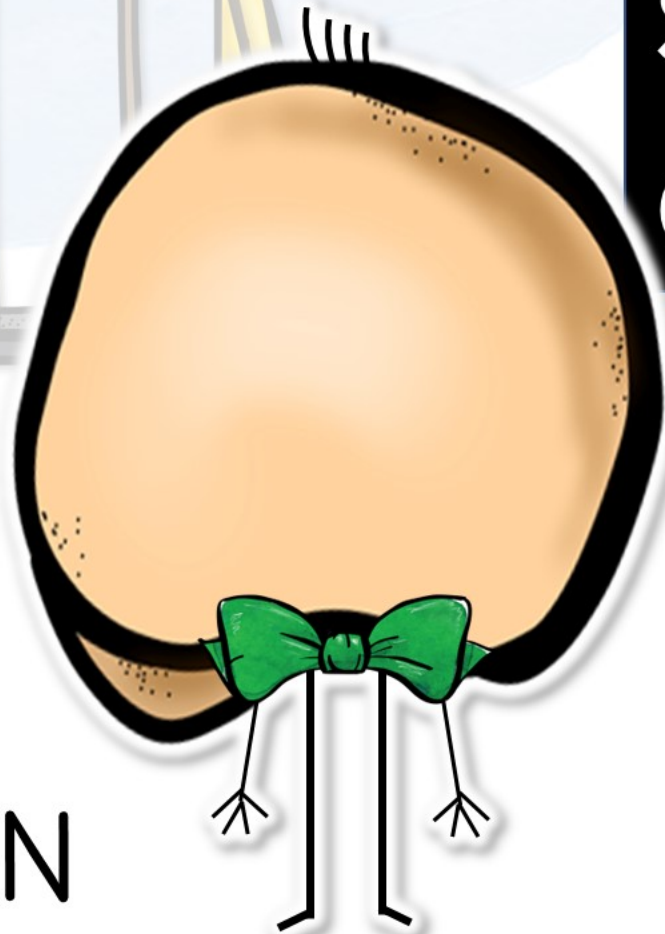


THE COOL BEAN

social emotional
activities

- interactive
- engaging
- created for 2nd-5th

PRINTABLE
+ DIGITAL
COMPANION



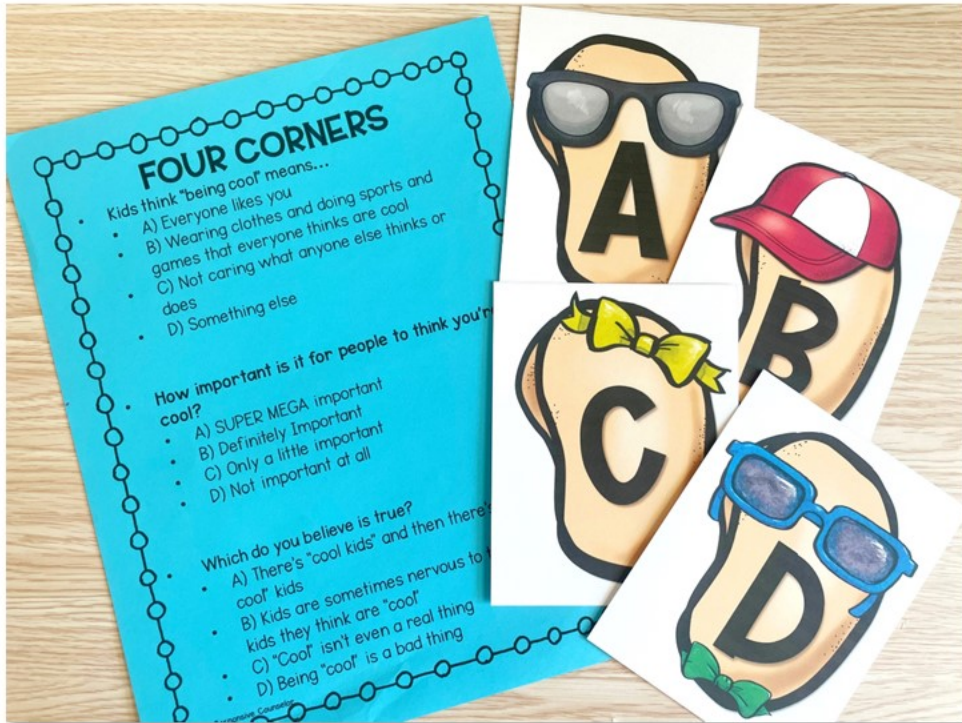
notes to the counselor/teacher

- This 30-45 minute lesson on being yourself and knowing that being cool means being kind can be used separately or as part of a unit using other books in the food group series by Jory John
- It was created using these SEL research-based best practices:
 - Opportunity to apply/practice the skill
 - Cooperative learning
 - Self-reflection



engaging + interactive

Opening hook to get students moving, activate their brains to the main ideas in the story, and begin connecting it to themselves



Mini-book bean craftivity to express their own ideas and beliefs as they relate to the story

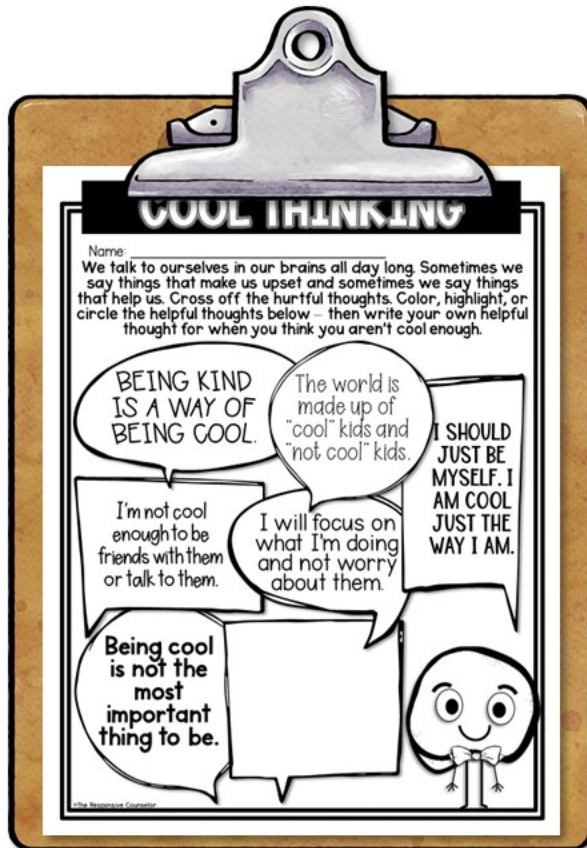
practice activity

- 8 question cards to process the book, self-reflect, and practice or apply the book's messages
- Use in whole group or small group (activity directions included for both)



independent reflection

6 worksheets for students to more independently express themselves and practice identifying how people change and how there is good in everyone (and everything)



COOL THINKING

Name: _____

We talk to ourselves in our brains all day long. Sometimes we say things that make us upset and sometimes we say things that help us. Cross off the hurtful thoughts. Color, highlight, or circle the helpful thoughts below - then write your own helpful thought for when you think you aren't cool enough.

BEING KIND IS A WAY OF BEING COOL.


The world is made up of "cool" kids and "not cool" kids.

I SHOULD JUST BE MYSELF. I AM COOL JUST THE WAY I AM.

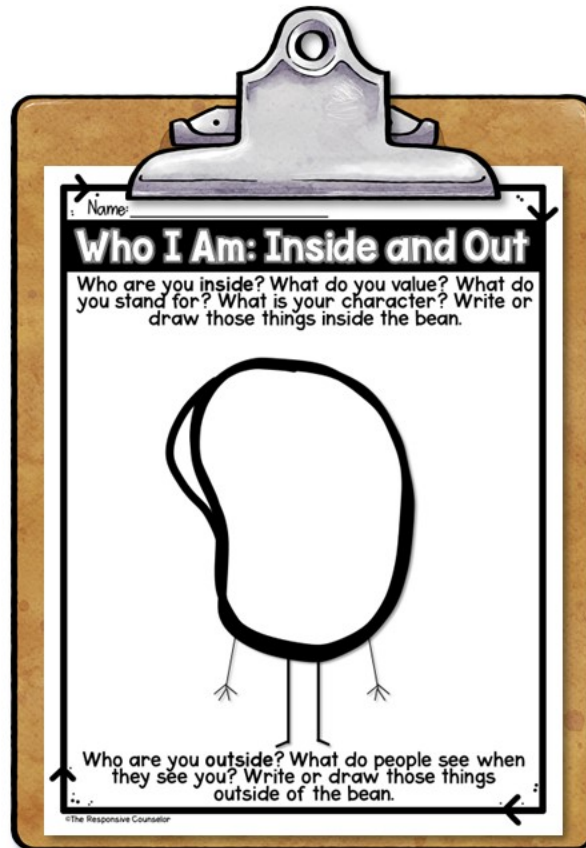
I'm not cool enough to be friends with them or talk to them.

I will focus on what I'm doing and not worry about them.

Being cool is not the most important thing to be.



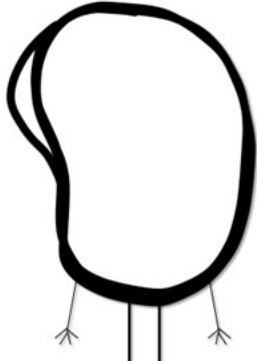
©The Responsive Counselor



Who I Am: Inside and Out

Name: _____

Who are you inside? What do you value? What do you stand for? What is your character? Write or draw those things inside the bean.



Who are you outside? What do people see when they see you? Write or draw those things outside of the bean.




©The Responsive Counselor



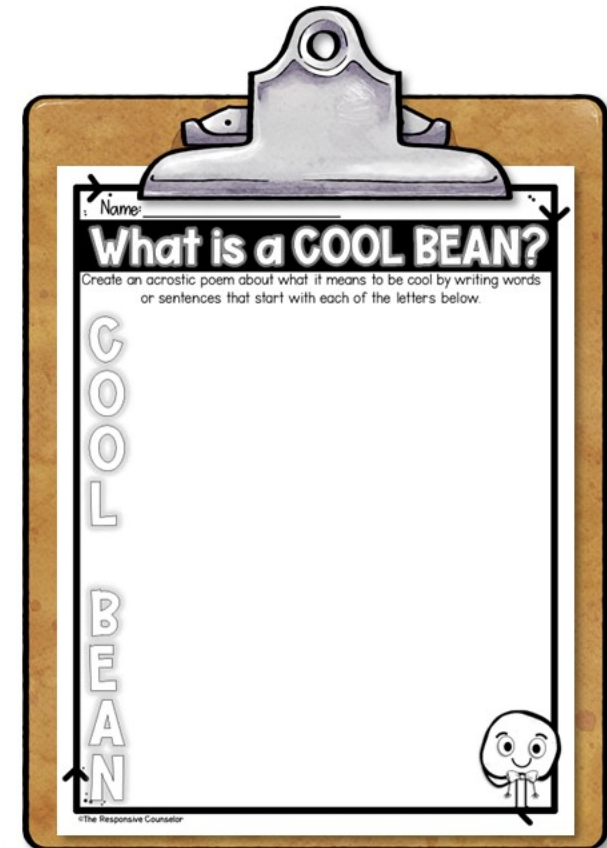
COOL AND KIND

Name: _____

Being cool can mean being kind and helpful to others. How can you be cool and kind?

 IN THE CAFETERIA	
 IN CLASS	
 IN THE GYM	
 AT RECESS	
 ON THE BUS OR AT DISMISSAL	

©The Responsive Counselor




What is a COOL BEAN?

Name: _____

Create an acrostic poem about what it means to be cool by writing words or sentences that start with each of the letters below.

COOL BEAN



©The Responsive Counselor

google slides™

- Want to go zero-prep?
Into digital resources?
- Most activities are
included as interactive
Google Slides!



written lesson plan

ASCA standards and CASEL competencies aligned

Comprehensive lesson plan including objectives, pre and post story discussion questions, and activity directions

The image displays three overlapping pages from a lesson plan for the story 'The Cool Bean'. The top page, titled 'THE COOL BEAN', lists materials, objectives, CASEL domains, and an outline. The middle page, titled 'OUTLINE (CONTINUED)', provides detailed steps for the lesson, including reading, discussion, and a craft activity. The bottom page, titled 'PICK-A-CARD', contains directions for a card game activity. Arrows point from the text on the left to the corresponding sections of the lesson plan pages.

THE COOL BEAN

MATERIALS: The Cool Bean by [author]

OBJECTIVE(S): Students identify their own perception of "cool" and believe that staying true to themselves is important.

CASEL DOMAINS: Self-Awareness, Social-Awareness

OUTLINE:

- Intro: Four Corners
- Ask students to sit in a room for 5 minutes as you read the story. Students respond by answering questions or moving to a different corner if there are four corners.
- See attached worksheet.
- Read and discuss the story.
- Why do you think the bean is so cool?
- What do you think the cool beans are?
- The bean is cool because...
- The bean is cool because...
- The bean is cool because...

OUTLINE (CONTINUED):

- Read and discuss The Cool Bean (CONTINUED)
- The bean seems surprised when the "cool beans" are helpful to him. Why is this surprising?
- What does he mean by a "has-been"? (explain the bean)
- The bean said it was "everything" when a cool bean figure out what the teacher asked him to do. Why "everything" to him? Why was it such a big deal?
- How did the cool beans showing him kindness confident?
- At the start of the story, what did the bean think? What did he think it meant at the end of the story?
- Students complete craftivity (choose just the first questions): write name on the front then answer the question(s). After cutting, assemble the pages with AND/OR
- Students complete one or more of the worksheets AND/OR
- Discussion questions:
 - Print multiple sets. Students use "Pick a Card" in small groups to answer. OR
 - Whole group, students sit in a circle. One student chooses one and reads the question. Continue until all questions have been answered.
 - Alternative option if your students need to stand in a circle. Place the cards randomly around the circle. All together, chant "Be it" while walking around the circle then the student number 1-8. Whichever student is standing picks up the card and either reads it or volunteers to answer. Repeat until all questions have been answered.

PICK-A-CARD

Directions

- Place students in groups of 4. If a group of 3 is needed, combine the 'fan' and 'respond' jobs.
- Students sit in a square with a job board placed between them.
- Students complete their jobs in order:
 - Person A fans the cards out and directs "Pick a card, any card!"
 - Person B picks a card and reads it aloud.
 - Person C answers the question.
 - Person D responds to Person C's answer with "I agree because..." or "I disagree because..." or they can add on to Person C's answer.
- Put used question card in a discard pile.
- Rotate the jobs board (so everyone has a new job) and continue until all questions have been answered.

©The Responsive Counselor

Hi, I'm Sara! I create resources for elementary students, counselors, and teachers that improve social emotional learning and help students be their best selves. My focus is creating resources that are *effective* (using research-based best practices) and *engaging* (through collaborative learning and relevant scenarios) for all types of learners and populations.

B.A. from Michigan State University
Psychology and Anthropology

M.S. from Vanderbilt University
Community, Research, and Action

M.Ed. From Vanderbilt University
Human Development Counseling:
School Counseling & Mental Health

Experience

I'm a former school counselor from a large southeastern school district with a wonderfully diverse group of students. I created and implemented a data-based comprehensive school counseling program while helping classroom teachers and administrators implement schoolwide SEL and restorative practices. Now, I share my ideas and resources to reach students and help educators across the world!



the **RESPONSIVE**
counselor

Let's Connect:

