE

This book addresses conflict using a real life examples that is engaging to many students including boys and girls. This book can be used in a variety of ways that can be beneficial to introduce the topic of slavery or segregation but can also be used to address and teach resolving conflict.

## PRE-READING QUESTIONS

1. What do you think this story is about?
2. What does it mean to be a teammate?

## DISCUSSION QUESTIONS

3. How do you think Jackie felt when nobody accepted him?
4. Why do you think it was hard for people to accept him?
5. What can you do to be like Pee Wee Reese?

## TEACHING A SKILL

### How to Resolve Differences

1. Decide if you and the other person disagree
2. Tell how you feel about the problem
3. Ask the other person how they feel about the problem
4. Listen
5. Suggest or ask for a compromise

## LEARNING ACTIVITY

Keep a journal about resolving difference. Look for examples on the TV, at school, at home, and practice with your friends and family. The journal entries could be used one each day or each week to talk to the student about examples they are finding.



## Wemberly Worried

By Kevin Henkes

Book Title: Wemberly Worried

Author/Publisher: Kevin Henkes/Greenwillow Books

Year of Publication: 2010

ISBN#: 0061857769

Type of emotional/crisis issue addressed: General Anxiety & Attending a new school

Age Level: 4-8 years old

# of pages: 32 pgs

Quality of Illustrations: High Quality

### **Brief Summary of Plot and Characters:**

Wemberly (the mouse) worries about everything; big things, small things and everything in between. Her family tells her that she worries too much. Soon, Wemberly had a new worry-a new school. When she arrives at school, her new teacher, Mrs. Peachum introduces her to Jewel who is similar to Wemberly. Soon after, they played, became friends and Wemberly didn't have anything else to worry about anymore because school was a fun place to be.

#### **(1) Book Support**

When using this book with a group of students, I would discuss things that made the group anxious. For some, the thing may seem small and insignificant, while others may have a larger things that may be causing anxiety-but for either person, the anxiety is still significant. I want members of the group to feel that their feelings are valid and it is okay to be anxious about some things that can happen in life.

This book is also significant in the fact that it discusses the worry of attending a new school. This will allow students in the group to know that it is normal to have worries and concerns about attending a new school.

#### **(2) Book Introduction**

When introducing this book, I would put up a picture of Wemberly on the board and ask the children about the picture-

“What do you think is wrong with this mouse?”

“She sure looks worried. What do you think she might be worried about?”

“How do you think she is feeling right now?”

I would then introduce the kids to Wemberly and discuss with them that she is a little mouse who worries about everything. I would then ask “How many of you worry about things?” I would then have the kids graph that information and we would start reading the story.

#### **(3) Post-Reading Activity**

\*Puppet Show: I would have students put on a puppet show, reenacting the events of the story, but modifying it by telling things they could have done to stop or alleviate the worrying for Wemberly. Students could also make puppets of themselves and tell their own story about something that they worried about and eventually overcome (explaining how they overcame it).

\*Worry list: Students can compose a list of things they worry about from biggest to smallest and then give a list of the things that help them overcome this worry.

\*Draw a picture of what would help Wemberly stop worrying.

## Thank you, Mr. Falker

Author: Patricia Polacco

Publisher: Philomel

Year of Publication: 2001

ISBN #: 0399237321

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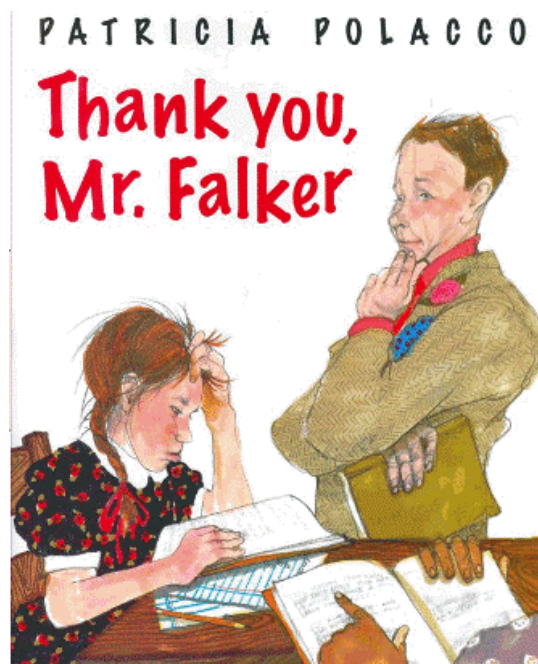
Type of Emotional/Crisis Issues Addressed: reading disorders/dyslexia, peer harassment

Age level: 4-8 years

Number of Pages: 40

Quality of Illustrations: Very good

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Summary:

Trisha is excited about learning and wants to enjoy the “sweetness of knowledge” that her grandfather described. However, when she goes to school, things are not as easy to do. Her words wiggle when she reads and everything is a mess. Her classmates tease her and she falls behind in school. With the help of her fifth-grade teacher, Mr. Falker, Trisha has the encouragement and support she needs to tackle these challenges and to develop her talents in reading.

Purpose:

This book addresses the reality that some students struggle with learning disabilities and require extra help and encouragement. As shown from Trisha’s experience, these students may be teased and learning can be a painful process without someone to lean on for support. Mr. Falker provided that support and encouragement for her to develop her own talents and eventually make what could have been weaknesses a career as a children’s author.

Pre-Reading Questions:

1. How do you think Trisha is feeling here? (pointing to the girl on the cover)
2. Why do you think she feels this way?
3. The title says, “Thank you, Mr. Falker.” Mr. Falker is Trisha’s teacher. What do you think will happen?
4. Have you ever been frustrated at school?
5. What happened?

Introduction of the Book:

Sometimes school is hard. There are some subjects that we may have difficulties learning and we may need extra help. Trisha has a hard time reading and needs help from her teacher Mr. Falker. Unfortunately, sometimes we are teased by our peers when we struggle and it really hurts. Mr. Falker was able to teach others



that this was wrong and he helped Trisha become a better reader so she could enjoy learning. See if you can find those ways that Mr. Falker helped Trisha in school as we read the book.

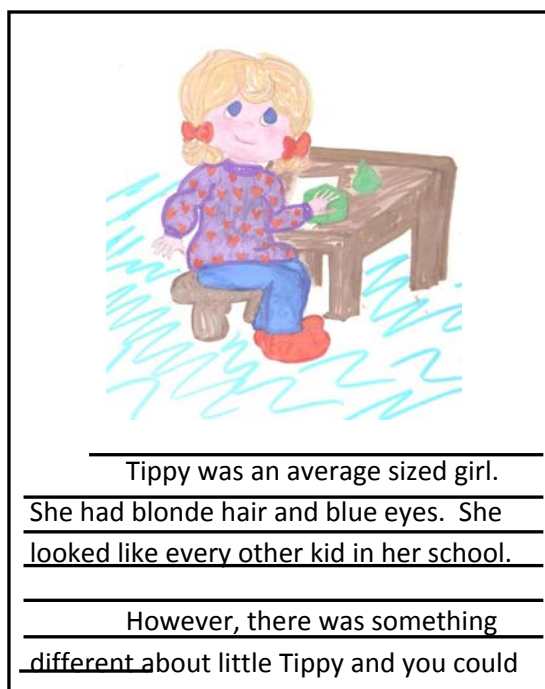
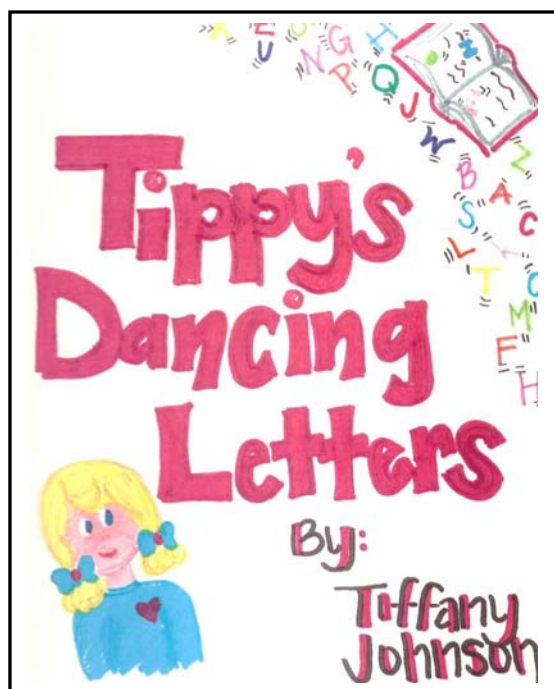
#### Discussion Questions:

1. What does it mean when Trisha wants to enjoy the “sweetness of knowledge”?
2. Do you think Trisha was able to enjoy that?
3. Why were other students teasing her?
4. Was that the right thing to do?
5. What did Mr. Falker do when he saw them teasing her?
6. How did Mr. Falker make Trisha feel?
7. How did Trisha feel when she started reading?

#### Post-Reading Activity:

1. Many students have struggled with their own challenges in school whether it is reading, writing, math, or socially. Patricia Polacco, the author, wrote this story about how she overcame her dyslexia. Remind students that this is about her and how they can write their own stories over overcoming challenges.

Example: Here is one older student’s story of struggling with dyslexia.





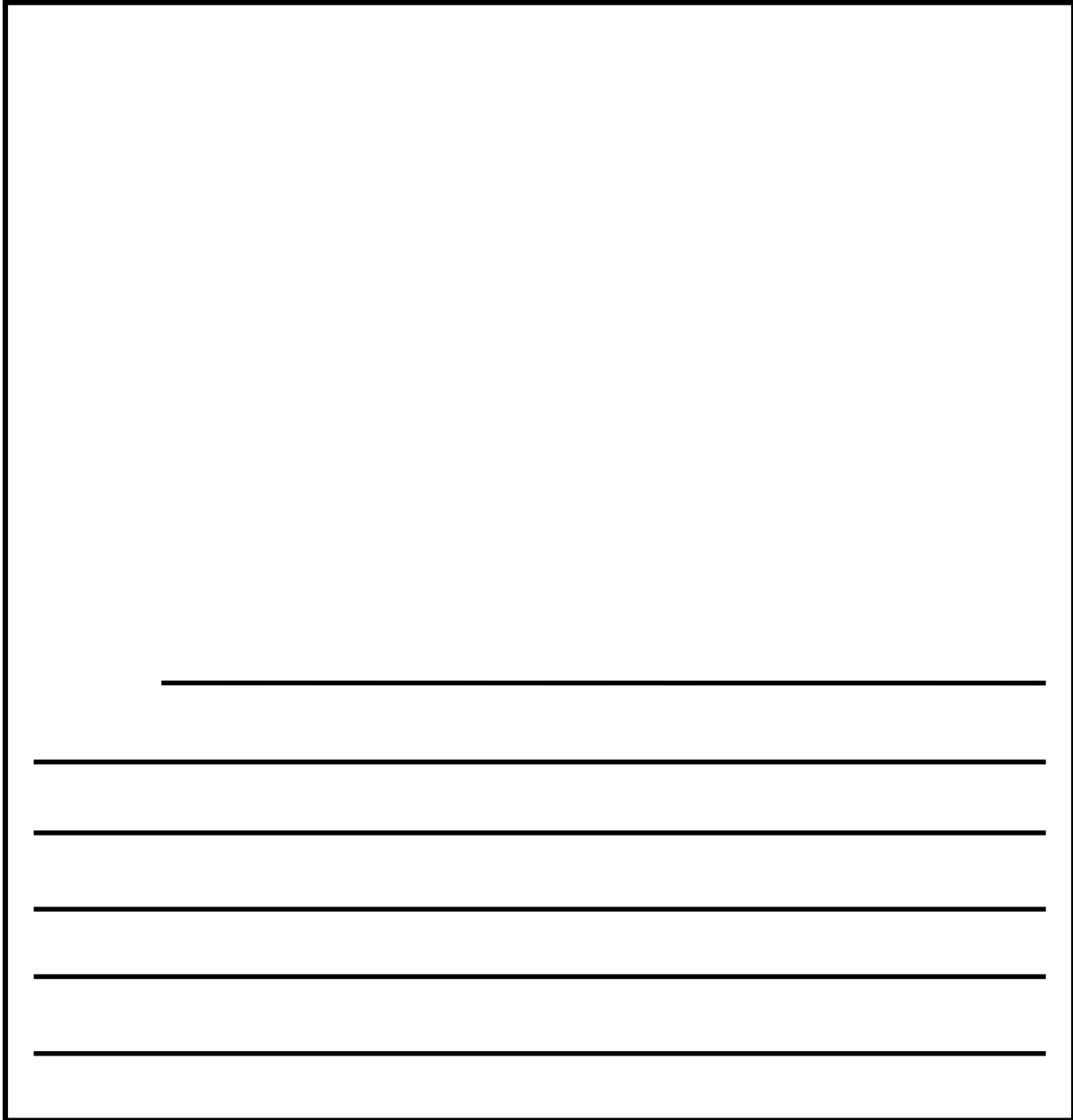
## Write your own story!

Many of us have had times where something was difficult, like reading was for Trisha. Write about one of those times and how you overcame or how you will overcome that challenge!

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Title \_\_\_\_\_

Draw a picture of your story and write about your drawing.



A large rectangular box with a black border, intended for a drawing and writing. Inside the box, there are seven horizontal lines for writing. The first line is positioned higher than the others, while the remaining six lines are grouped together at the bottom of the box.

## Saying Goodbye to Lulu

Author: **Corinne Demas**

Illustrator: **Ard Hoyt**

Publisher: **Little Brown Books for Young Readers**

Year of Publication: **2004**

ISBN #: **9780316702782**

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Type of Emotional/Crisis Issues Addressed:

**death/death of a pet**

Age level: **4-8 years**

Number of Pages: **40**

Quality of Illustrations: **Very good**

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Summary:

Lulu, is a black-and-white dog that is adored by her child owner, but as she grows old and sick, her little girl learns about caring for Lulu through her health declines. Though she wants to play with Lulu and go back to the way things were when Lulu was younger and healthier, she knows that will not happen. Lulu passes away and it takes several months for the little girl to say good-bye. At the conclusion, the little girl receives another puppy, not to replace Lulu, but one that she loves all the same.

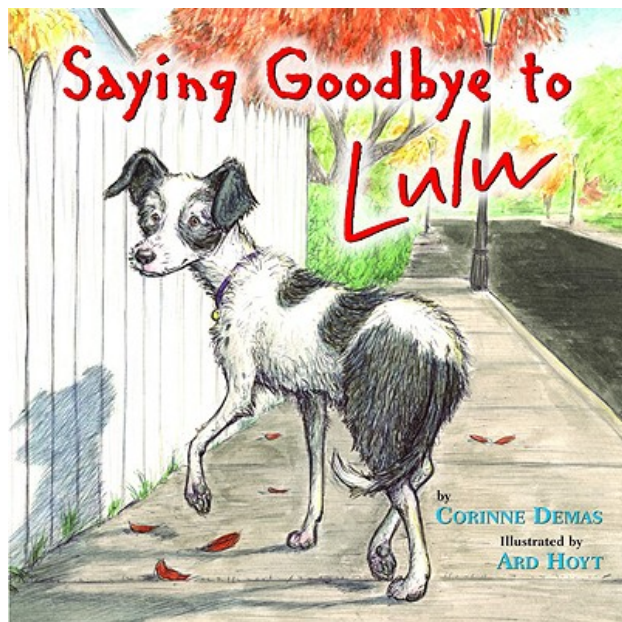
Purpose:

This book addresses the stages of coping with the decline and death of a loved one, including pets. It would be helpful to read to a student or a group of students who have recently experienced a loss of a friend, family, member, or pet, or even to a younger classroom who has just lost their class pet. It addresses the health declines these loved ones may experience prior to death and the impact that these may have on those around them. The pain and the feelings of sorrow are real and are not easy to heal. This book provides concrete examples of how to say good-bye and also provides opportunities to think of other means of coping.

Note: If the children are not ready to consider replacing a pet or constructing new relationships with others after a loss, consider not reading the end about the new puppy and just ending with the little girl saying good-bye.

Pre-Reading Questions:

1. How do you say good-bye to someone you love?
2. How do you feel when you say good-bye?
3. Have you ever lost a pet or someone close?
4. What did you do to say good-bye?



### Introduction of the Book:

Sometimes people or animals we love grow old, sick, and pass away. We can't stop that from happening and it can be very sad. In this story, a little girl loses her dog, Lulu, and we see how she learns to cope with these changes. The little girl is eventually able to say good-bye to her dear pet, Lulu, and remember the happy times she had with her. See if there are things that you can do to help you find those happy memories with a loved one and learn how to say good-bye.

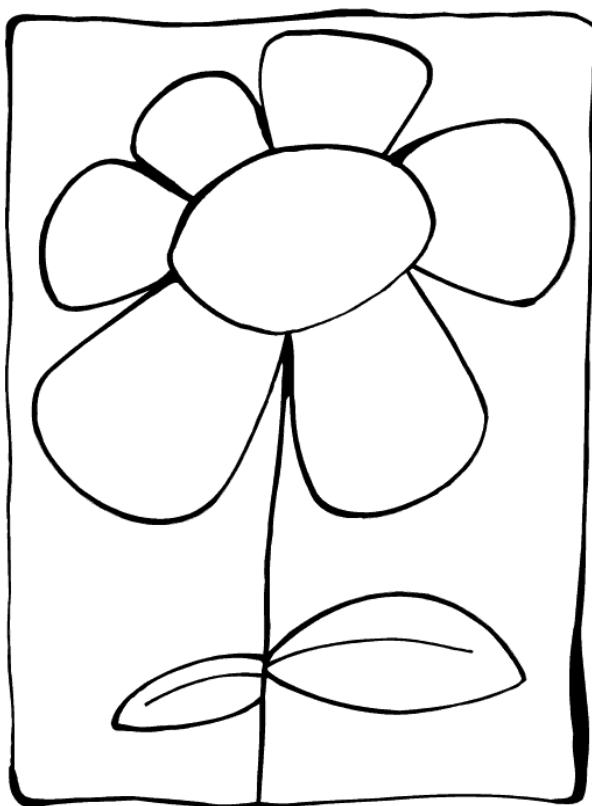
### Discussion Questions:

1. What are some happy memories that the little girl had of Lulu?
2. How did the little girl say good-bye to Lulu?
3. Why do you think the little girl planted a tree for Lulu?
4. Do you think Lulu will be forgotten?
5. Why or why not?

### Post-Reading Activities:

1. Plant flowers or a tree for the person you lost. By taking care of the plant, remember the one you loved and happy memories you had together you see the plant grow. Though they their memories are always with you.

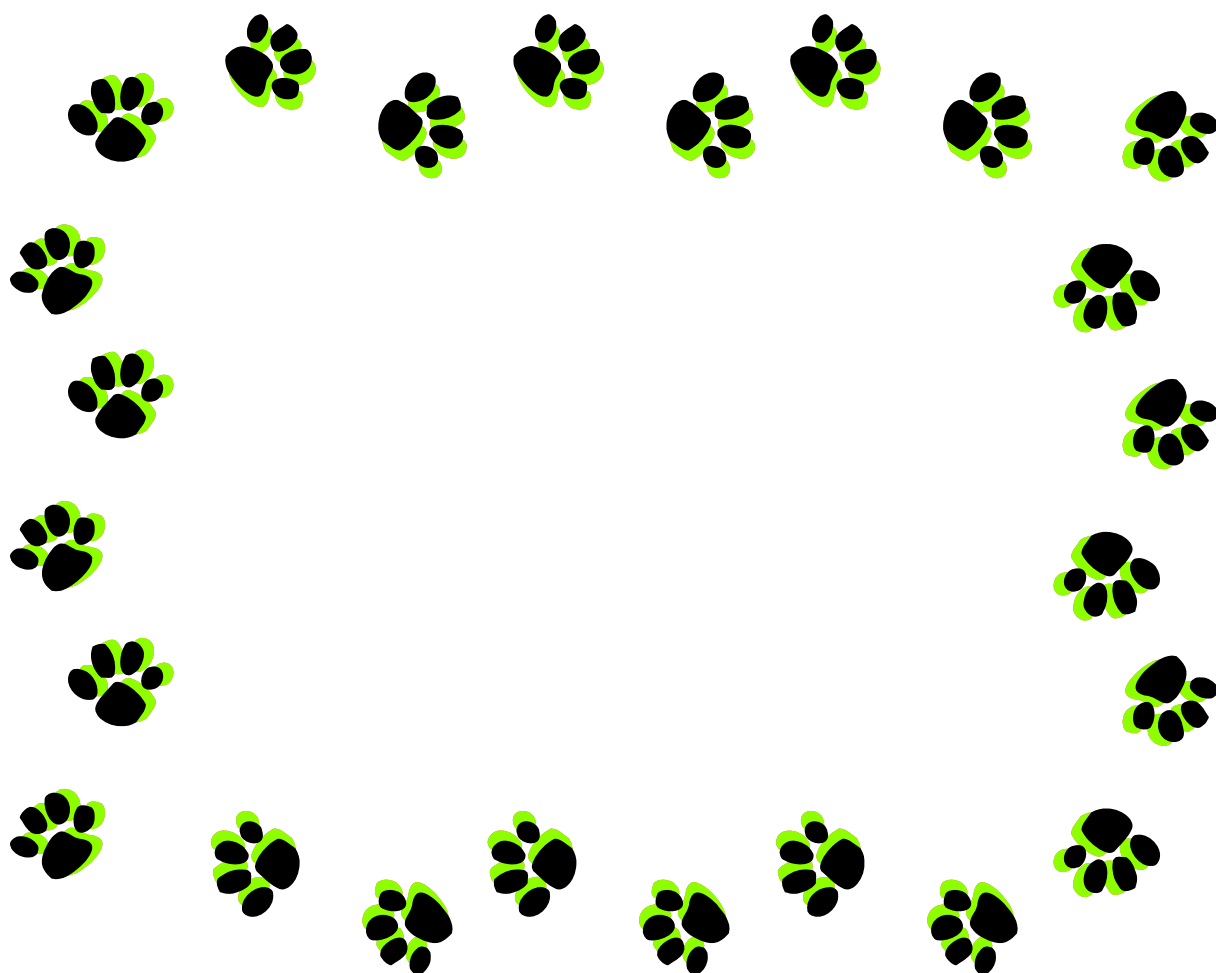
For each petal on this flower, write a have of your loved one. Color your finished.



or pet  
you can  
those  
when  
are gone,

memory you  
flower when

2. The little girl had lots of happy pictures of her and Lulu. These pictures held memories that were precious to the little girl. What are some precious memories you have that you can draw? Draw your memories in this picture frame.



Book Title: **My Diary from Here to There** (Mi diario de aquí hasta allá)

Author/authors & Publisher: Amada Irma Pérez, Children's Book Press

Year of Publication: 2002

ISBN #: 978-0-89239-230-8

Type of emotional/crisis issues addressed: Parent losing job, moving, losing best friend, and learning a new language.

Age level: Elementary through middle school

# of pages: 32 pages

Quality of illustrations (if applicable): Very nice colorful illustrations, and culturally appropriate

Brief summary of book's plot and characters (a short paragraph is sufficient):

This is an autobiographical book about a girl from Mexico named Amada, whose father loses his job and is forced to move the family to Los Angeles to look for work. The book is written through Amada's eyes, as if we were reading entries from her diary about her feelings toward the move and the experiences she and her family are having. It also addresses the differences between her and her brothers' reactions to the move. In the end, she learns that she is stronger than she first thought and that maybe things can still be okay.

(1) Describe how you might use this book in group or individual counseling. Indicate why this book would be helpful: What need does this book address and how does this book support students?

Change can be very scary for children, and adults. I would use this book to talk to students who have just experienced change in their lives, particularly those who have just moved to the United States from another country and culture. From the book, students can learn about a real girl who experienced a similar change in her life and enter a little bit into her feelings about the move and the anxiety of the unknown future, and learn about the resources she used to cope with the change.

(2) Include a list of pre-reading questions, describing how you would introduce the book.

"Change can be scary. This book was written by a person who had to move to the United States from Mexico. She had to leave her friends and her home and come to a new place and learn a new language. How do you think she may have felt about this change? Have you had to experience a similar change in your lives? Let's read the book and learn about Amada."

(3) Specify a post-reading activity (listing materials needed for activity). Please take time to develop a really good activity that engages children and provides an opportunity to extend learning into practical application.

For a post-reading activity, I would talk about what Amada did to cope with this big change. We would talk about diaries and how they can be used to help us work through our own feelings and learn from our experiences. We would then create our own diaries. Materials needed would include a little booklet, or even a few pieces of paper stapled together with lines for writing and a space for drawing. Students would also need pencils for writing and crayons (or markers, colored pencils) for coloring their own drawings. They would then be able to create and share their stories with the class (if they would like) and take their stories home to share with their friends and family members. This activity can also be a means for students to open up and talk about their fears and their joys.

Book Title: **Not in Room 204**

Author/authors & Publisher: Shannon Riggs, Albert Whitman & Company

Year of Publication: 2007

ISBN #: 978-0-8075-5764-8

Type of emotional/crisis issues addressed: Sexual abuse

Age level: Elementary school particularly, and maybe middle through high school if presented well

# of pages: 32 pages

Quality of illustrations (if applicable): Warm and colorful

Brief summary of book's plot and characters (a short paragraph is sufficient):

This book takes place in an elementary school classroom, Room 204, with Mrs. Salvador as the teacher. The book is introduced with Mrs. Salvador telling the students that they may be able to get away with things outside of school, but not in Room 204. Parent-teacher conferences are up and she talks to Regina Lillian Hadwig and her mother about how she is a good student, but is very quiet at school. She then asks if Regina is this quiet at home. It turns out that Regina is being sexually abused by her father at home, and is indeed very quiet about it. After winter break, Mrs. Salvador talks to her students about sexual abuse and informs them that the offender is most often someone the child knows. She lets them know that if this were happening to anyone in her classroom that they could talk to her about it, and she would know just what to do to help. Regina eventually does talk to her about the abuse, and we are left with the impression that she now feels free and that things will change—the abuse will stop.

(1) Describe how you might use this book in group or individual counseling. Indicate why this book would be helpful: What need does this book address and how does this book support students?

The introduction to the book informs adults that it is their job to prevent sexual abuse and it provides a few resources for parents, teachers, and other adults. This can be used in a classroom to talk to students, in a group or individual counseling session, or in a parent/child psychoeducational setting to talk to parents and children about child sexual abuse.

(2) Include a list of pre-reading questions, describing how you would introduce the book.

If I were using this book to talk to parents, I would spend some time talking about the introduction and showing them the website listed there. I would share some statistics with them, and let them know that it is their job, not the child's, to prevent child sexual abuse. Then I would share the book.

(3) Specify a post-reading activity (listing materials needed for activity). Please take time to develop a really good activity that engages children and provides an opportunity to extend learning into practical application.

After reading the book, I would remind the parents and students just how common child sexual abuse is. I would talk about how Regina felt before talking to the teacher, and how she felt after talking to the teacher. I would let students know that they should talk to me or another adult if this is happening to them, that the person will not find out and come hurt them, and that I would be able to help. For parents, I would talk about some of the signs to look for and how they can talk about this topic with their children. I would remind them that it is their responsibility, and we would talk about the “7 Steps to Protecting Our Children from Sexual Abuse” from the **darkness2light** website.

# **It's Hard to Be Five: Learning How to Work My Control Panel**

By Jamie Lee Curtis and Laura Cornell

Joanna Cotler Books, an imprint of Harper Collins Publishers, 2004

ISBN#0-06-008095-7

issues: aggression, and difficulties sitting still and focusing (hyperactivity)  
ages 4-6, 40 pages, colorful and humorous illustrations with a lot of movement

## Summary:

The main character is a five year old boy who has difficulties being “grown up”. He is learning self-control at home with his siblings and parents, and at school with his teachers and peers. Sometimes it is difficult because his mind says to do one thing, but his body does another. He gets tired doing all the demands expected of him, namely walking everywhere and sitting still for what seems like forever at school. While learning self-control can be difficult, the main character also realizes that it can be so much fun! As he learns to be in control of himself, he is “licensed to steer” and can enjoy being five.

## How this book is helpful:

This book can be used in individual or group counseling. In group settings, teachers can read the book with their class at the beginning of the year, or when they are getting a little rowdy and discuss that sometimes things may be difficult for them, but they are capable of being in control of their bodies and it can be fun.

When used in individual counseling, this book validates the feelings of a five-year-old child. With some instruction, the child can also recognize triggers to his anger and aggression and learn some skills in managing his body. It's important to talk about aggression (and anger when appropriate), activity level, mindfulness to adults, and self-control. A “control panel” can be created so the child recognizes some things that he needs to work on and has a reminder to keep himself “in-check”.

## Pre-reading questions:

- Q. How do you feel about being five? Do you think it's hard? Is it fun? What kind of things can you do when you are five?
- Q. Sometimes, is it hard to do the things you are asked? What things are you asked to do that seem really hard?

## Introduction:

In this story, the boy says it is hard to be five because you aren't little anymore, but you aren't big yet. Is that how you feel sometimes? When you are five, you have to learn to be in control of your body so the inside of you doesn't feel like a mess and explode like this picture (show control panel on the inside front cover). Q. How do you think this boy feels? (angry, worried, sad, out-of-control) Look at his face. Do you like to feel that way? (no) Let's read about this boy and what he does. As we read the book, I want you to point out things that can make his panel feel like it is going to explode.  
(as the story is read, ask questions about various pictures and how the child relates to them)



Post-reading activity:

Explain that although the boy sometimes has a hard time learning to be in control of his body, at the end, he was able to learn how to be in control and get things to work for him. His body was like a control panel, like the pictures (in the front and back of the book) and he was able to gain control so he could be calm and happy instead of out-of-control and angry.

Together, create (hand draw or from the computer, but let the child draw and color part of it to personalize it) a picture of a control panel (discussion will revolve around the panel shown in the book). Discuss things that cause the “panic alarm” to go off—the triggers of the aggression and behavior. Talk about: relationships with Parents, Siblings, Teachers, Peers; being polite, helpful, being asked to do things that the child may not wish to do; not being afraid of things; being quiet; biting; hitting; worrying; temperature gauge of feelings; the direction the child is going; feelings of controlling others; etc., focusing on the problem behaviors presented in the child. Talk about things the child can do to calm down, be in control, and get things to “run smoothly”. Teach him that while he is in control of his body, that doesn’t mean that he gets to run around and act crazy—that’s what happens when his control panel isn’t working. Have a discussion on respect and if you want to be respected, you must respect other people.

Let the child keep the picture of the control panel so he can remember the strategies that he and you created to help him keep things running smoothly.

# The Kissing Hand

by Audrey Penn

Published by Tanglewood Press, Inc., 2006, ISBN# 1-933718-00-5  
 concerns: separation issues, first day of school, long-term illness/death  
 ages 4-8, 32 pages, textured illustrations with a lot of detail

## Summary:

Chest Raccoon doesn't want to go to school for the first time because he will miss his mom, his friends, his toys, and his books. His mom validates his concerns by saying that new things may seem scary and strange, but sometimes we have to do things we don't want to do. His mom reassures him that he will make new friends and he can play with the toys and read the books at school. She also shares with Chester a secret called "The Kissing Hand". She opens his hand and kisses it and says that the kiss will never wash off. Chester can hold his hand to his face and feel his mother's warmth and love and be reassured when he feels like he needs "a little loving from home". When Chester holds his hand to his face, he is to think, "Mommy loves you. Mommy loves you," and remember that her love would go with him always. Right before Chester goes to school, he gives his mom a kissing hand so she won't get sad and lonely either.

## How this book is helpful:

This book is good to read with a class when school first starts and students are missing their parents. It helps validate their feelings and normalizes the process of missing their families while they are at school. This book offers a good suggestion for an activity to have the students and their parents complete so the child will be better able to cope with feelings of loneliness during the school day.

## Pre-reading questions:

- Q. What is happening in this picture (on the cover)? (A. the mom raccoon is holding or kissing the hand of the baby raccoon)
- Q. Why do you think the mom is doing that? (A. Baby might be hurt, scared, etc.)
- Q. Tell me about a time when you were scared and needed your mom/dad there to make you feel better.
- Q. What does your mom/dad do to help you not be afraid?

## Introduction:

In this story, the baby raccoon is scared to go to school. Let's see what his mom does to help him be brave and not afraid to go to school.

## Post-reading activity:

- Q. What are some scary thing about coming to school? What are some of the things you are afraid of? or were afraid of?
- Q. What are some things you love about school? What things are you looking forward to and are excited to learn?

"In school, we try to help you feel safe and loved because we care about you! But there might still be days when you are feeling really sad and we can't cheer you up. Even though your parents can't always be here to make you feel better, they can make kissing hands for each of you so you remember you are loved by them, just like Chester in the story!

"Now we are going to trace our hands on colored construction paper. Then you can color it and put any design on there that you want. Then you can take your hand home and your mom or dad will be able to write on it and tell you how much they love you. When they are done, bring it back and we'll put it in a book. When you are

feeling sad, you can go over to the book that will always be in the library center and find your hand in there, read the reassuring words from your parents and feel their love for you!”

\*\*Send a note home to the parents with a brief explanation of the book, *The Kissing Hand*, and explain that you want them to write a few reassuring words on the hand to their child, put a kiss on it, and send it back to school (see attached letter for an example).

\*\*The book is just a binder full of sheet protectors. As the hands come back, put them in the sheet protectors for the children to read at anytime that they need to feel a little extra love from their parents.

Dear Parent,

Today in class we read, *The Kissing Hand*, by Audrey Penn. This story is about a little raccoon, Chester, who is scared to go to school for the first time because he will miss being at home with his mom, his friends, his toys, and his familiar things. The mother raccoon tells Chester that “sometimes we all have to do things we don’t want to do”. She reassures him that he will love school, make new friends, play with new things, and have a lot of fun. She shares with him the secret of the Kissing Hand. She opens his hand and kisses the middle of his palm. Then, whenever he feels lonely and needs a little extra love from home, he can just press his hand to his cheek and think, “Mommy loves me”. Then that kiss will jump to his face and fill him with “toasty, warm thoughts”. The mother explains that the kiss will never wash away or get lost, and that her love will go with him wherever he went.

In our class, we decided to do an activity where we made Kissing Hands so the students will be reassured of your love and concern for them when they are having a hard day. We traced each child’s hand on to construction paper where they were able to color it however they wanted to. Please write a special note on the hand to your child and kiss the hand—you can either just make sure your child sees you kiss the paper or you can make a kiss with lipstick so that it remains on the hand. Please return the hand to school by Friday so we can put them all together in a book. When your child is sad, he/she will be able to look through the book, find his/her hand and be reassured by the comforting words and kiss on the hand.

Thank you for your help!

Teacher



# What are you so GRUMPY about?

By Tom Lichtenheld

Book Title: What are you so grumpy about?

Author/Publisher: Tom Lichtenheld/Little, Brown Books for Young Readers

Year of publication: 2007

ISBN#: 0316065897

Type of Emotional Issue Addressed: Grumpy mood

Age Level: 4-8 years old

# of pages: 40

Quality of Illustrations: High quality

## **Brief Summary of Plot and Characters:**

The book is about a little boy who is faced with situations and events that make him grumpy. These range from being touched by a sibling to stubbing your toe. In the end, the little boy forgets what he was really grumpy about because someone makes him laugh.

### **(1) Book Support**

I would use this book to discuss with students that grumpiness is a normal emotion to feel in certain situations and that everyone has something that makes them grumpy (allowing the child to feel that they are not the only one who deals with this issue). This is especially important because students go through periods of uncertainty, stress and having bad things happen to them and the book allows the child to see that even though we can feel that way, that can be helped with friendship and laughter, allowing them to forget what they are so grumpy about.

This book supports students by allowing them to laugh about something's that (at the time they are happening) can be so frustrating and cause grumpy emotions to surface-seeing that something's are not worth the mood change or negativity that they can cause.

### **(2) Book Introduction**

I would introduce this book by asking the students things that make them grumpy. We could make a list on the board and discuss the reasons that the items on the list can be so frustrating and mood altering.

I would then talk to the students about how we are going to read a book

### **(3) Post-Reading Activity**

*\*Letter of advice to grumpy boy*

Needs: Grumpy Letter Form, Pencil, Crayons

Lesson: Each student will be responsible for writing a letter of advice to the grumpy boy about ways that he could become happy or things he could do to dispel his grumpy mood. These can be suggestions of things that the student enjoys doing to make themselves happy or it can be original ideas specifically for the things that the boy in the book is experiencing.

*\*Emotion Poem*

Needs: Blackline poem, crayons, pencil, construction paper, scissors, laminator

Lesson: Each student can identify the emotions of the child on the poem, what color they feel the emotion should be given and the reason that it should be that color. This will put the student in touch with some of the feelings that come with emotion, how to identify the emotion and remind them that everyone has a “rainbow of feelings,” and that they are not alone.

*\*Joymark*

Needs: Cardstock or construction paper, scissors, computer/stickers, ribbon, laminator, printer

Lesson: Each student will identify the things that make them happy or give them joy when they are in a grumpy mood. They can use stickers, images from the internet or hand-drawn pictures to depict the things that make them happy. After drawing, coloring, and constructing the book mark, each student could be given the opportunity to share those joys with the rest of the class or group and possibly explain why they make them happy and allow them to forget what they were so grumpy about in the first place.

Ashleigh Smith

Book Title:	<b>Tears of a Tiger</b>
Author:	Sharon M. Draper
Publisher:	Schoolastic
Year of Publication:	1994
ISBN#	978-0-545-10138-7
Type of Crisis:	Suicide
Age Level:	High School
# of Pages:	130

#### Summary of Book:

Several basketball players are celebrating their most recent victory, by drinking alcohol. They are driving to a party when they get into a terrible accident. All boys make it out alive except one. The star of the basketball team is trapped inside the car as it ignites on fire. The driver of the car Andy is filled with remorse and guilt for the accident and the death of his friend.

The book shows the struggle of dealing with a death of a friend from several different viewpoints. Andy begins to turn away from friends and family. He slowly isolates himself from the people that care most about him. During a trip to his counselor he admits to wishing he were dead. He assures the counselor that he isn't seriously thinking about suicide, but later that day he takes his own life. The end of the book is letters that his friends and family have written to him expressing their feelings about his death. The last entry in the book is his brother talking to his grave in the cemetery. The brother does a great job of talking about how Andy's decision to complete suicide impacted everyone in their family in a very negative way.

- 1) I would like to use this book in an English or reading class. This is a great book to read with a class because it has many different examples of writing. The book has essays, poetry, newspaper articles and more. As you read the book you could analyze the different types of writing with the students. Also The students would enjoy this book because it was written for teenagers. This book has many different situations that could be discussed besides suicide, for example you could discuss the dangers of drinking and driving, underage drinking, child abuse, expressing feelings and so forth.

#### 2) Pre-reading questions:

1. Are decisions important?
2. Who do our decisions effect?
3. Can one person make a difference?
4. Why are laws important?

#### 3) Post reading activity:

Discuss how making decisions is like climbing a mountain. We start at the bottom of the mountain with a problem. First we need to identify all of the possible options to solve the problem. Then we need to identify all of the consequences for each option. We need to make sure to identify who will be affected by each option. Then finally we make our decision. Have student complete a decision making mountain based on scenarios handed out by the teacher. Put students in teams of two and let them work together. Once each group has had time to complete their mountain, have each group share their situation with the class and discuss their

mountain. Then finally the team will tell what decision they chose to make. Last have the students complete a decision mountain based on Andy's situation. First define the problem (Andy felt guilty for the death of his friend). Then have the student climb the mountain and determine all of the things that Andy could have done. List suicide as one of the options then make sure to discuss all of the consequences that came from the decision. Last have the students make a decision of what Andy should have done. Take the time at the end of the lesson to talk about suicide and how make sure the students know this is not an option. If appropriate invite the school counselors in to discuss suicide with the students. Give students time to ask questions and discuss feelings about the topic.

#### 4) Lesson Plan for Tears of a Tiger

First ask students the pre-reading questions. Talk about decisions and how decisions impact more than just the person that is making the decision.

Next read the book. While reading, discuss the different writing styles that are in the book. Talk about when an appropriate time is to use the different writing styles.

When you are finished reading, the book conduct the following activity.

First introduce the decision making mountain. Tell students that making a decision is like climbing a mountain. When we climb a mountain we have to start at the bottom. Show students the decision making mountain (included at the end of the lesson plan). The first thing we do when we are making a decision is to define the problem (notice that it is at the bottom of the page). We need to think about the decision that we are trying to make. Next we consider all of our options. Then we define the consequences for each option. Remember that consequences can be good and bad. Then we make the best decision possible based on the consequences.

Next model the decision making mountain for students based on a decision that you have recently had to make in your life. Try to make it as real as possible. Show the students how you thought about the consequences to each option identified and then made your decision.

Next have students get into groups and give each pair of students a decision making mountain worksheet. Then give each group of students a scenario that describes a problem and a decision that needs to be made. Have the pairs complete the decision making mountain based on the scenario they were given. The scenarios are listed below.

#1 You want to go to a party, but your parents said no. You really want to go, but you don't want to get into trouble. Your parents are going to a movie and will be out late. You could probably go to the party for a little while and then be back before your parents even knew you were gone. What decision will you make?

#2 You didn't study for your Spanish test. You know most of the answers and are pretty confident that you will do well on the test anyway. When you walk into class, you notice a copy of the test with the answers in the garbage. What will you do?

#3 You borrowed your sister's shirt without permission and spilled mustard on it. You have tried to get it out, but it is a stain that will be there forever. What decision will you make?

#4 Your car is getting old and needs a lot of repairs. You have some money saved up. What will you do?

Next, have the students share their situation and the decision that they made. Have them explain to the class why they thought this was the best decision possible.

Last, have the students complete a decision mountain based on the situation that Andy was in. Tell them the problem was that he felt guilty for his friend's death. Have students complete this part on their own.

(Below is the decision making mountain)---on the following page



## Decision Making Mountain

### Decision

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### Consequences

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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4. \_\_\_\_\_

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### Options

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### Define the Problem

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Ashleigh Smith

Book Title: <b>Today I feel Silly</b>
Author: Jamie Lee Curtis
Publisher: Harper Collins
Year of Publication: 2007
ISBN# 978-06-024560-3
Type of Crisis: Normal Crisis (Understanding mood)
Age Level: Upper Elementary, Middle, and High School
# of Pages: 30

Summary of Book:

This book is about a little girl who experiences several different emotions. Each page begins with the phrase “Today I feel....” Then it ends with an emotion. The girl explains what happens when she feels certain ways. The emotions that are described in this book include silly, bad, angry, joyful, confused, quiet, excited, cranky, lonely, happy, discouraged, sad, and great. Then the end of the book explains that it is good to feel the good happy emotions, but sometimes we feel other things to and that is ok.

5) I would use this book in any class that worked on writing skills. I would use this book to not only discuss emotion, but also to teach rhyme and writing skills. This less on plan can be used in any age or grade, but would need to be adapted for very small children who had not learned to write yet.

6) Pre-reading questions:

5. What does it mean when we say “I woke up on the wrong side of the bed.”?
6. What do you like to do when you feel happy?
7. Is it OK to feel angry sometimes?

7) Post reading activity:

First I would read the book to the students. When I was finished we would make a list of all the emotions that were discussed in the book. I would go through each emotion and have the class brainstorm what they do when they feel each emotion. I would write the responses on the board.

Next I write each emotion on a piece of paper and have each student take a piece of paper. I would then have the create a page to a book based on their emotion. I would have them follow the same patter that was in the book. Each page would start with “Today I feel.” Once the students finished, I would put each page together to make a class book

8) Lesson plan for “I Feel Silly”

First ask the pre-reading question. Give the students plenty of time to answer the questions.

Next read the book aloud to the students. While reading remember to “think aloud” about what you are inferring while you read the book. Have students notice the colors that are depicted for each emotion. Have them identify what emotion is represented by each color.

Next make a list of all the emotions that are listed in the book. Have the students discuss what they do when they feel those certain emotions. Write all the responses on the board. This list will be useful for the students later in the lesson. Have students discuss what different situations make them feel these emotions.

Tell students there is an appropriate way to deal with different emotions and there is an inappropriate way to deal with different emotions. Ask them what they think an inappropriate way to deal with anger is. Then ask them what an appropriate way to deal with anger is. If applicable go through each emotion and discuss what is appropriate and what is not appropriate.

Last have students create their own page of a book. First point out how each page rhymes. If necessary conduct a mini lesson on rhyming to ensure that all students are able to rhyme. Have students choose an emotion out of a hat. Make sure they are the same emotions that were in the book. Then have students create their own page to the book based on what they do when they feel that way. Remind them to start their page the same way the book starts. Also remind them to rhyme. Tell the students that we only want to talk about appropriate ways to handle these emotions.

When the students finish, put each page together to make the class book. Read it to the class.

## **Book Title: A Mother for Choco**

### **Author/authors & Publisher:**

*written by Keiko Kasza*

*published by Puffin Books / The Penguin Group*

**Year of Publication:** 1999

**ISBN #:** 978-0698113640

**Type of emotional/crisis issues addressed:** Foster Care / Adoption

**Age level:** Ages 4-8, Adaptable to any age

**No. of pages:** 32

**Quality of illustrations (if applicable):** high quality watercolors

### **Brief summary of book's plot and characters:**

Choco is a yellow bird in search of a mother. He goes to many different animals, but none of them seem quite right, because they don't look like him. Finally, he talks with Mrs. Bear, who asks him, "If you had a mommy, what would she do?" As Choco explains, he finds that Mrs. Bear can do all of those things. In the end, he lives with Mrs. Bear, who is a mother to a variety of different creatures.

### **How this book can be used in individual or group counseling.**

I would use this book in either counseling session, to help the children to understand that there are all sorts of different kinds of families. The important thing, is that the adult that they are living with loves them and takes good care of them.

### **Pre-reading questions and discussion.**

As I am introducing the group, I would have each of them talk about who would be a good mommy for the bird on the cover of the book. What would she look like? How will he know she's a good mommy? What sorts of things will she do?

### **Post-reading activity.**

*Materials needed:*

*Copies of the following page for each student*

*Markers*

*Colored pencils*

*Crayons*

*Pens*

In the book, Mrs. Bear asks Choco "If you had a mommy, what would she do?" Have each child make their own list or draw what a mommy for them should do.

If you had a mommy, what would she do?

**Book Title:** **Sarah's Waterfall**

**Author/authors & Publisher:**

*written by* Ellery Akers

*illustrated by* Angelique Benicio

*published by* The Safer Society Press

**Year of Publication:** 2009

**ISBN #:** 978-1-884444-79-1

**Type of emotional/crisis issues addressed:** Sexual abuse

**Age level:** Adaptable to any age

**No. of pages:** 51

**Quality of illustrations (if applicable):** two types of illustrations

(1) high quality watercolors for narration

(2) high quality child-like pictures, supposedly by character

**Brief summary of book's plot and characters:**

Sarah and some other girls from the school who have experienced sexual abuse are all in group counseling with the School Psychologist. The story follows the main character and her best friend from the group, Paula, through the group sessions, and generalizing what they learned there into other environments (in the home and in the classroom). Eventually, the two characters learn tools to help them cope with their memories, in a variety of situations.

*What this book is **NOT**: This book is not a teaching tool to teach children about sexual abuse, how to report sexual abuse, or how to prevent sexual abuse. This book does not include details about sexual abuse. Instead, it focuses on the character's feelings following sexual abuse and their path to healing.*

**How this book can be used in individual or group counseling.**

I would use this book at multiple stages across group counseling. First and foremost would be to read it at the beginning of the group, and talk with the children about (a) their perceptions of Sarah's feelings and how similar or different they are from her, and that (b) they will learn strategies just like Sarah to deal with and work through those feelings.

Secondarily, if I were using similar techniques as are taught in the book, I would re-read those sections in the book at the time they were taught to (a) introduce the technique and (b) brainstorm with the children how, when, and where these techniques can be used.

**Pre-reading questions and discussion.**

As I am introducing the group, I would have each of the children understand why they are there—they've each been sexually abused. Then I'd let them know that we would be reading a book about a girl who had been sexually abused and how she learned to take care of her feelings and get better.

I'd ask the children what feelings they sometimes have; when and where they have those feelings; what they do now to work through those feelings.

**Post-reading activity.**

*Materials needed:*

*Enough sheets of plain paper for each student*

*Markers*

*Colored pencils*

*Crayons*

*Finger paints (and rags/napkins to clean up)*

*Sheets of colorful, scrap paper*

*Craft items (glitter, sequins, feathers, etc.)*

*Scissors*

*Glue*

In the book, Sarah drew a picture of what it would be like to feel clean. Each child will be given a piece of paper and multiple materials to create their own pictures. Then, each of the children will present to a partner what their picture is about and how they can feel clean.

Book Title: **Stand Tall Molly Lou Melon**

Author/authors & Publisher: Lovell, Patty

Year of Publication: 2001

ISBN #: 0-39923416-0

Type of emotional/crisis issues addressed: Bullying/Self-Esteem

Age level: Elementary age

# of pages: picture book 30

Quality of illustrations (if applicable): Love them! The illustrations do a wonderful job portraying Molly Lou Melon. For young children, they can help add humor to the book without even reading the words.

Brief summary of book's plot and characters: Molly Lou Melon learned a lot of helpful skills from her grandmother. Her grandmother taught her to believe in herself, walk proud, and smile big. Molly Lou Melon always remembers the advice her grandmother gives her. This is extremely helpful when Molly Lou Melon starts at a new school and the class bully, Ronald, teases her for being short, having buckteeth and a voice that sounds like "a bullfrog being squeezed by a boa constrictor." Molly remembers what her grandmother told her and overcomes all of the teasing she received from Ronald.

(1) Describe how you might use this book in-group or individual counseling. Indicate why this book would be helpful: What need does this book address and how does this book support students?

- This book can work wonders in talking with students about bullying or in talking with student about gaining confidence and believing in themselves.

(2) Include a list of pre-reading questions, describing how you would introduce the book.

- Have you ever had a time when someone was not nice to you?
- Have you ever been called names because people thought you were different?
- How did that make you feel?
- What did you do to solve the problem?

(3) Specify a post-reading activity (listing materials needed for activity). Please take time to develop a really good activity that engages children and provides an opportunity to extend learning into practical application.

- Create "Me Collages" by using magazine pictures depicting things that make each individual special.

(4) Prepare a 1 to 2 page lesson plan that includes the above information and presents the

## **Stand Tall Molly Lou Melon**

**By: Patty Lovell**

STAND TALL MOLLY LOU MELON: Patty Lovell. G.P. Putnam's Sons. 2001. 30 pages. ISBN #: 0-39923416-0.

CONCEPT TO TEACH: Grief/Building self-esteem

### SUMMARY:

- Molly Lou Melon learned a lot of helpful skills from her grandmother. Her grandmother taught her to believe in herself, walk proud, and smile big. Molly Lou Melon always remembers the advice her grandmother gives her. This is extremely helpful when Molly Lou Melon starts at a new school and the class bully, Ronald, teases her for being short, having buckteeth and a voice that sounds like "a bullfrog being squeezed by a boa constrictor." Molly remembers what her grandmother told her and overcomes all of the teasing she received from Ronald.

### PURPOSE:

- This book addresses the need for positive peer support for students who may feel bullied or who may lack self-esteem. This book can be used as a class discussion in helping students find out how unique and similar they are to other students. It can also help lead discussions in how to appropriately stand up to a bully both when they themselves are being bullied or when a friend is being bullied.

### REQUIRED MATERIALS

- Book "Stand Tall Molly Lou Melon"
- Magazines
- Colored construction paper for each student
- Scissors
- Glue/Tape
- Pens, markers to write

### BEFORE READING QUESTIONS:

- Have you ever had a time when someone was not nice to you?
- Have you ever been called names because people thought you were different?
- How did that make you feel?
- What did you do to solve the problem?

### INTRODUCTION OF BOOK

This is a story about a new girl, Molly Lou Melon, who moved into a new school. There was one student who always picked on her and told her she was doing everything wrong. Let's see how Molly Lou Melon deals with being picked on in her new school.

### DURING READING DISCUSSION QUESTIONS:

- What made Molly Lou different from her classmates?
- What did Molly Lou look like?
- What happened when Molly Lou tried to fit in?
- Who did Molly Lou look to for advice?
- What did she do when her classmate picked on her?
- How do you think Molly Lou felt about herself? How do you know?



**AFTER READING DISCUSSION QUESTIONS:**

- How did Molly Lou “stand tall” in the story?
- What was unique about her? What made her stand out among her friends?
- What are some unique things about you that make you stand out?

**ACTIVITY:**

- Create “Me Collages” by using magazine pictures depicting things that make each individual special.
- Give each student a piece of construction paper, glue, markers, scissors, and magazines.
- Have each student draw, or find and cut out pictures or words that they like or that describe them
- When each student has completed their collage, have them each discuss their collage.

**CLOSURE**

- Discuss with the class some of the things that are unique with the students in the class and some of the things that are similar with students.

**ASSESSMENT:**

- Students are required to come up with at least 5 pictures or ideas that make them special.

Book Title: **Tear Soup**

Author/authors & Publisher: Schwiebert, Pat & DeKlyen, Chuck; Grief Watch

Year of Publication: 1999

ISBN #: 0-9615197-6-2

Type of emotional/crisis issues addressed: Grief

Age level: all ages

# of pages: picture book 45 pages

Quality of illustrations (if applicable): Phenomenal. For younger children, the story could be summarized using the pictures and just a few words.

Brief summary of book's plot and characters (a short paragraph is sufficient):

A story about a wise woman named Grandy. She suffered a big loss in her life. This story talks about her grieving process by making Tear Soup. This book goes through many of the stages and the emotions that one may deal with when suffering a loss.

(1) Describe how you might use this book in-group or individual counseling. Indicate why this book would be helpful: What need does this book address and how does this book support students?

I would make tear soup with the students. As each ingredient is being added, I would have them add their own ingredient to their soup.

(2) Include a list of pre-reading questions, describing how you would introduce the book.

(3) Specify a post-reading activity (listing materials needed for activity). Please take time to develop a really good activity that engages children and provides an opportunity to extend learning into practical application. Make cut-out of different kind of vegetables (carrots, potatoes, broccoli, celery, etc.), hearts, and raindrops. Have the students write down a person who they want to remember on a heart and place it in the pot. Have the students write their memories of the person both good and bad on the vegetables. Have the students write their own feelings at the moment on the raindrops and add them to the soup.

(4) Prepare a 1 to 2 page lesson plan that includes the above information and presents the

# Tear Soup

**By: Pat Schwiebert and Chuck DeKlyen**

TEAR SOUP: Pat Schwiebert and DeKlyen. Grief Watch. 1999. 45 pages. ISBN #: 0-9615197-6-2.

CONCEPT TO TEACHER: Dealing with Grief

## SUMMARY

- A story about a wise woman named Grandy. She suffered a big loss in her life. This story talks about her grieving process by making Tear Soup. This book goes through many of the stages and the emotions that one may deal with when suffering a loss.

## PURPOSE

- This book addresses the stages and emotions that one may deal with when suffering a loss. This book can be used as a discussion in helping student learn how to recognize their own feelings and emotions involved in grieving by writing down specific people, memories, and emotions they are feeling at the moment.

## REQUIRED MATERIALS

- Book "Tear Soup"
- Big Pot
- Cut-outs of hearts, tear drops, and vegetables (carrots, potatoes, celery, beans, etc.
- Pens, markers to write

## BEFORE READING DISCUSSION QUESTIONS:

- What has been the hardest for you in suffering a loss?
- What would you like others to know to help them better understand your grief?
- What have people done or said that was either helpful or unhelpful?

## INTRODUCTION OF BOOK:

- This is a story about a wise woman named Grandy. Grandy suffered a big loss in her life and struggled with knowing how to deal with it. This story talks about her grieving process by making Tear Soup. Let's see what Grandy does to help her grieve her own loss.

## DISCUSSION QUESTIONS:

- How did Grandy and Pops grieve differently?
- Grandy said she needed to be in a safe place to grieve. What did she mean?
- Why do think Grandy wants to remember, even though it makes her sad?
- What do you think it means to burn your tear soup?
- Why do you think there are different sizes of pots?
- How long do people grieve?
- List other things that might cause you to grieve besides someone dying.
- Why is grief important

## ACTIVITY

- Explain that as a class we are going to make our own tear soup
- Have the students write one or more people who they want to remember on the hearts and add them to the pot.

- Have the students write memories (good and bad) about these people on the vegetables and add them to the pot.
- Have the students write the ingredients of their own tear soup by writing the emotions and feelings they are experiencing at the moment or have experienced about these people on the cut-out tear drops and add them to the soup.
- Explain to the group that each of us experience memories and emotions very differently but each memory and emotion are appropriate for them.
- Give each person a chance to talk about these experiences and emotions.

#### CLOSURE:

- Explain that this soup is going to be stored up and put away and the next time we meet we will bring it out and add additional memories and emotions to it.

#### ASSESSMENT:

- The information in this book can be taught over many lessons, each time discussing memories of loved ones or emotions that students are feeling. In assessing students' progress, after each lesson the students will rate themselves on a scale from 1-10. 1 feeling horrible and 10 feeling happy. Track this data over time to see student progression.

## DEAR JO

### Lesson Plan

**Book Title:** Dear Jo: The story of losing Leah... and searching for hope.

**Author/authors & Publisher:** Christina Kilbourne

**Year of Publication:** 2007

**ISBN #:** 978-1-897073-51-3

**Type of emotional/crisis issues addressed:** This book addresses topics of Internet safety, cyber bullying, grieving, responsibility, and honesty.

**Age level:** Junior High-High School

**# of pages:** 185

**Quality of illustrations** (if applicable): None

**Brief summary of book's plot and characters** (a short paragraph is sufficient): Maxine and her best friend Leah loved to chat with boys in online chatrooms. However, their parents had no idea of the extent to their chatting. Maxine and Leah lied about their ages and their addresses. They thought the chatting was just fun, but it got more serious. They started to fall in love with the boys of whom they were chatting with. One day Leah disappeared and Maxine found out that they weren't the only ones telling lies. The book is Maxine's journal where she expresses her feelings about internet chatting and losing her best friend.

### Questions before book.

1. How many of you are online in chatrooms, social sites, etc...?
2. What kind of dangers are out there on the internet?
3. Do you know how to protect yourself and your information?

### Activity Before Book – Vocabulary

Abducted (p. 7)

Amber Alert (p. 8)

Responsible (p. 22)

Addiction (p. 25)

Internet predators (p. 40)

Psychological profile (p. 75)

Break the class into groups of two or three, and have the students, as a group, come up with a definition of each word or term. Talk about the terms as a class.

### Sample questions as you read the book. These questions will get the students thinking about major themes or situations.

e.g. "What would *you* do if..."

1. Have you ever been inside a chat room? What did you talk about? With whom did you talk? If you have never been in a chat room, what do you think you would talk about?
2. Where might you be asked to give out personal information on the Internet? (make a list on the whiteboard.)
3. Divide the class into 2 groups. On the first list have students write out information that they can share online. Have the second group write information they shouldn't share online.
3. Would you ever consider meeting someone you met online? Why or why not?
4. What would you do if your best friend went missing?

### After Reading the Book — Curriculum Connections and Activities

Write a letter from Max's point of view that explains to Leah how much she is missed and that she will never be forgotten. After the letters are read, the students will put their letter inside a balloon. Each student will then blow up their balloon and release it into the sky. As a further activity, you could have students write a letter to a

loved one who had passed away. The same activity with the balloons could be done, as each student would have the opportunity to release their letters. Each student will fill out a self-evaluation form with regards to their letters to Leah.

*Activity 1:*

This activity was taken from the website <http://www.netismartz.org>. It is a pledge that each student must fill out that pertains to acting in a responsible way online. Students will complete this pledge individually. They will also have to take it home and get it signed by their parents. Students will be evaluated on their participation in this activity. The pledge sheet can be downloaded and printed at: <http://www.netismartz.org/Resources/Pledges>

Book Title: **The Rainbow Fish**

Author/authors & Publisher: Marcus Pfister, North-South Books Inc.

Year of Publication: 1992

ISBN #: 1558583610

Type of emotional/crisis issues addressed: sharing and having friends

Age level: 18 months-11 years old or depending on their developmental level this could be used with older children too.

# of pages: 24

Quality of illustrations (if applicable): good quality, bright, and colorful

Brief summary of book's plot and characters (a short paragraph is sufficient):

There is a rainbow fish that is the most beautiful fish in the sea. Other fish wanted to play with the rainbow fish, but the rainbow fish would just ignore them. One day, one of the fish asked if he could have a rainbow scale and the rainbow fish got mad at him. After the rainbow fish got mad, the other fish wouldn't have anything to do with the other fish. The rainbow fish got sad and then learned to share. He realized that he was happier sharing and having friends than being by himself.

(1) Describe how you might use this book in group or individual counseling. Indicate why this book would be helpful: What need does this book address and how does this book support students?

This book is a very insightful book of how people are happier if they share and have friends. It can help individuals or a group learn that sharing and being nice to people is important so they can have friends. It helps students learn the importance of friends and sharing.

(2) Include a list of pre-reading questions, describing how you would introduce the book.

Do you have friends? Who are your friends? How did you make friends? Why is it important to have friends? I have a book to share with you. What is on this book? What color is the fish? You're right this is a fish with beautiful color scales.

(3) Specify a post-reading activity (listing materials needed for activity). Please take time to develop a really good activity that engages children and provides an opportunity to extend learning into practical application.

Materials: Sharing activity

(4) Prepare a 1 to 2 page lesson plan that includes the above information and presents the main points that a teacher needs to address. Include any handout or worksheet that would accompany your lesson plan.

### **Lesson Plan on sharing and making friends using the book *The Rainbow Fish***

**Audience:** Students

**Objective:** To help the students understand emotions of people when they are not nice to them. Help them learn it's important to share and make friends.

**Supplies:** Snacks, plates, toys, and games

**Activity:** Story will be read. Then a discussion on feelings, sharing, and making friends.

- 1) Each child is given a snack to share and a plate. The children need to take turns asking each other for some of their snack and the children sharing they're snacks.
- 2) Children will play with toys or games and the children need to ask if they can join in the game/or to play. Adult will demonstrate, practice, and then have the children asking and joining on their own.

**Generalization:** Students will be given the assignment to go outside during recess and join in with other students to play or do the game.



Book Title: **How I Feel Scared**

Author/authors & Publisher: Marcia Leonard, Smart Kids Publishing, Inc.

Year of Publication: 1997

ISBN #: 9780824965259

Type of emotional/crisis issues addressed: Fear/Anxiety

Age level: 18 months-11 years old or depending on their developmental level this could be used with older children too.

# of pages: 20

Quality of illustrations (if applicable): good quality and easy to identify emotion

Brief summary of book's plot and characters (a short paragraph is sufficient):

Characters are scared of various things such as the dark, bugs, dogs, etc. It explains what it is to feel scared and that it's a typical emotion. The book gives an example of overcoming fear and gives the advice to talk to his/her parents when he/she feels scared.

(1) Describe how you might use this book in group or individual counseling. Indicate why this book would be helpful: What need does this book address and how does this book support students?

This book you could adapt to a group, but would be very useful with an individual. This book explains the fear emotion and things that can help.

(2) Include a list of pre-reading questions, describing how you would introduce the book.

I would show the cover of the book and ask, "How does she feel?" (scared) "What is she scared of?" (the shadow or dark, etc.) "Does that ever scare you?" (yes/no) "Sometimes, I am scared of the dark and shadows too."

(3) Specify a post-reading activity (listing materials needed for activity). Please take time to develop a really good activity that engages children and provides an opportunity to extend learning into practical application.

Materials: Sizing up fear card and stickers included with the book.

The child chooses a sticker and places it on the card. Then the child decides how much fear they feel about the sticker they chose and display that on the card as well. Then the adult and child discuss this fear and solutions that could help them overcome this fear. The child and adult can repeat with as many stickers as they would like or make up their own picture and talk about how they feel.

(4) Prepare a 1 to 2 page lesson plan that includes the above information and presents the main points that a teacher needs to address. Include any handout or worksheet that would accompany your lesson plan.

### **Lesson Plan on Fear Using the book *How I Feel Scared***

**Audience:** Students

**Objective:** To help the students understand what fear is and that it is an emotion that everyone feels at times. Fear can be overcome and adults can help when the student is afraid.

**Supplies:** *How I Feel Scared*, Paper, crayons, markers, color pencils, scissors

**Activity:** Story will be read, sizing up fear chart will be shown and explained, the students will then make their own sizing up fear chart. The students will make pictures of things that they are afraid of, take turns talking about how fearful they are of the item, and talk about what they can do to help them not feel so fearful. The whole class can include other ideas to overcome individual students' fears.

**Generalization:** Students will be given the assignment to go home and discuss their pictures with their parents.

## ***I Miss You***

**Age Range:** 5-9 years

**Learning objective:** This book will help children understand the feelings and behaviors that often accompany the death of a loved one. All living things eventually die, but when someone we love dies, our sadness and grief make it difficult to be happy. Grief makes it difficult to make friends and learn in school. Memories and remembering the good things about the person who died, help us be happy again.

**Book:** Thomas, P. (2001). *I miss you*. New York, NY: Barron's Educational Series.

ISBN-13: 9780764117640; ISBN-10: 0764117645

This 29 page children's picture book is recommended for children ages 5 years and older

Written for adults to read with children, this book helps adults ask a few questions facilitating children's understanding of death and how death affects our thinking and emotions. It can be read to a classroom, small group of children, or an individual child.

**List of supplies/materials needed for post-reading activity:**

A box about the size of a shoe box and materials to decorate the box: paper, glitter, glue, crayons, markers and magazines (to cut out pictures)

**Pre-reading discussion:** When a classmate experiences a family member's death, children may be curious about what this means. Ask the children, "How do you know someone is alive?" "Have you seen a dead insect, bird or flower?" Either before reading the book or during the story, ask, "Has one of your pets died?" Briefly discuss this, and then ask, "Has someone you loved died?" If several children want to share their stories, you may need to focus their comments on a few details, letting them know that their stories can be shared in greater detail at another time. For later use, keep a list of children who have experienced a loved one's death. Teachers may want to share information about this book with parents, letting them know "death" was discussed in the classroom and children may want to continue their discussion at home. Additionally, parents may share information about their child experiencing a significant loss. Loss may include moving to a new school.

**Share this information prior to reading to the class:** After the death of a loved one, we have many different feelings. We may feel sad, angry, worried, or unhappy. We may even have thoughts that aren't true, like, "I did something to make them die." You are **not** responsible for another's death. Even if you were present when a person dies, you are not responsible for their death.

**Story's background:** Visually the main character is a little girl with blonde/brown hair, but the character is not given a name so the text is easily generalized to boys and girls. The pictured loss is of a grandmother, although the book does not describe a specific type of loss. The text gives the reader three prompts to ask the child or children: (1) "Has anyone you know died? How did they die?" (2) "After someone dies it is normal to feel sad, angry, guilty, afraid, and even happy. What are you feeling?" (3) "Do you have someone you can talk to when you are feeling sad? What kinds of things make you feel better, right now?"

**Pre-reading question:** Have you ever felt sad or mad when you didn't get something you wanted? When someone dies, sometimes we want them back, and it makes us sad and mad. We are sad they are gone, and mad that they aren't here anymore.

**Post-reading discussion and activity:** Talk with the children about thoughts and memories. Decorate a box with tissue, construction paper, glitter, and whatever decorating materials are available. Call it a *memory box*. Encourage the children to discuss their positive memories of the person who died. Help them find a magazine picture that represents a positive memory. Cut the pictures from the magazines, then place these pictures inside the box. For children who have not had a significant loss, they can participate by identifying happy memories of loved ones that they do not want to forget.

## Kira-kira

**Age Range:** Recommended for 12 years and older

**Learning objective:** Guilt crowds out happy feelings. Address self-blame (guilt) and help students understand that they are not responsible for a loved one's death.

**Book:** Kadohata, C. (2004). *Kira-kira*. New York, NY: Atheneum, Simon & Schuster.  
ISBN-13: 9780689856396; ISBN-10: 0689856393

This 244 page chapter book's reading level is approximately 4th grade.

This book was awarded the Newbery Medal Winner (2005).

**Supplies/materials needed for post-reading activity:**

Balloon; paper, pen, and markers for each student; glitter pen or glue and glitter

**Pre-reading discussion:** Death is a hard topic to discuss. We use several words to describe death: "Passed away," "Kicked the bucket," "Expired," "Passed to the other side," "Went to a better place," "Is with the angels," etc. These terms are confusing. Why do we use such strange words to talk about someone who died? Why is it hard to talk about death?

**Share this information prior to reading to the class:** After the death of a loved one, we may have feelings of guilt. We may remember something we thought, said, did, or didn't do that makes us feel very sad. We may even feel responsible for the death. However, you are **not** responsible for the death. These thoughts of guilt need to be discussed, then shrunk (like deflating a blown up balloon), put aside, and replaced with this statement: You are **not** responsible for the death.

**Story's background:** *Display the book's cover.* This story takes place in the 1950's when Eisenhower was the U.S. President. Because of financial difficulties, the family closed their oriental food store and moved from Iowa to the deep south, Georgia. Being of Japanese heritage, their family (mother, father, older sister Lynn, Katie—main character, and little brother Sam) experienced racial prejudice, making them feel unwelcomed. Four years older than Katie, Lynn taught Katie her first word: kira-kira, which meant "glittering, shining." Lynn pointed to the nighttime stars and instructed baby Katie to say kira-kira, kira-kira, over and over again. Katie loved this word and as she grew older she used it to describe everything she liked, including blue skies, kittens, puppies, and butterflies. The first part of the book describes Lynn as a kind, sweet, big sister. However, as a young teenager, she became very sick with cancer (Lymphoma). She was tired, slept a lot, and was sometimes irritable. At age 15, Lynn became very sick and was hospitalized. Most of the family's money went to pay Lynn's medical bills. The mother and father worked very hard to pay their mounting bills. Tension was high. Everyone was exhausted. Even Lynn, typically easy to get along with, became irritable and demanding. After being released from the hospital, Lynn remained very ill and weak. Katie slept close to her so she could hear her sister and tend to her needs. Restless and in pain, Lynn asked Katie to bring her drinks (water and milk) in the middle of the night.

**Pre-reading question:** Have you ever felt angry about having to help someone? Afterwards, have you felt guilt and sadness about your thoughts and actions?

**NOTE: Read aloud pages 180- first part of chapter 13, to the middle of page 184.**

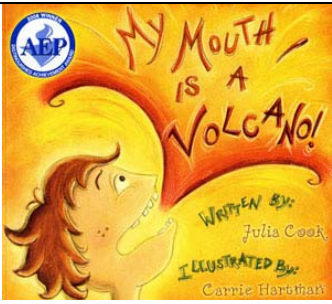
*Explain the following details:* It was Thanksgiving weekend. Everyone needed a break from each other. The parents made Katie and Sam (younger brother) go camping with an Uncle. Lynn remained critically ill for several more months. After New Year's Day, Lynn died. The father told Katie that Lynn died. Katie had much sadness remembering her sister. The memory of getting angry with Lynn who wanted milk and water in the middle of the night made Katie feel especially guilty and sad.

**NOTE: Read aloud pages 216-224**

**Post-reading discussion and activity:** *Blow up the balloon to full capacity. Explain:* This balloon is like Katie's feelings. When Katie felt overwhelming sadness and guilt about her sister, the balloon (representing Katie's feelings) was stretched to its limit, filled to the maximum with guilt and sadness. You cannot blow more air into the balloon because there is no more room. But, then Katie's Uncle helped her let go of some of her guilt (*let air out gradually*), allowing room for other thoughts and feelings. Later Katie thought of good things, especially the love she and her sister shared. She thought about their floating kleenex butterflies.

**Instructions:** *Pass out paper, pens, and markers.*

Use your creativity and write a journal entry that Lynn (who is now dead) would write to Katie, letting her know that the angry words spoken to each other (when the milk and water were spilled) were tiny in comparison to all the other wonderful memories. Let Katie know that she does not need to feel guilty. *As a class, share and discuss these journal entries.* Outline your journal entry with a glitter pen or glue and glitter. Remember, in Japanese, kira-kira means glittering and shining.

	<b>My Mouth is a Volcano</b>
<b>Author:</b>	Julia Cook (Author); Carrie Hartman (Illustrator); National Center for Youth Issues (Publisher)
<b>Year of Publication:</b>	2006
<b>ISBN #:</b>	978-0974778976
<b>Age Level:</b>	4-8
<b>Type of emotional issue addressed:</b>	Interrupting
<b>Number of Pages:</b>	32
<b>Quality of Illustrations:</b>	Good
<b>Summary:</b>  Louis is a little boy who has a lot to say. When a thought comes to him it affects his whole body, his words wiggle, jiggle, and his tongue pushes all the words out in an eruption! Louis thinks of his words like a volcano because he doesn't feel like he can control them from erupting out. This book talks about Louis learning how to blow his words out of his nose and not share them until it's his turn. It's a helpful book to teach children that it's not good to interrupt other people, and provides an entertaining manner of understanding what it feels like to have something important to say.	

### Pre Reading Questions

- 1) What does it look like is happening to Louis on the front cover?
- 2) What do we do in our classroom when we have something we want to say?

### Post Reading Questions

- 1) We read how Louis felt when he was interrupted, how does it make you feel when someone interrupts you?
- 2) What does it feel like to have something really important to say? Do you feel it physically?
- 3) What did Louis learn to do when he had something important to say?

### Post Reading Activity

*Supplies: Paper (butcher, 8.5 x 11, cardstock...); Markers or paints; Picture of a volcano*

Script: Now let's talk about volcanoes. Who can tell me some characteristics of a volcano? (ask the class and get some characteristics). That's great. Would any of you get close to a volcano? How hot do you think it'd be? A volcano ranges from 1472 to 2192 degrees Fahrenheit. That's pretty hot. So if something is really hot, what can you do, how can you make it less hot? (ask the class for examples). That's great—there are a lot of ways we can make things less hot like water, and ice, and ice cream!! So what we're going to do is we are each going to draw a picture of a volcano—and inside of the volcano I want you to write down all of those feelings you might have when you have words you want to get out. Louis described his as wiggly and jiggly. I want you to write down some of those feelings inside your volcano. When you've done that I want you all to make a rain cloud and write down the words you can use or things you can do to cool down your word volcano. In real life we couldn't just use rain to make our volcano cold, but our word volcano can be cooled down just like Louis's! Who wants to share their word volcano and cool down cloud with the class?

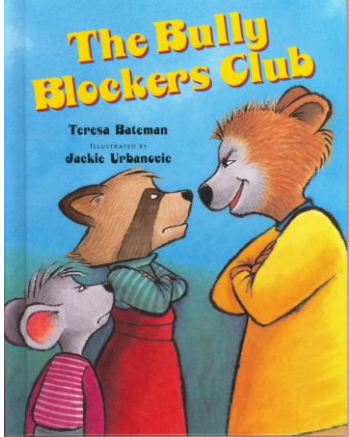
## NCSS Notable Trade Book Lesson Plan: *The Bully Blockers Club*

Dr. Blythe Hinitz  
The College of New Jersey



### Abstract

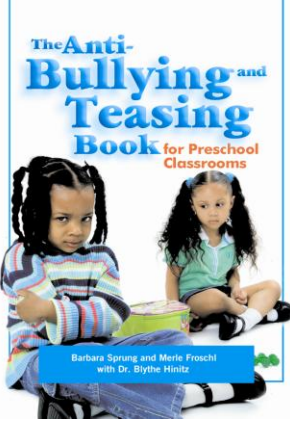
*This lesson plan can be used for compliance with the laws in twenty-nine states (and eleven in preparation) [New York Times, January 28, 2007] requiring that K-12 schools and school districts have plans in place for addressing bullying, teasing, and harassment in educational settings (including school buildings and premises and school buses). The trade book **The Bully Blockers Club** assists elementary level students in developing positive proactive anti-bullying and anti-harassment strategies.*

<p><b>NCSS Notable Trade Book Title:</b></p>	<p><i>The Bully Blockers Club</i>, Teresa Bateman, Illustrated by J. Urbanovic, Morton Grove, IL: Albert Whitman &amp; Company, 2004.</p>
<p><b>Book Summary::</b></p> 	<p>Lotty is teased by a classmate. She tries ignoring him, befriending him, making a joke of it, telling him to stop, and telling the teacher. Finally, she suggests that the children who are being bullied form a club to assist each other. The teacher talks about bullying in class, and the class makes rules. When both children and adults watch for and stop bullying, <i>The Bully Blockers Club</i> is a success.</p>
<p><b>NCSS Standards:</b></p>	<p><b>V. Individuals, Groups and Institutions:</b> Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions so that the learner can [Early grades] (a) identify roles as learned behavior patterns in group situations; (b) give examples of and explain group and institutional</p>



	<p>influences; (d) identify and describe examples of tensions between and among individuals, groups, or institutions; [Middle grades] (a) demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups; (d) identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity.</p> <p><b>IV. Individual Development and Identity:</b> Social studies programs should include experiences that provide for the study of individual development and identity, particularly [Early grades] (e) identify and describe ways family, groups, and community influence the individual's daily life and personal choices; (g) analyze a particular event to identify reasons individuals might respond to it in different ways; [Middle grades] (d) so the learner can relate such factors as physical endowment and capabilities, learning, motivation, personality, perception, and behavior to individual development.</p>
<b>Materials:</b>	<p>Large experience chart paper and markers A copy of the book <i>The Bully Blockers Club</i> Drawing paper and markers or crayons for each child Handwriting paper and pencils or pens for each child</p>
<b>Objective:</b>	<p>Students will identify, depict, write about, and practice appropriate anti-bullying strategies.</p>
<b>Procedures:</b> <b>Exploration/Introduction:</b> <b>Development:</b> <b>Expansion:</b>	<p><b>Introduction:</b> Bring the class to the meeting area. Ask the children to recall strategies for stopping teasing and bullying that have previously been discussed and/or implemented in the classroom and the outdoor play areas. List the strategies on the chart paper. Ask the children to listen carefully to find out which of the strategies appear in the book.</p> <p><b>Development:</b> Read <i>The Bully Blockers Club</i> aloud, pausing briefly each time a strategy listed on the chart is mentioned.</p> <ul style="list-style-type: none"> <li>Ask the students to identify the strategies presented in the book. If the strategy they mention is listed on the chart, have them come up and put a check mark next to it. Add strategies that are in the book but not on the chart to the list (in a different color marker).</li> </ul> <p><b>Expansion:</b> Distribute drawing paper, markers, and crayons to the students (or have them take out their own set of markers or crayons). Ask them to fold their paper in half and draw one successful strategy that the children in the book</p>



	used on the left side of the paper. Ask them to draw one strategy from the chart paper list that they could or do use in their own classroom on the right side of the paper. The students will write or dictate one sentence for each picture they drew on the handwriting paper. Collect both papers.
<b>Assessment:</b>	The children were able to draw one anti-bullying strategy from the book and one strategy that they could or did use on the paper. They were able to write or dictate a complete sentence for each drawing.
<b>Suggested Extension Activities:</b>	<ol style="list-style-type: none"> <li>1. Students practice three possible strategies: Walk away, stand up to the person, get help from/tell an adult.</li> <li>2. Support children who would like to initiate a No Bully Club. [For information on one model contact Dr. Karen Liu <a href="mailto:k-liu@indstate.edu">k-liu@indstate.edu</a>.]</li> <li>3. Encourage students to use art, drama, poetry, music, dance and prose to express what they have learned and to document positive changes that occurred.</li> <li>4. Utilize literacy-based lessons from the resources listed below with developmentally based modifications, as appropriate.</li> </ol>
<b>Additional References and Web links</b>  	<ol style="list-style-type: none"> <li>1. Froschl, Sprung, &amp; Mullin-Rindler. (1998). <i>Quit it! A teacher's guide on teasing and bullying for use with students in grades K-3</i>. EEC at AED <a href="http://www.edequity.org">www.edequity.org</a>.</li> <li>2. Sprung, Froschl, &amp; Hinitz. (2005). <i>The anti-bullying and teasing book for preschool classrooms</i>. Gryphon House <a href="http://www.ghbooks.com">www.ghbooks.com</a></li> <li>3. Sjostrom &amp; Stein. (1996). <i>Bullyproof: A teacher's guide on teasing and bullying for use with fourth and fifth grade students</i>.</li> <li>4. Coe-Sullivan &amp; Stein. (2006). <i>Linking bullyproof: Teaching about bullying and harassment using national standards for school counseling and health education</i>. 3 &amp; 4 published by Wellesley College Center for Research on Women &amp; NEA.</li> <li>5. <i>Zink the Zebra</i> (story site) <a href="http://www.ZinktheZebra.org">www.ZinktheZebra.org</a></li> <li>6. <i>Don't Laugh at Me</i> (Kit: Grades 2-5) <a href="http://www.dontlaugh.org">www.dontlaugh.org</a> (free).</li> </ol>

An AVB Supplemental Lesson Plan  
"Priscilla and the Wimps"  
Jan Davis - AVB Support Teacher  
Middle School Level - ASD

Objectives:

Students will:

1. be able to identify characters from "Priscilla and the Wimps" and the roles they play in the conflict.
2. be able to understand how these roles effect the outcome of the conflict.
3. be able to apply the Think-First Model of decision making to Priscilla and how she could have made better choices.

Gathering:

Students will participate in a gathering that involves the students volunteering to answer, "Has there ever been a time when you or someone you know was a bystander in a conflict and was able to have a positive effect on the situation?" The teacher may have to talk about or ask for a review of the term: **Bystander** (One who is nearby during a conflict - plays a pivotal role in conflict resolution.) **Problem Solving Bystander** (One who helps to end the conflict in a non-violent way.) This continues until all who wants to share has.

ALTERNATIVES:

1. Students will answer the question in a journal or as a writing piece (remember to read all of them).
2. Students will follow the KIM format for "bystander".

Lesson:

1. The teacher will read "Priscilla and the Wimps" by Richard Peck aloud. **(We are awaiting permission to make copies.)** The short story is found on pages 42-45 in Sixteen: Short Stories by Outstanding Writers for Young Adults. **EACH MIDDLE SCHOOL HAS BEEN PROVIDED A COPY OF THIS BOOK BY MIDDLE SCHOOL LEVEL**

2. Either as the teacher is reading the story or when the story is over have the students complete the attached chart on who played what role during the bullying situation. This can either be as a handout, on the board, or as an overhead ([there are two attached formats to pick from](#)).
3. Have the students give support from the story for which role each character plays.
4. As a whole group, discuss the choices the students made.
5. At this time, one may need to go over the exact AVB term definitions. ([see attachment](#))
6. Handout a copy of the Think-First Model of decision making and discuss if Priscilla followed the four steps. How could she have made better choices? **Step three: Think It Through - what other options did Priscilla have and what are the positive and negative consequences of each options.** ([Attached is a graphic organizer that can be used if wanted.](#))
7. During this part of the lesson it is so important to hit home that ***fighting is the very last solution to a conflict and more importantly, that in the school environment there are so many other options that there is no reason to fight.***

#### Closure:

Students will reflect on the options that one has at school to prevent a fight or to settle a conflict in a non-violent way. It would be ideal for each student to have a plan of action for when they find themselves involved in a conflict at school. This can be simply done in their head, in a journal, as a pair and share or as a whole group if they care to share.

#### Quotes for Response: ([Quotes are attached](#))

1. "I admit it. I'm five foot five, and when the Kobras slithered by with or without Monk, I shrank. And I admit this, too: I paid up in a regular basis. And I might add; so would you" (page 43)
2. "This practically blows the Kobra away. First he's chopped by a girl, and now she's acting like she doesn't know Monk Klutter, the Head Honcho of the World. He's so amazed, he tells her, "Monk Klutter." (page 44)

3. "Monk's not happy with this answer, but by now he's spotted Melvin, who's grown smaller in spite of himself. Monk breaks his own rule by reaching for Melvin with his own hand. "Kid," he says, "you're going to have to educate your girl friend." (page 45)

Evaluation:

1. Students can use the KIM strategy for Aggressor, Victim/Target, Bystander, and Problem-Solving Bystander.
2. Students can write "Chapter Two" to the short story including the consequences Priscilla can face due to her choices.
3. Students can illustrate through a comic strip (see attachment) how Priscilla could have made a better choice about how to solve the conflict at school.
4. Students can write a script and perform the skit that demonstrates another option(s) that would have led to positive consequences for Priscilla and allowing for the conflict to be settled in a non-violent way.

Credits:

AVB Terms and Think-First Model from Aggressors, Victims, and Bystanders: Thinking and Acting To Prevent Violence (1994) and Taking Action to Stop Bullying: A Literacy-Based Curriculum Module (2004) both are published by Education Development Center, Inc.

Resources:

Peck, Richard. "Priscilla and the Wimps." *Sixteen: Short Stories by Outstanding Writers for Young Adults*. Ed. Donald R Gallo. New York: Dell Publishing Company, Inc. 1984

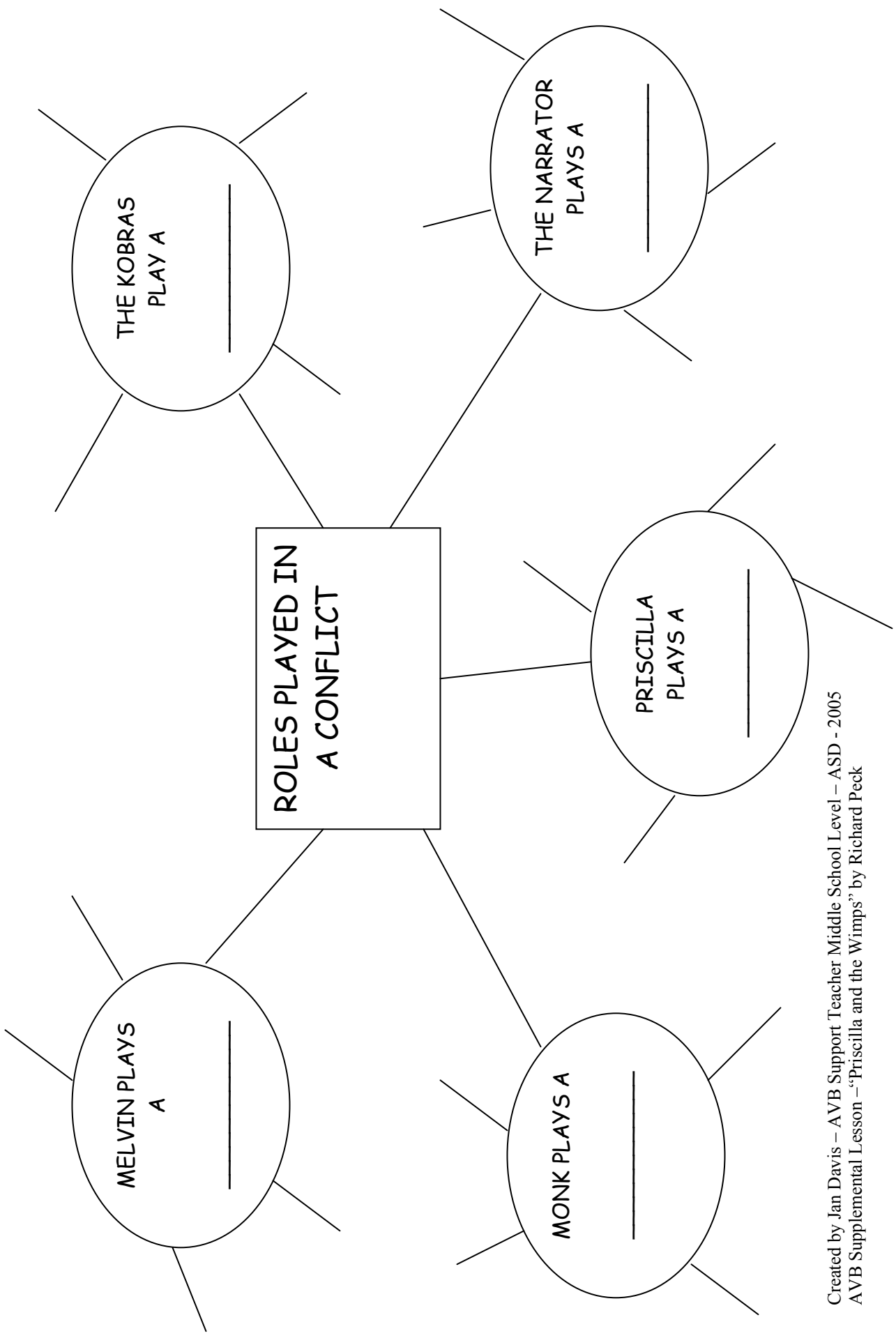
### Who Played What Role?

Complete the chart to reflect which role the characters played in the conflict. In the space provided give evidence to support your role choice.

	Aggressor	Victim/Target	Bystander	Problem Solving Bystander - non-violently
Narrator				
Monk				
The Kobras				
Melvin				
Priscilla				

**Who Played What Role?**

Complete the graphic organizer to reflect which role the characters played in the conflict. In the space provided give evidence to support your role choice.



## Definition of Roles Played in Bullying Situations

**Aggressor:** One acting in a hostile manner (bully) - provoke others - starts fights - repeats behavior over time.

**Victim:** One that the aggression is aimed at (target) - physically or verbally attacked, excluded or made fun of by an aggressor

**Bystander:** One that is nearby during a conflict - plays a pivotal role in conflict resolution. If the bystander encourages or just watches the bullying, he or she is making the situation worse.

**Problem-Solving Bystander:** The bystander acts in a non-violent way, he or she can calm or resolve the situation.

Definition of Roles in Bullying Situations from Aggressors, Victims, and Bystanders: Thinking and Acting To Prevent Violence (1994) and Taking Action to Stop Bullying: A Literacy-Based Curriculum Module (2004) both are published by Education Development Center, Inc.

# What Else Could Priscilla Have Done?

List other options Priscilla could have chosen to do to solve the conflict. List as many positive and negative consequences you can think. Finally, pick the option you think you would pick and explain why.

	OPTIONS FOR PRISCILLA	POSITIVE CONSEQUENCES	NEGATIVE CONSEQUENCES
1.			
2.			
3.			
4.			

If I were in Priscilla's shoes, I would have done

The reason why is



## Quotes for Response from "Priscilla and the Wimps"

By Richard Peck

1. "I admit it. I'm five foot five, and when the Kobras slithered by with or without Monk, I shrank. And I admit this, too: I paid up in a regular basis. And I might add; so would you" (page 43)
2. "This practically blows the Kobra away. First he's chopped by a girl, and now she's acting like she doesn't know Monk Klutter, the Head Honcho of the World. He's so amazed, he tells her, "Monk Klutter." (page 44)
3. "Monk's not happy with this answer, but by now he's spotted Melvin, who's grown smaller in spite of himself. Monk breaks his own rule by reaching for Melvin with his own hand. "Kid," he says, "you're going to have to educate your girl friend." (page 45)

## LESSON FOUR

# WHAT IF IT'S NOT ME? SPEAKING UP ABOUT NAME-CALLING

**OVERVIEW:** This lesson helps students think about what they can do when they witness an incident of name-calling or bullying, but are not being called names or bullied themselves. Having already done some skill-building around the strategies of SAFE (Lesson 3), students will listen to scenarios involving name-calling or bullying, and will both individually and in groups analyze the different ways one might respond.

### OBJECTIVES:

- To help students understand what it means to be a witness or a bystander to bullying or name-calling.
- To help students think about how one might act as a witness or bystander to bullying, and to differentiate between times when a student can “take a stand” and times when a student needs to ask an adult for help.
- To empower students to listen to a variety of name-calling scenarios and then decide how they might act in order to interrupt the bullying behavior.

**AGE/EXPERIENCE LEVEL:** Adaptable for K-5 (see suggestions in Adaptations section below)

**TIME:** 1-2 class sessions, 30-45 minutes each

**MATERIALS:** chart paper; markers (at least three colors); *Response Cards* Handout (p. 26), copied as needed; scissors, one pair per student; *Response Card Suggested Scenarios* (p. 25); large drawing paper; crayons/markers/pencils

### PROCEDURE:


#### Part 1 – Make a Human Chain (15-20 minutes)

Pose the following questions to students:

- Have you ever seen or heard someone being bullied or called a name?
- If so, how did it feel?

Give students a few moments to think about the questions, and then give the following instructions for the human chain activity:

One at a time we will share our answers to the questions you just heard. Each person will have up to one minute to answer, and you will decide when it is your turn to share by listening to the answers shared by your classmates. When you hear an answer that is similar to your own or



makes you think about something important, you can raise your hand to share your idea next. If more than one person wants to share, we'll figure out the best order, and take turns from there. As each of us shares our answer, we will stand up and link arms with the person who shared before us, and so our class will form a chain of stories about seeing or hearing name-calling and bullying. When someone feels ready to start us off, we will begin.

Engage in this activity with the students; join the chain when it is appropriate. When every student has shared an experience, encourage the class to close up the chain to form a linked circle. Then pose the following questions and allow time for students to respond:

- How did it feel when you were the only one who saw or heard someone being called names or bullied?
- How does it feel now that you know everyone here has seen or heard something similar?

Introduce the terms “witness” and “bystander” to students, and let them know that we’ve almost all been a witness or bystander to name-calling or bullying at one point or another. Point out to students that one witness or bystander might feel powerless to help, but that linked together with other witnesses or bystanders it is easier to “take a stand” against bullying and name-calling.

## **Part 2 – Group Discussion (10-15 minutes)**

When students have returned to their seats, ask the following questions and record students’ brainstormed responses on chart paper:

- What can you say or do when you witness name-calling or bullying?
- Is that a **SAFE** (From Lesson 3: **S**ay what you feel, **A**sk for help, **F**ind a friend, **E**xit the area) option for you and the other people involved?

For responses that students list that are not **SAFE**, ask students to reconsider another option that isn’t as likely to involve anyone getting hurt (physically or emotionally). Discuss with students that in a bystander situation, the **SAFE** options for what to do often fall into one of three categories:

- “Taking a stand” by using words or phrases that interrupt or end the name-calling
- Asking for help from an adult
- Ignoring the situation

Using three different colored markers, ask students to help identify which of the three categories each of the ideas they brainstormed falls into, and color-code them accordingly.

Pose the following question to students:

- What happens when a witness or bystander ignores name-calling or bullying?
- Why might someone ignore bullying or name-calling when they see or hear it?

Discuss with students that although ignoring it is sometimes the easiest way to deal with being a witness to name-calling, there are usually other options that are **SAFE** and don’t allow the teasing to continue. Emphasize that when you say or do nothing about name-calling or bullying, it allows one or



more people to continue to put another person down.

### **Part 3 – Response Cards (20-30 minutes)**

Distribute one copy of the *Response Cards* Handout (attached) to every student, and allow time for students to cut apart the three cards using the dotted guidelines. Then review with the class what action step each of the three cards represents:

- Take A Stand (a person with hands on hips)
- Ask for Help (two people talking)
- Not Sure (a question mark)

Explain to students that they will hear a number of different scenarios read aloud one at a time, and that for each scenario they hear it will be their job to decide how they think they might act if they were the witness or bystander in the situation. If students have an idea for how they might interrupt the incident, they should raise the “Take A Stand” card. If they feel they might need help in order to stay SAFE in the situation, they should raise the “Ask for Help” card. And if they are not sure what to do, but do not want to just ignore the incident, they should raise the “Not Sure” card.

Begin to read the first scenario, and give students a few moments to digest the story. Then ask students to raise the response card that feels right for them. When students all have their cards raised, direct students to look around and form a group with those who raised the same card. In these groups, students should spend a few minutes discussing why they chose the card they did, and what exactly the options are for action in this scenario. Students who chose the “Not Sure” option can talk about why the scenario seems difficult, and what the pros and cons of each of the other two actions (taking a stand or asking for help) might be.


Bring the group back together and process the scenario, giving each group a chance to speak about why they chose the response they did. Help students flesh out some very specific action steps (i.e. tell the person calling names that you don’t like the words they are using, go to a playground aide for help, etc.), and record these on chart paper.

Continue with the subsequent scenarios, making sure to communicate to students that there are always multiple ways to deal with any situation involving bullying or name-calling. Emphasize that while there are not “right” answers in this activity, it is important to remember that calling names back or hurting the person doing the teasing is never a SAFE option, and that there are always other things that can be done instead.

### **Part 4 – Tracing Feet (15-20 minutes)**

To close this lesson, distribute large paper to students and ask them to use a marker or crayon to trace the outline of both of their feet onto the paper. Inform them that these feet represent their own understanding of how to “take a stand” as a witness or bystander to bullying or name-calling.

Give students time to decorate their outlined feet with words and pictures that represent their ideas about ways to take a stand against name-calling. Allow students to share their pieces with the class,



and then post the work around the room to represent the class' commitment to not ignoring bullying when they see it happening.

### **ADAPTATIONS:**

#### **For lower grade levels:**


- Start the human chain with a story of your own, so as to provide a concrete example of what it's like to witness someone else being called a name.
- Ask students to repeat the words "witness" and "bystander" a number of times together, and provide as simple and concrete a definition for these words as possible. Introduce a hand motion to signal the meaning of these words – for example, raise your hand to your forehead to indicate you are looking out for something each time you mention being a witness or bystander.
- Emphasize the symbols on the *Response Cards* Handout, and enact physical cues to accompany these options as well. For example, have students actually stand up when "Take a Stand" is their answer. Ask them to raise their hand to indicate they would "Ask for Help." Demonstrate that students can shrug their shoulders when they are "Not Sure" of what to do.
- Run the discussion in Part 3 as a large group activity rather than grouping students to discuss their responses independently. Help draw out why each student responded the way they did, and suggest simple language that summarizes their response in a way that is quick and easy to remember.
- Pair students up for the tracing activity so they can trace their partner's feet instead of their own. Ask students to represent in pictures how they might help someone who is being called names or bullied.

#### **For higher grade levels:**

- Allow students to generate the definitions of witness and bystander based on the stories they shared during the human chain activity.
- In Part 2, ask students to do the first brainstorming piece on their own before coming back together to share ideas for how one can respond to incidents of name-calling or bullying that one witnesses.
- During Part 3 of the lesson, ask students to jot down on the back of their response card why they have chosen that response for the scenario prior to raising the card and then grouping up for discussion.
- Extend the activity in Part 3 by asking students to toss out some scenarios of their own based on real experiences they've had. Request that students not use the real names of those involved in the incidents they describe. If students choose to share the real outcome of the situation, discuss as a group some very concrete ideas for how the student(s) involved could act if that situation were to arise again.
- Encourage students to include a written personal statement in or around the tracing of their feet that summarizes what they think the most important elements of taking a stand against name-calling and bullying are, based on the previous activities and discussion.

### **EXTENSION/ASSESSMENT:**

- Ask students to work in groups or individually on a "Take A Stand" pledge that details how other students who witness bullying or name-calling can act to help solve the problem. Allow students to make short presentations to other classes in the building, asking their peers to



sign the pledge to “Take A Stand” when they hear or see name-calling in the school. Display signed pledges in a central spot in the school for all to see.

- Help students develop their own individual “Quick List” of phrases or statements that they feel comfortable using when they hear or see someone calling names or bullying. Encourage the use of “I” statements and assertions of feelings. Allow students to practice using phrases from their “Quick List” in role-plays in which one student acts as the bully, one acts as the victim of the name-calling, and one acts as the bystander and practices taking a stand in a way that feels comfortable to them.
- Literature suggested for extension of lesson themes (see the *Suggested Literature* supplement, on page 34, for book descriptions):
  - Say Something* by Peggy Moss (PreK-2)
  - Play Lady/La Senora Juguetona* by Eric Hoffman (PreK-2)
  - Nobody Knew What to Do* by Becky Ray McCain (PreK-2)
  - Blubber* by Judy Blume (3-5)
  - The Hundred Dresses* by Eleanor Estes (3-5)

## LESSON FOUR

# RESPONSE CARD SUGGESTED SCENARIOS

### Scenario #1

Isabelle notices that Jose is sitting by himself in the cafeteria. As she walks by him to find a seat for herself, she hears two other students seated nearby laughing and saying that Jose's lunch is "gross" and that his mom must only know how to cook "stinky food" for her family. Jose keeps on eating, but his head is down. What can Isabelle do?

### Scenario #2

Darnell and Samuel are both trying to use one of the only open swings on the playground. Both students have one hand on the swing and as Lee walks by he hears Darnell say, "You're too fat for the swing Samuel! It will break if you get on it." Samuel answers by saying he was there first, and Darnell begins to kick sand up and tug at the swing. What can Lee do?

### Scenario #3

Shelly brings her two dads to parent night to show them around her classroom and to meet her friends and teacher. The next day, Rachel turns to Masha and says she doesn't want to be Shelly's friend anymore because her family is "weird." Shelly comes over to color with Rachel and Masha, and Rachel says "Eew, we don't want any weirdos over here. Go sit somewhere else." What can Masha do?

### Scenario #4

Raj notices that Lila has been staying behind after school to get help on her math homework. One day Raj stays late too to volunteer in the library, and sees Lila standing outside the school waiting to be picked up. As Raj watches, two older students approach Lila and begin grabbing her homework papers and laughing at the mistakes they see there. One student begins ripping Lila's paper. What can Raj do?

### Scenario #5

Antonio and Sabine are good friends, and sit together every day on the bus to and from school. Shomi sometimes sits near them, but has stopped recently because a group of students who also ride the bus have started sitting behind Antonio and Sabine and throwing balls of paper and other garbage at them for the whole ride. Shomi also hears the group calling Antonio gay and saying Sabine must really be a boy because otherwise she would have friends who are girls. What can Shomi do?

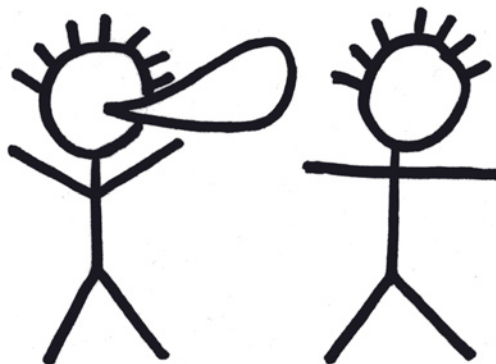
## LESSON FOUR

### RESPONSE CARDS

**TAKE A STAND!**



**ASK FOR HELP!**



**NOT SURE**





**Stephanie Call**

## **The Lottery Rose Lesson Plan**

**Book Title:** The Lottery Rose

**Author/authors & Publisher:** Irene Hunt

**Year of Publication:** 1978

**ISBN #:** 978-0-425-10153-7

**Type of emotional/crisis issues addressed:** This book addresses topics of abuse and grief.

**Age level:** Junior High-High School

**# of pages:** 185

**Quality of illustrations** (if applicable): None

**Brief summary of book's plot and characters** (a short paragraph is sufficient): This book is about a 7 year old boy, Georgie, who is physically abused by his mother and her boyfriend. Also, At his school, his teacher is very mean to him because he can't read. In order to get away from the struggles of his life, he looks at picture books filled with beautiful gardens picturing that he is there himself. One day he went to the grocery store to buy a can of beans. The cashier gave him a ticket to put his name in the drawing. Georgie was so excited. He memorized the numbers on the ticket. On the day of the drawing, Georgie's number was called. He won a rose plant. He was so excited he ran out of the store. Then he got concerned because he didn't know how he was going to be able to take care of his plant. He knew that if he took it home his mom's boyfriend would beat him up for "stealing" the plant. Eventually, Georgie went home and he was beat up by his mom's boyfriend. This time cops came in and saved Georgie. Georgie had to go into foster care. The judge sent him to an all boy school. There Georgie learned that he was finally safe and he was able to open up and make friends. He was able to find a safe place for his rose bush where he was able to nurture and care for it like he never had.

### **Questions before book.**

1. Tell me about a time when you have taken care of a plant?
2. Did you take good care of it so the plant could flourish? or
3. Did the plant die?
4. How did you feel? Or
5. Tell me about a time that you won a prize from a prize drawing?
6. Tell me how you felt. Excited? Happy?
7. How did you care for the prize?

### **Questions after book.**

1. Suppose Georgie was still living with his mother and attending his old school. What advice would you give him to help him survive in such a difficult and dangerous environment?
2. Describe how Georgie's relationship with another character (Sister Mary Angela, Timothy, Mr. Collier, or Robin) has helped him grow as a person and recover from the bad things that happened in the past.

1. Pretend that Georgie is writing a handbook for boys from “mean” homes who are new to the Boys’ School. What would the handbook say? Include advice on overcoming anger, building friendships, and trying new things.

#### Activity

Friendships are similar to roses in that each needs to be properly cared for in order to grow. Sun, water, fertilizer, and good soil are key ingredients that help a rose grow. Suppose you are caring for, or nurturing, a new friendship. What are the “key ingredients” that will help your friendship grow? Describe what you would do to make a friendship strong and long-lasting.

I would give the students a cup with dirt in it where they could grow their own plant. We would learn how to nurture the plant so that it would grow.

# BIBLIOTHERAPY FOR CHILDREN SUICIDE

Michelle Holbrook / CPSE 655 / 5/4/2011

**Book Title:**

Someone I Love Died by Suicide: *A Story for child survivors and those who care for them*

**Author/authors & Publisher:**

Doreen Cammarata, Limitless Press, LLC.

**Year of Publication:**

2009

**ISBN #:**

978-0-9788681-9-2

**Type of emotional/crisis issues addressed:**

Suicide

**Age level:**

Upper Elementary – Junior High

**# of pages:**

32

**Quality of illustrations (if applicable):**

The faces of the illustrations are somewhat elongated with slight protrusions of facial features. The illustrations are wispy and thought provoking. This may add to an understanding of how a child may feel when dealing with suicide. Their world may look out of proportion. The perception may be blurred together. I like the illustrations. They match the feeling tone of the book.

**Brief summary of book's plot and characters (a short paragraph is sufficient):**

The book is a non-fiction clinical type approach to understanding the facets of suicide. The author speaks to the reader as one who has experienced someone dying by suicide. The plot begins by defining how people speak of suicide, symptoms of those that have committed suicide, feelings those have that are left behind, the grieving process and positive remembrance of your loved one.

There are no characters in the books. The process and definitions are characterized by illustrations.

(1) Describe how you might use this book in group or individual counseling. Indicate why this book would be helpful: What need does this book address and how does this book support students?

I would use this book in an individual therapy setting for a child, a group clinical setting, or as a parent or loved one working with a child that has gone through the loss of an individual due to suicide. The book addresses the entire process one must go through to understand suicide in an elementary age level of explanation. The book supports students because it is simplified in explanation yet detailed enough to address understanding.

2) Include a list of pre-reading questions, describing how you would introduce the book.

- Do you know what depression means?
- Do you know if your brain can get sick?
- Have you ever had a pet die?
- What kinds of things happen that are your fault?
- Do you know what a memento is?
- Do you know what the word grief means?

(3) Specify a post-reading activity (listing materials needed for activity). Please take time to develop a really good activity that engages children and provides an opportunity to extend learning into practical application.

I will outline a lesson using art therapy and provide ideas and an activity for creating memories about the loved one that is gone.

(4) Prepare a 1 to 2 page lesson plan that includes the above information and presents the topic.  
See the following 2 pages.

## SUICIDE BIBLIOTHERAPY LESSON PLAN

Michelle Holbrook / 5/4/2011

### MATERIALS

- ❖ Book: Someone I Love Died By Suicide
- ❖ Definition cards with the following words on them: suicide, depression, guilt, fair, anger, why, my fault, grief, goodbye program, talking and memory box.
- ❖ Art materials: magazines, glue, art paper, tissue paper, markers, crayons, stapler, poster paints, sponges, pencils.

### OPENING

- ❖ Share personal experience
  - My mother died 12/3/2005. I feel sad and lonely without her.
  - I really miss her. I do things to help me remember her.
    - We have a birthday remembrance celebration each year.
    - I wear pearl ear rings that she gave me.
    - I keep a seashell in the small jewelry box she gave me.
    - I have her picture with flowers from her funeral in my living room.
- ❖ Pre-reading questions to check for understanding.
  - Do you know what depression means?
  - Do you know if your brain can get sick?
  - Have you ever had a pet die?
  - What kinds of things happen that are your fault?
  - Do you know what a memento is?
  - Do you know what the word grief means?
  - Do you know what the word suicide means or can you describe it?

### BODY OF INSTRUCTION

- ❖ **Terms from the story** - hand out cards with words depicting different terms that are defined in the book if you are in a group or lay them out on the table or floor for an individual child.
  - Card terms include: suicide, depression, guilt, fair, anger, why, my fault, grief, goodbye program, talking and memory box.
- ❖ **Read the book** – bring child or children’s attention to the illustration for each page as you read, if child or children want to be responsive – you could ask what they feel about the illustrations.
  - Ask the child or children how they felt at first when they lost their loved one – remind them that you were sad and lonely.
  - Look at page 2 of the book – ask – “Did you ever feel like this picture looks?”

- Ask child or children to pick out a term they would like to talk about or that they would like to have you talk about.
- ❖ **Art therapy** – Have the children use the supplies provided (see supply list) to create a picture that shows how they felt when they first found out their loved one had taken his/her life. You could show the You Tube clip about art therapy for troops wives if you are working with older children (junior high and up).
  - TAPS Good Grief Camp – Honors Troop’s Survivors  
<http://www.youtube.com/watch?v=hyZDzaDUQsg>
  - As the child or children are thinking about what to use to express their feelings you could talk about colors representing feelings, i.e., black is really sad, red is anger, blue may represent tears or depression.
  - Let students tear, cut, glue, staple, color, paint, sponge daub, sketch etc. to express their feelings initially.

## **SUMMARY**

- ❖ Ask if child or children would like to explain their creations
- ❖ Ask if they have any questions about the things we have explored and talked about today.
- ❖ Show the short clip about dealing with grief from the Sesame Street Workshop Series (this would be used for only elementary age child – view first to see if it is age appropriate to the student or student’s you are working with).
  - Sesame Street Workshop / Family Connections / Grief  
<http://www.sesamestreetfamilyconnections.org/grownups/grief/>
- ❖ Talk about ways they can positively remember their loved one
  - A memory box
  - A birthday remembrance celebration
  - Refer the child or children back to page 19 of the book with the illustration with the yellow ribbon tied around it for ideas.

## **CLOSING**

- ❖ Read the last page of the book again – “Celebrating the life of your special person can be hard and may bring all types of feelings.....”
- ❖ Look at the bright picture of the sun on the page – the sun is warm and makes a feel good.
- ❖ Ask the child or children to bring one item to their next class or therapy session that reminds them of their loved one.

# Let's Talk About Being Afraid

AUTHOR: Anna Kreiner

PUBLISHER: The Rosen Publishing Group's PowerKids Press

YEAR OF PUBLICATION: 1996

ISBN# 0-8239-2305-3

EMOTIONAL/CRISI ISSUES ADDRESSED: Fear

AGE LEVEL: GRADES 1-5

# OF PAGES: 24

## **Quality of illustrations:**

The pictures are broad and applicable to the reading.

## **SUMMARY**

The book briefly and in a very simple way discusses different things we are afraid of. It defines what fear is and explains how it is ok to feel fear. It helps the reader recognize and know when he/she is afraid by describing the symptoms that might be felt. It discusses the reasons why we are afraid, as it talks about past experiences that might have influenced the reader's fears. Then briefly discusses the different kinds of fears that exist (e.g. phobias, acrophobias, claustrophobia). It briefly talks about the importance of telling and talking to somebody about the fears being felt. It continues talking about imaginary creatures that might make the children afraid and gives two suggestions on how they can deal with those fears, and who can help in overcoming such fears. New things can also cause children to feel fear and the book suggests that the children prepare for those new things coming up (a move, new school, new teacher). The book ends by reassuring the children that it is okay to be afraid and encourages them to talk to somebody about their fears. There are no particular characters in this book.

## **PURPOSE**

I would use this book in either a group or individual setting. This book would be helpful because of the information that is provided and how simple it is described and talked about. It addresses different types of fears, how to cope with them and most importantly it reassures the reader that it is ok to feel those feelings.

## **PRE-READING QUESTIONS**

1. Have you ever felt afraid?
2. How do you feel when you are afraid?
3. What are some things that you are afraid of?

## **INTRODUCTION OF BOOK**

We don't always have control over the things that happen to us, but we do have control over how we respond to them. Everybody feels afraid at one time or the other and that is ok. We are going to read and talk about being afraid.

#### POST READING:

##### Materials:

Ball  
Crayons/markers  
Paper

We would all sit on the floor in a circle. As we finish discussing the book we will roll the ball to each other and as we get the ball we would discuss one thing that we are afraid of. We continue doing this until everybody has had a chance to share. If time permits, we would do the same to discuss what we feel when we are afraid.

After this activity or to replace the previous activity students would draw what they are afraid or draw what they feel when they are afraid. As they are done take the time to discuss their pictures if time permits and the help is available talk with each student about their picture on a one and one basis.

#### RELATED READINGS:

Jenny Is Scared – When Sad Things Happen in The World- by Carol Shuman  
What to do When You're Scared & Worried –a guide for kids by James J. Crist. Ph..D



# **Skippyjon Jones**

AUTHOR: Judy Schachner

PUBLISHER: Scholastic Inc.

YEAR OF PUBLICATION: 2003

ISBN# 0-439-83696-4

EMOTIONAL/CRISI ISSUES ADDRESSED: Depression/low self-esteem

AGE LEVEL: GRADES 1-5

# OF PAGES: 33

## **Quality of illustrations:**

The pictures are full of color, fun and entertaining.

## **SUMMARY**

This book is about a Siamese cat that seems to have a hard time being a normal Siamese cat as his mother finds him waking up with the birds, eats worms, wants to be a bird, a mouse, a grouse, a moose, a goose, a rat and a bat. Everything else but what he really is. In this story Skippyjon imagines that he is a Chihuahua dog and as he enters his closet he joins other Chihuahua dogs and saves them from alfredo Buzzito the bean eating bumblebeeto. All the chimichangos celebrate and they immediately consider him their hero- all this happened in his imagination as he is found in the messy closet mom shows how much he loves him.

## **PURPOSE**

I would use this book in either a group or individual setting. This book can be helpful as some kids might feel a strong desire to be somebody that they are not whom they are and find themselves unhappy with who they are. They might be going through a hard time at home that might push them to hide and wish to be somewhere other than at home or be somebody else that can be a hero in order to change their situations and a way of coping with whatever hard situation they might be part of.

## **PRE-READING QUESTIONS**

1. Have you ever wanted to be somebody else than you're not?
2. Can you think of an example of what or who you've wanted to be?

## **INTRODUCTION OF BOOK**

Sometimes we use our imagination to think and imagine of things that we would like to be. We are going to read how Skippyjon imagines how he is a Chihuahua dog and how he saves them from the bumblebeeto.

## **POST READING:**

Materials:

Picture of a boy/girl.

Crayons, markers, pencils,

After discussing the book and reassuring the students that using our imagination and day dreaming is perfectly fine invite the students to mention great qualities and attributes that they might already have. When then there's a low self-esteem or problems at home that the child might want to get away from, it might be hard for them to see or be aware of those qualities. Often the negatives are more obvious and that in return can bring the person down thinking about them. As part of their desire to escape the bad situation that they might be going through at home they might rely on wishing and imagining to be something that you are not- hoping to be somebody else. By listing, drawing or discussing their positive qualities the students can work on improving their self-esteem and fight their depression if that's what they are feeling.

# ALMOST FOREVER

BIBLIOTHERAPY

Benjamin Reed CPSE 655 10 June 2011

Book Title: **Almost Forever**

Author/authors & Publisher: Maria Testa Candlewick Press; Cambridge, MA

Year of Publication: 2003 ISBN #: 0-7637-1996-5

Type of emotional/crisis issues addressed: family separation due to military service

Age level: 5-12 # of pages: 69

Quality of illustrations (if applicable): N/A

Brief summary of book's plot and characters (a short paragraph is sufficient):

Military father receives deployment orders to Vietnam and mother, son, and daughter are left behind. The mother and children struggle to adapt to life without their father. The situation becomes dire when father is lost in the jungle and the family receives no letters. Father is found and mother and children begin to prepare for his return. For children the separation seemed like forever but eventually father comes home.

(1) Describe how you might use this book in group or individual counseling. Indicate why this book would be helpful: What need does this book address and how does this book support students?

I would share this book with young children or adolescents to provide them some perspective about some of what their family members might go through during a deployment. This book can help children understand some of what to expect when a parent is called away for military service. Children are apt to be very fearful about the length of a separation and how it will affect them and other family members. This book provides a child's perspective on dealing with separation due to military service, and has a positive ending.

\*\*This book could also be adapted to address family separation in other-than-military contexts, i.e. employment in distant location or incarceration.

(2) Include a list of pre-reading questions, describing how you would introduce the book.

I would ask students if any of them have had to be separated for a long time and how they dealt with the separation. I would ask if any of them have parents or relatives in the military and if any of them have ever been deployed. I would ask elementary students what would cause a parent to have to be separated from their family for a long time. I would explain to them what a "long" time means in this case. Lastly, I would ask them what they felt would be different and what would be the same about their family during the time of their separation.

(3) Specify a post-reading activity (listing materials needed for activity). Please take time to develop a good activity that engages children and provides an opportunity to extend learning into practical application.

I would have the students write a letter to their parent or loved one that would hypothetically be “leaving” for an extended period of time explaining what the student would miss most about them. They would also describe what the first thing they would like to do with them when they get back.

(4) Prepare a 1 to 2 page lesson plan that includes the above information and presents the main points that a teacher needs to address. Include any handout or worksheet that would accompany your lesson plan

Lesson Title:

What is it like when someone you love gets deployed?

Focus/Objective:

Helping children and adolescents understand what it might be like when a parent or loved one deploys for military service

Appropriate Audience:

Young children and adolescents that are facing extended family separation, particularly military deployment

Set up/Pre-reading:

1. Ask students what reasons there might be for a parent to need to leave their family for an extended period of time.
2. Ask if any students have been separated from their parents for an extended period of time, especially due to military service.
3. Ask students what they think would be different about their lives and how they would feel if a parent were deployed.

Post-reading/Activity:

1. Review and reflect with students the different emotions/behaviors that each family member experienced while the father in the story was away for military service.
2. Have the students write a letter to their parent as if they (the parent) were about to be deployed for military duty. Have them include at least the following aspects: what the student would miss the most about the parent in their absence, and what would be the first thing the student would want to do with that parent when they returned.

# Everett Anderson's Goodbye

## BIBLIOTHERAPY

Benjamin Reed CPSE 655 10 June 2011

Book Title: **Everett Anderson's Goodbye**

Author/authors & Publisher: Lucille Clifton, illus. by Ann Grifalconi  
Holt, Rinehart and Winston; New York

Year of Publication: 1983 ISBN #: 0-03-063518-7

Type of emotional/crisis issues addressed: the death (non-accidental or suicidal) of a parent

Age level: 4-7 # of pages: 25

Quality of illustrations: high quality (penciled only, black and white)

Brief summary of book's plot and characters (a short paragraph is sufficient): Everett Anderson's father has died and he experiences the five stages of grief. Love never dies even though our loved ones do.

(1) Describe how you might use this book in group or individual counseling. Indicate why this book would be helpful: What need does this book address and how does this book support students?

This book is useful for students who are coping with the loss of a loved one. It explores the stages of grief and engages the range of emotions that a young person is likely to experience when a loved one dies. It helps them understand that grieving manifests in a number of emotions, not just anger or sadness. This book concludes with a helpful resolution that will assist young children in moving past their grief when the time is right.

(2) Include a list of pre-reading questions, describing how you would introduce the book.

I would introduce the book by asking the students to guess what the little boy on the cover is probably feeling, then ask if any of them have ever had to "say goodbye" to someone they loved. I would explain that in this case goodbye is a permanent goodbye. I would ask the students what it feels like when someone they love dies, then explain that when someone we love dies we may feel a lot of different emotions. I would invite them to try and remember some of the things Everett Anderson felt after his daddy died.

(3) Specify a post-reading activity. Please take time to develop a good activity that engages children and provides an opportunity to extend learning into practical application.

I would ask the students to recall/review some of Everett's feelings and remind them that it's quite normal to feel different things when someone dies. I would ask them why we feel different things when someone dies. I would tell them that it is very hard to say goodbye to someone after

they've died, but I would also remind them that after a while it becomes easier to deal with. For an activity I would have the students draw depictions of their emotions in the form of a story. I would invite them to pay special attention to whether or not there was something that helped them better understand and accept their loved one's death.

(4) Prepare a 1 to 2 page lesson plan that includes the above information and presents the main points that a teacher needs to address. Include any handout or worksheet that would accompany your lesson plan

Lesson Title:

A Child's Grief: Coping with the loss of a loved one and the stages of grief

Focus/Objective:

To assist young children in understanding and navigating the different stages of grief. To help them understand that while dealing with the death of a loved one is very difficult, with time the hurt will eventually be bearable.

Appropriate Audience:

Young children that have experienced the loss of a loved one and are trying to navigate the process of grieving.

Set up/Pre-reading:




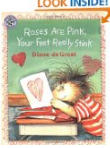

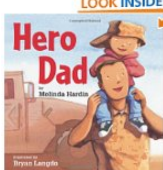

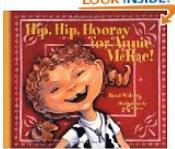
Show your students the cover of *Everett Anderson's Goodbye* and ask them how this little boy is feeling. Explain that he is sad because he had to say goodbye to his daddy. Explain that this type of goodbye is a permanent type of goodbye that you have to say when someone dies. You don't get to see them again unfortunately. Ask them what it feels like to have to say goodbye to someone you love that has died. Explain that it's very normal to feel many different emotions when someone we love dies. Invite them to consider the various emotions that Everett express in the book.

Post-reading/Activity:

Invite the students to recall/review Everett's emotions after his father's death. Ask them why they believe we feel lots of different emotions when someone we love dies. Remind them that it's quite normal to experience a wide range of emotions when grieving the loss of a loved one. Tell them that it is very difficult to "say goodbye" to a loved one after they've died, but that the sadness and anger, with time, will eventually fade. Have the students draw a "story" of their feelings after the loved ones death, paying special attention to something or someone that helped them start to feel better about their loved one's death.




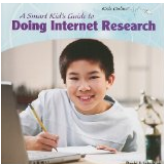
## DESK Books ~ By Category

### Davis School District Elementary Counselors






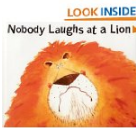

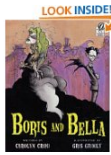
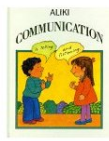
Name of Book	Author	DESK Lesson Locator
<i>When I Feel Angry</i> 	Cornelia Maude Spelman	DSMS ~ a. ~ Lesson: "Anger"
<i>When Sophie Gets Angry, Really, Really, Angry</i> 	Molly Bang	DSMS ~ a. ~ Lesson: "Anger"
<i>Are We Still Best Friends?</i> (No Image)	Carol Barkin and Elizabeth James	DSMS ~ a. ~ Lesson: "I Feel" Messages
<i>I Wanna New Room</i> 	Karen Kaufman Orloff	DSMS ~ a. ~ Lesson: "I Feel Messages"
<i>Roses Are Pink, Your Feet Really Stink</i> 	Diane deGroat	DSMS ~ a. ~ Lesson: "I Feel Messages"
<i>Teasing Trouble</i> 	Valerie Tripp	DSMS ~ a. ~ Lesson: "I Feel Messages"
<i>Hero Dad</i> 	Melinda Hardin	DSMS ~ b. ~ Lesson: "Integrity and Honesty"
Name of Book	Author	DESK Lesson Locator
<i>Ish</i> 	Peter Reynolds	DSMS ~ a. ~ Lesson: "Personal Support System"
<i>Hip, Hip, Hooray For Annie McRae!</i> 	Brad Wilcox	DSMS ~ b. ~ Lesson: "Positive Role Models"



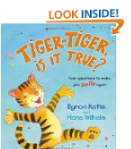



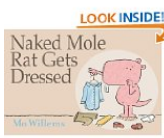
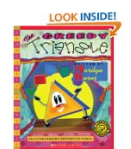
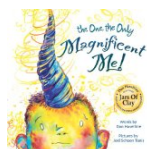
<i>How Full Is Your Bucket, For Kids</i>		Tom Rath and Mary Reckmeyer	DSMS ~ a. ~ Lesson: “Positive Self-Talk”
<i>Leo The Lightening Bug</i>		Eric Drachman	DSMS ~ a. ~ Lesson: “Positive Self-Talk”
<i>Sweet Strawberries</i>		Phyllis Reynolds Naylor	DSMS ~ a. ~ Lesson: “Positive Self-Talk”
<i>My Lucky Day</i>		Keiko Kasza	DSMS ~ a. ~ Lesson: “Stress Reduction”
<i>My Rows And Piles Of Coins</i>		Judith Voirst	DSMS ~ c. ~ Lesson: “Work Ethic”
Name of Book		Author	DESK Lesson Locator
<i>Superdog the Heart of a Hero</i>		Caralyn Buehner	DSMS ~ c. ~ Lesson: “Work Ethic”
<i>Ambert On The Mountain</i>		Robert A. Duncan, Tony Johnston and Robert Duncan	ESA ~ c. ~ Lesson: “Education and Career Choice”
<i>Christmas Tree Farm</i>		Ann Purmell	ESA ~ c. ~ Lesson: “Education and Career Choices”
<i>How Rocket Learned to Read</i>		Tad Hills	ESA ~ c. ~ Lesson: “Education and Career Choice”
<i>Ribbit Image)</i>	(No	Bender and Bender	ESA ~ c. ~ Lesson: “Education and Career Choice”

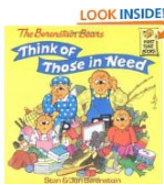




<i>Sid The Squid</i>		David G. Derrick, Jr.	ESA ~ c. ~ Lesson: “Education and Career Choice”
Name of Book		Author	DESK Lesson Locator
<i>Joseph Had A Little Overcoat</i>		Simms Taback	ESA ~ b. ~ Lesson: “Set Goals”
<i>Jujo</i>		Mark Ludy	ESA ~ b. ~ Lesson: “Set Goals”
<i>Roberto: The Insect Architect</i>		Nina Laden	ESA ~ b. ~ Lesson: “Set Goals”
<i>Roller Coaster</i>		Maria Frazee	ESA ~ b. ~ Lesson: “Set Goals”
<i>Wilma Unlimited</i>		Kathleen Krull	ESA ~ b. ~ Lesson: “Set Goals”
<i>A Smart Kids Guide To Doing Internet Research</i>		David K. Jabkubiak	ESA ~ a. ~ Lesson: “Study, Homework, and Test-Taking Skills”

<b>Name of Book</b>	<b>Author</b>	<b>DESK Lesson Locator</b>
<i>How To Be School Smart</i> 	Elizabeth James and Carol Barkin	ESA ~ a. ~ Lesson: “Study, Homework, and Test-Taking Skills”
<i>How To Do Homework Without Throwing Up</i> 	Trevor Romain	ESA ~ a. ~ Lesson: “Study, Homework, and Test-Taking Skills”
<i>Jingle Bells, Homework Smells</i> 	Diane deGroat	ESA ~ a. ~ Lesson: “Study, Homework, and Test-Taking Skills”
<i>Jingle Bells, Homework Smells</i> 	Diane deGroat	ESA ~ a. ~ Lesson: “Study, Homework, and Test-Taking Skills”
<i>The Monster Who Did My Math</i> 	Danny Schnitzlein	ESA ~ a. ~ Lesson: “Study, Homework, and Test-Taking Skills”
<i>Encore for Eleanor</i> 	Bill Peet	ISA ~ d. ~ Lesson: “Interests and Abilities Affect Career Choice”
<i>How Santa Got His Job</i> 	Stephen Krensky	ISA ~ d. ~ Lesson: “Interests and Abilities Affect Career Choice”
<b>Name of Book</b>	<b>Author</b>	<b>DESK Lesson Locator</b>
<i>A Regular Flood of Mishap</i> 	Tom Birdseye	ISA ~ c. ~ Lesson: “Making Mistakes”
<i>Class Picture Day</i> 	Andrea Buckless	ISA ~ c. ~ Lesson: “Making Mistakes”

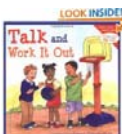
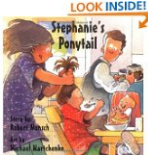
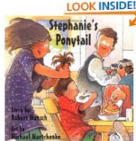
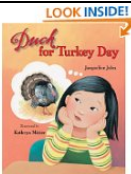
<i>Don't Forget the Bacon</i>		Pat Hutchins	ISA ~ c. ~ Lesson: "Making Mistakes"
<i>I'm Sorry</i>		Gina and Mercer Mayer	ISA ~ c. ~ Lesson: "Making Mistakes"
<i>My Mama Says There Aren't Any Zombies, Ghosts, Vampires, Creatures, Demons, Monsters, Fiends, Goblins, or Things</i>		Judith Viorst	ISA ~ c. ~ Lesson: "Making Mistakes"
<i>Wanda Witch And The Bullies</i>		Rose Impey and Katharine McEwen	ISA ~ c. ~ Lesson: "Making Mistakes"
<i>Mort the Sport</i>		Robert Kraus	ISA ~ c. ~ Lesson: "Perfectionism and Self-Esteem"
Name of Book		Author	DESK Lesson Locator
<i>Nobody Laughs At A Lion</i>		Paul Bright	ISA ~ c. ~ Lesson: "Perfectionism and Self-Esteem"
<i>Too Perfect</i>		Trudy Ludwig	ISA ~ c. ~ Lesson: "Perfectionism and Self-Esteem"
<i>Boris and Bella</i>		Carolyn Crimi	ISA ~ a. ~ Lesson: "Personal Traits, Feelings, and Learning Styles"
<i>Communication Is Telling And Listening</i>		Aliko	ISA ~ a. ~ Lesson: "Personal Traits, Feelings, and Learning Styles"
<i>Little By Little</i>		Amber Stewart and Layn Marlow	ISA ~ a. ~ Lesson: "Personal Traits, Feelings, and Learning Styles"

			
<i>Lots of Feelings</i>		Shelley Rotner	ISA ~ a. ~ Lesson: “Personal Traits, Feelings, and Learning Styles”
<i>Tiger-Tiger Is It True?</i>		Byron Katie	ISA ~ a. ~ Lesson: “Personal Traits, Feelings, and Learning Styles”
<b>Name of Book</b>	<b>Author</b>	<b>DESK Lesson Locator</b>	
<i>Getting To Know Ruben Plotnick</i>		Roz Rosenbluth	ISA ~ b. ~ Lesson: “Responsibility”
<i>Jingle Bells, Homework Smells</i>		Diane deGroat	ISA ~ b. ~ Lesson: “Responsibility”
<i>I'm Gonna Like Me</i>		Jamie Lee Curtis and Laura Cornell	ISA ~ c. ~ Lesson: “Self –Esteem”
<i>Naked Mole Rat Gets Dressed</i>		Mo Willems	ISA ~ c. ~ Lesson: “Self-Esteem”
<i>The Greedy Triange</i>		Marilyn Burns	ISA ~ c. ~ Lesson: “Self-Esteem”
<i>The One, The Only Magnificent Me!</i>		Dan Haseltine	ISA ~ c. ~ Lesson: “Self-Esteem”

Name of Book	Author	DESK Lesson Locator
<i>Berenstain Bears Think of Those in Need</i> 	Stan and Jan Berenstain	ISAMS ~ a. ~ Lesson: “Consideration and Caring for Others”
<i>Grumpy Cat</i> 	Britta Teckentrup	ISAMS ~ a. ~ Lesson: “Consideration and Caring”
<i>The Light of Christmas</i> 	Richard Paul Evans	ISAMS ~ a. ~ Lesson: “Consideration and Caring”
<i>Bravo, Amelia Bedelia!</i> 	Herman Parish	ISAMS ~ a. ~ Lesson: “Develop Good Listening Habits”
<i>Boris and Bella</i> 	Carolyn Crimi	ISAMS ~ b. ~ Lesson: “Differences in People”
<i>Bein' With You This Way</i> 	W. Nikola-Lisa	ISAMS ~ b. ~ Lesson: “Differences in People”
Name of Book	Author	DESK Lesson Locator
<i>The Whingdingdilly</i> 	Bill Peet	ISAMS ~ b. ~ Lesson: “Differences in People”
<i>Whoever You Are</i> 	Mem Fox	ISAMS ~ b. ~ Lesson: “Differences in People”
<i>A Bargain For Francis</i> 	Russell Hoban	ISAMS ~ b. ~ Lesson: “Friendship Skills”

<i>Pearl Barley and Charlie Parsley</i>		Aaron Blabey	ISAMS ~ b. ~ Lesson: “Friendship Skills”
<i>Pete and Pickles</i>		Berkeley Breathed	ISAMS ~ b. ~ Lesson: “Friendship Skills”
<i>Rosie and Michael</i>		Judith Viorst	ISAMS ~ b. ~ Lesson: “Friendship Skills”
<i>Dealing With Someone Who Won't Listen</i>		Lisa K. Adams	ISAMS ~ a. ~ Lesson: “Good Listening Habits”
<b>Name of Book</b>	<b>Author</b>	<b>DESK Lesson Locator</b>	
<i>Howard B. Wigglebottom Learns To Listen</i>		Howard Binkow	ISAMS ~ a. ~ Lesson: “Good Listening Habits”
<i>Little Elephant's Listening Ears</i>		Susan Hood	ISAMS ~ a. ~ Lesson: “Good Listening Habits”
<i>The Pain and The Great One</i>		Judy Blume	ISAMS ~ a. ~ Lesson: “Good Listening Habits”
<i>Billy Bully</i>		Alvaro and Ana Glan	ISAMS ~ c. ~ Lesson: “Handling Bullying Behavior”
<i>Secret of the Peaceful Warrior</i>		Dan Millman	ISAMS ~ c. ~ Lesson: “Handling Bullying Behavior”



<i>Trouble Talk</i>		Trudy Ludwig	ISAMS ~ c. ~ Lesson: “Handling Bullying Behavior”
<i>Talk And Work It Out</i>		Cheri J. Meiners	ISAMS ~ c. ~ Lesson: “Mediation Skills”
<b>Name of Book</b>		<b>Author</b>	<b>DESK Lesson Locator</b>
<i>Turkey Trouble</i>		Wendy Silvano	ISAMS ~ c. ~ Lesson: “Mediation Skills to Help Solve Problems”
<i>You’re A Good Sport Miss Malarkey</i>		Judy Finchler and Kevin O’Malley	ISAMS ~ c. ~ Lesson: “Mediation Skills to Help Solve Problems”
<i>Carla’s Sandwich</i>		Debbie Herman	ISAMS ~ a. ~ Lesson: “Peer Pressure and Refusal Skills”
<i>Finklehopper Frog</i>		Irene Livingston	ISAMS ~ a. ~ Lesson: “Peer Pressure and Refusal Skills”
<i>Stephanie’s Ponytail</i>		Robert Munsch	ISAMS ~ a. ~ Lesson: “Peer Pressure and Refusal Skills”
<i>Stephanie’s Ponytail</i>		Robert Munsch	ISAMA ~ a. ~ Lesson: “Peer Pressure and Refusal Skills”
<i>Duck for Turkey Day</i>		Jacqueline Jules	ISAMS ~ a. ~ Lesson: “Perspectives”
<b>Name of Book</b>		<b>Author</b>	<b>DESK Lesson Locator</b>

<i>Bootsie Barker Bites</i>		Barbara Bottner	ISAMS ~ c. ~ Lesson: “Resolve Conflicts”
<i>Henry and the Kite Dragon</i>		Bruce Edward Hall	ISAMS ~ c. ~ Lesson: “Resolve Conflicts”
<i>The Berenstain Bears And The Blame Game</i>		Stan and Jan Berenstain	ISAMS ~ b. ~ Lesson: “Resolve Conflicts”
<i>The English Roses: Too Good To Be True</i>		Madonna	ISAMS ~ c. ~ Lesson: “Resolve Conflicts”
<i>The Rag Coat</i>		Lauren Mills	ISAMS ~ c. ~ Lesson: “Resolve Conflicts”
<i>The Three Wishes</i>		Judith Bauer Stamper	ISAMS ~ c. ~ Lesson: “Resolve Conflicts”
Name of Book		Author	DESK Lesson Locator
<i>Christmas Day In The Morning</i>		Pearl S. Buck	ISAMS ~ a. ~ Lesson: “Service”
<i>A Bad Case of Tattle Tongue</i>		Julia Cook	ISAMS ~ c. ~ Lesson: “Tattling and Reporting”