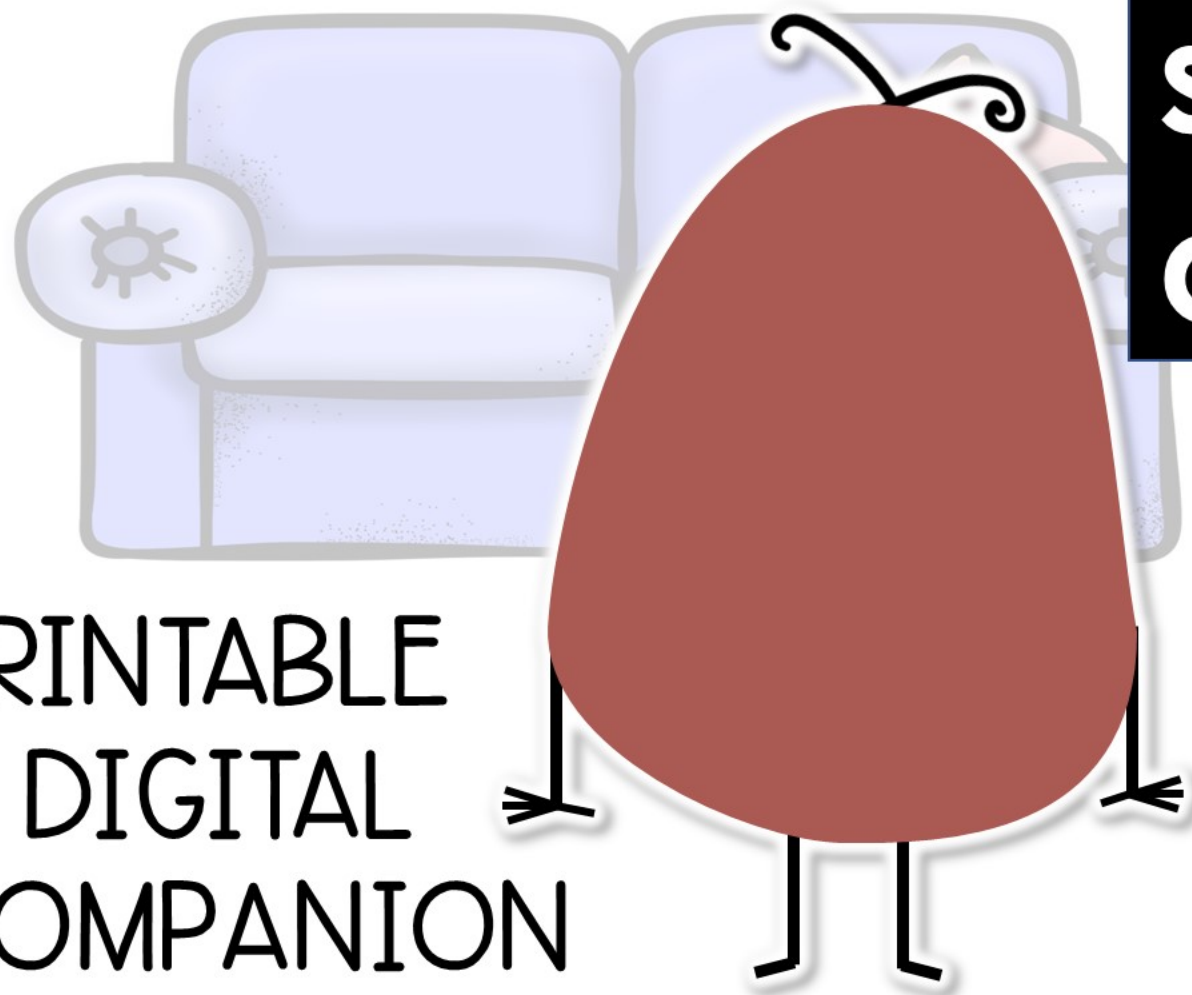


THE COUGH POTATO



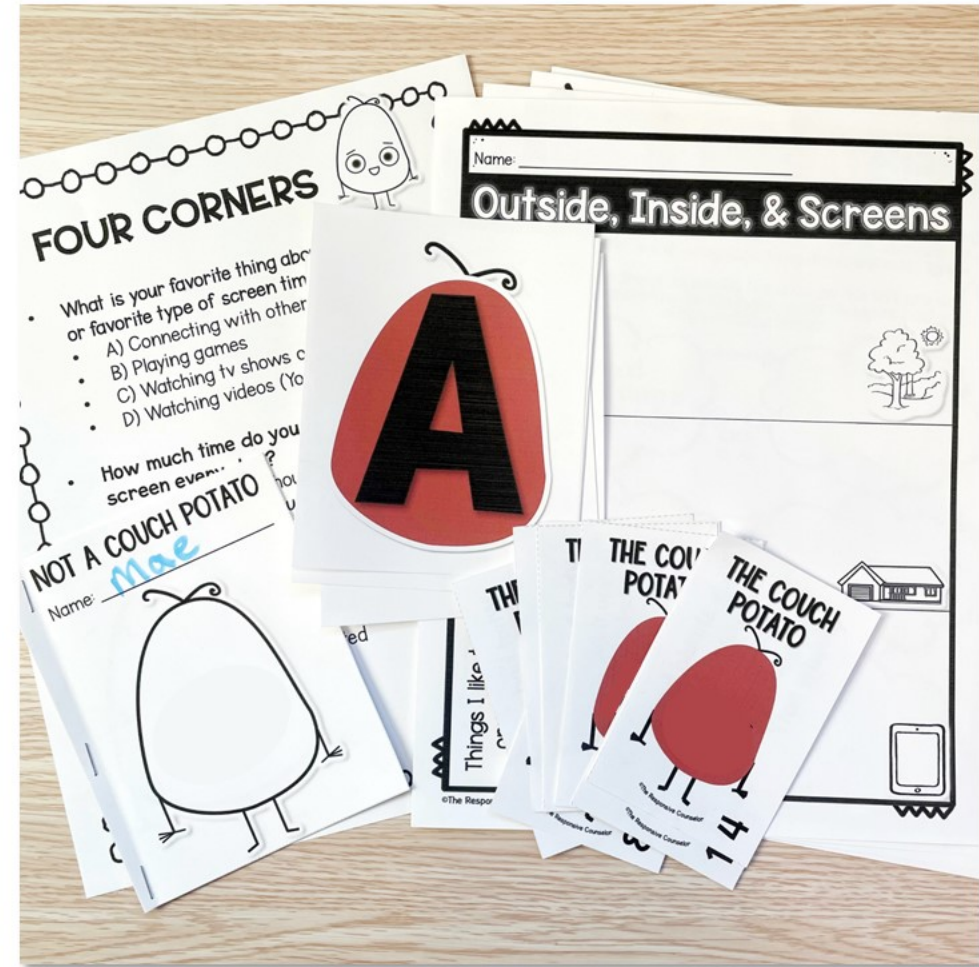
PRINTABLE
+ DIGITAL
COMPANION

social emotional
activities

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

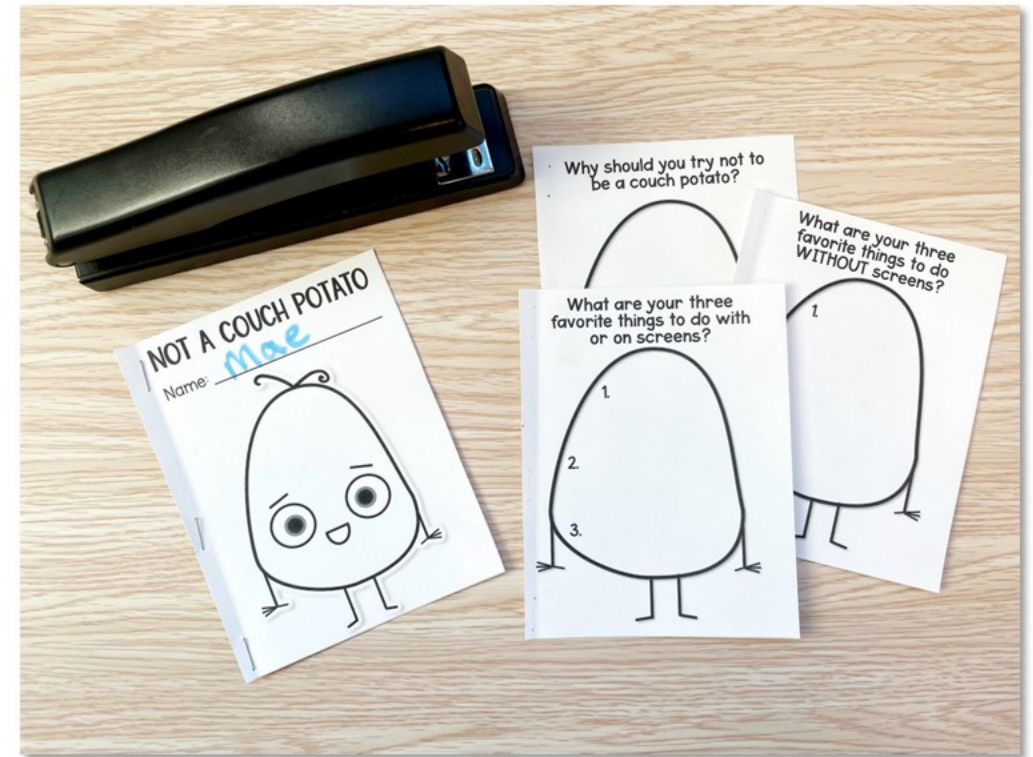
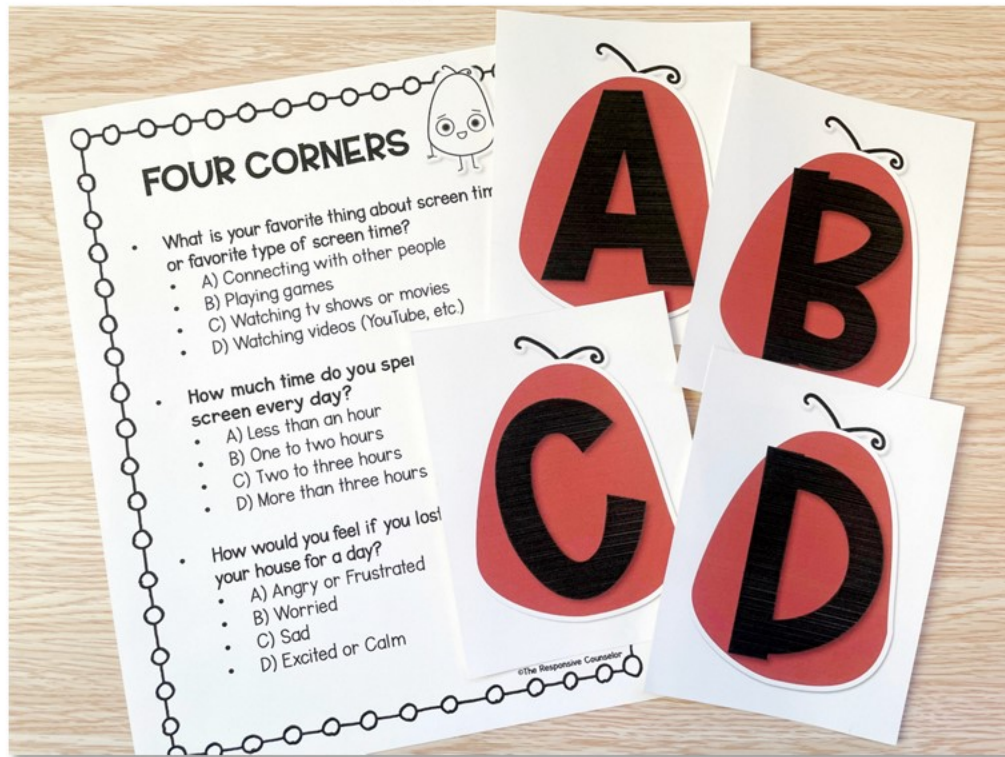
notes to the counselor/teacher

- This 30-45 minute lesson on stepping out of our comfort zone and spending time screen free 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

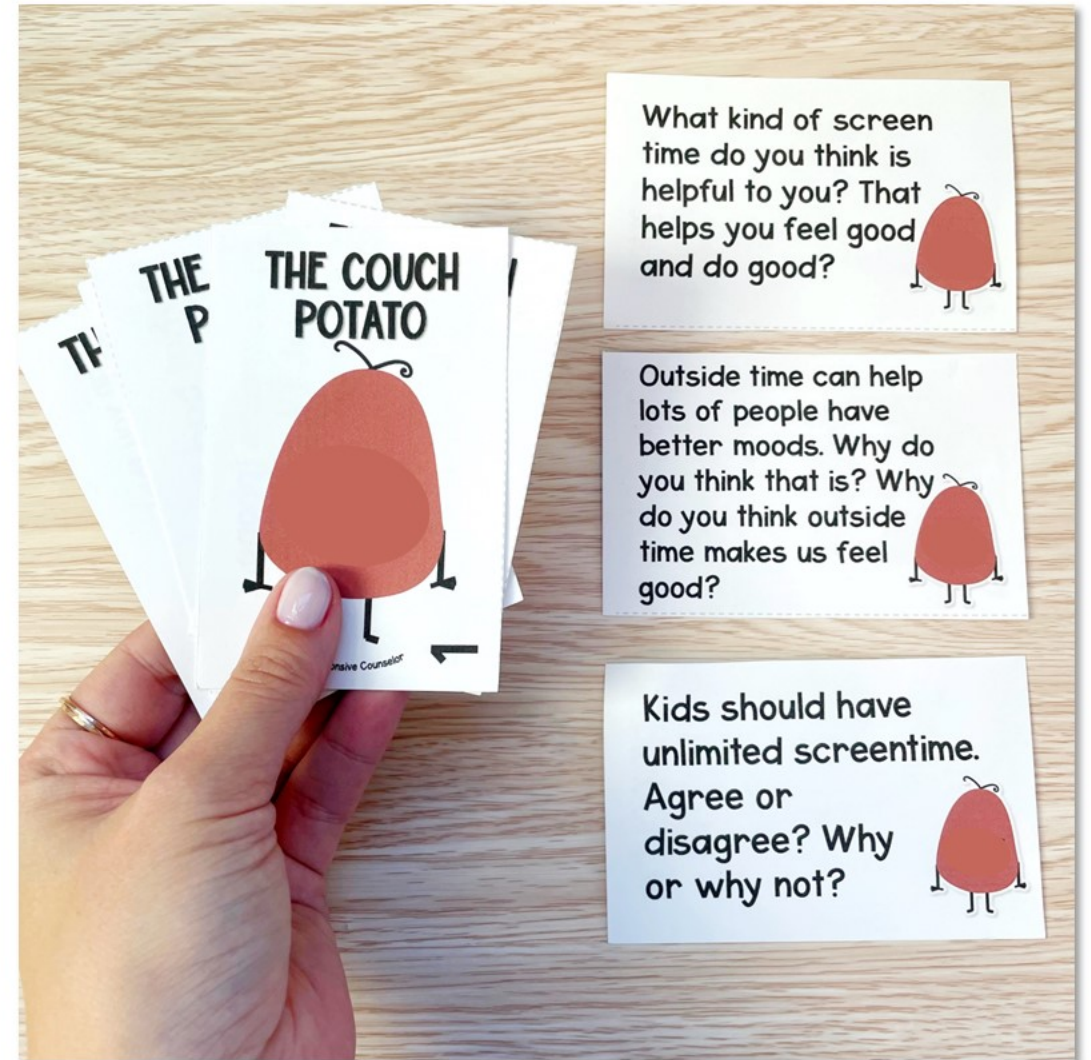
Opening hook to get students moving, activate their brains to the main ideas in the story, and begin connecting it to themselves



Mini-book potato 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)

Name: _____

Outside, Inside, & Screens

Things I like to do (or want to try doing) OUTSIDE

Things I like to do (or want to try doing) INSIDE, WITHOUT A SCREEN

Things I like to do on a SCREEN

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Name: _____

Beautiful Outdoors

Draw a picture of yourself outside focusing on the beautiful world around you and not thinking about or worrying about anything else.

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Name: _____

TALKING TO MYSELF

The potato used to think being comfortable and having tons of screentime was super important. Then he changed his mind! He started thinking something different in his brain.

Look at the thoughts below. The ones on the left are not-so-helpful-and-true. On the right, write thoughts that you think would be better.

The most important thing is to be comfortable.

Screentime is the most fun thing there is to do at home.

Doing the same thing over and over is better than trying something new.

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Name: _____

What Kind of Potato Are You?

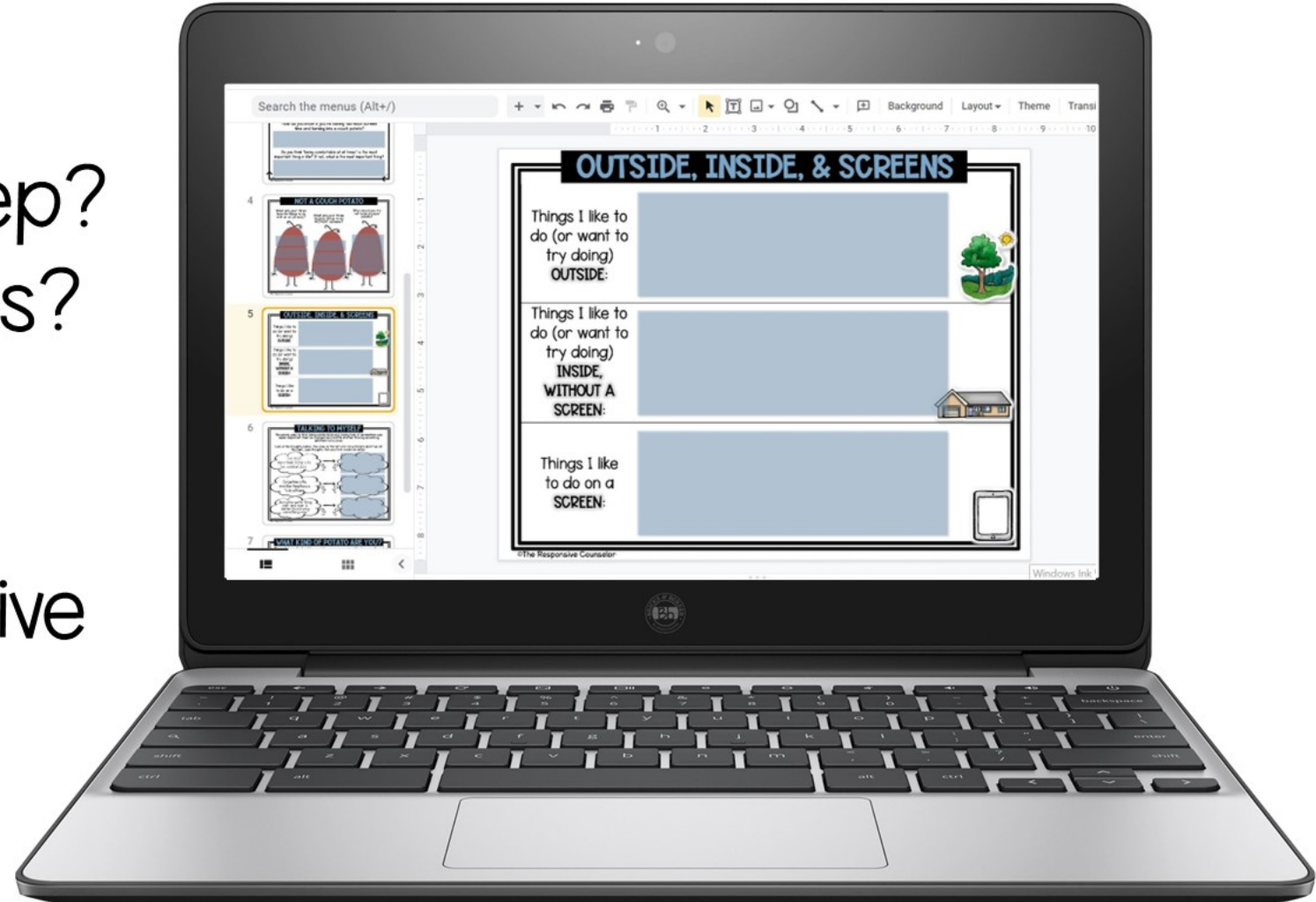
The potato in the book learned he was an amusing (that means funny) potato, a smart potato, a kind potato, an entertaining potato, and a sit-on-a-hill-and-watch-the-sunset potato.

What kind of potato are you? Write some words in and around the potato and decorate the potato to show who YOU are!

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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 COOL BEAN

MATERIALS: The Cool Bean by [unclear]

OBJECTIVES: Students identify their own personal definition of "cool" and believe that staying true to themselves is important.

CASEL DOMAINS: Self-Awareness, Social-Awareness

OUTLINE:

Intro: Four Corners

- Ask students to stand in a room for each corner as you read the story. Students respond to the question or move to the corner that best describes them.
- See attached worksheet.
- Read and discuss the story.

reading):

- 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...

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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-bean"? (explain the bean)
 - The bean said it was "everything" when a cool bean helped him 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 make him feel 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 few questions): write name on the front then answer the questions on the back. 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 reads a card, another chooses one and reads the answer. 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 a Cool Bean" while walking around the circle then number 1-8. Whichever student is standing when the teacher says "Pick a Card" picks up the card and either reads it or volunteers to read. Volunteers answer. Repeat until all questions have been answered.

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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.

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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:

