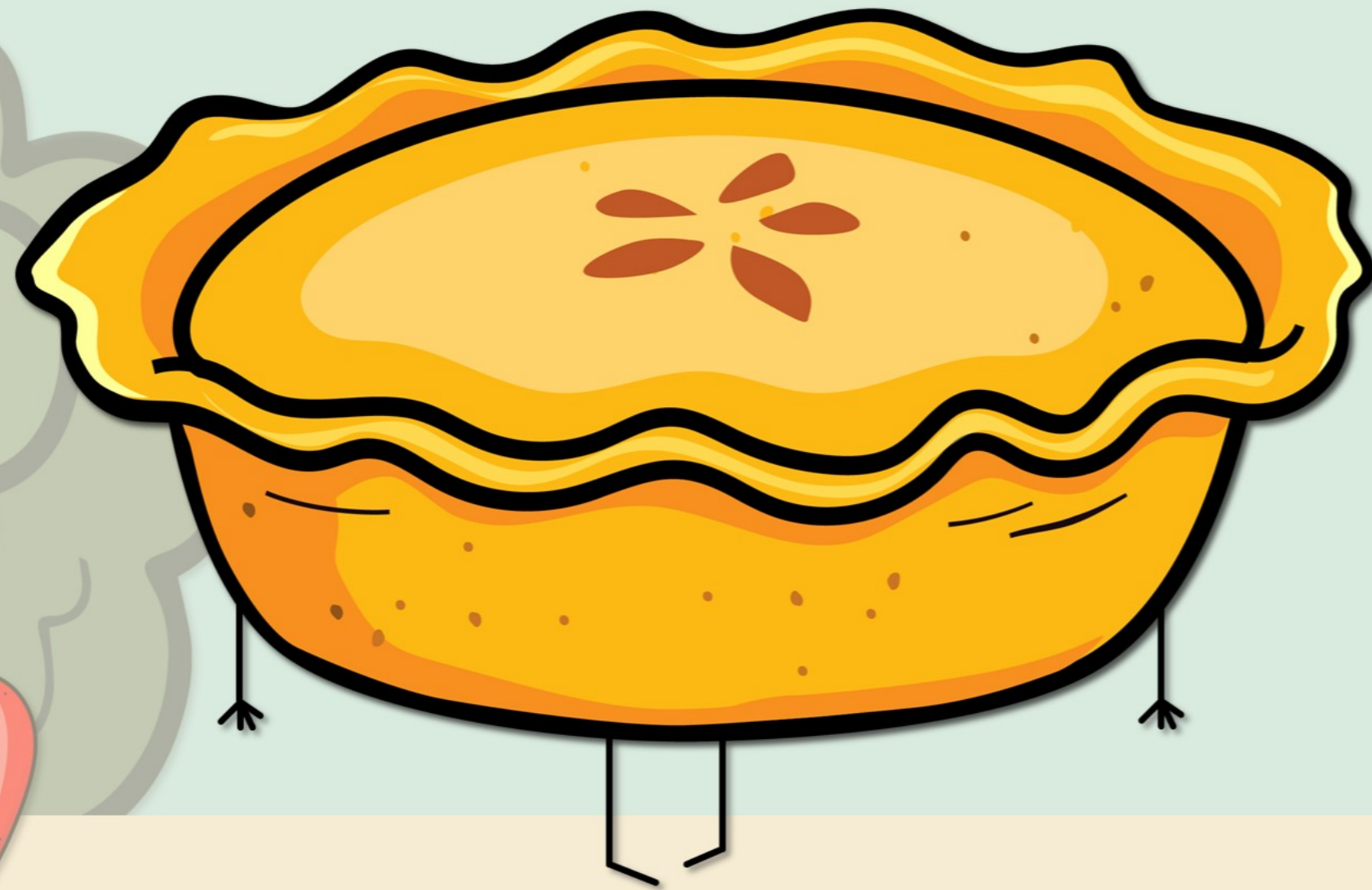


# THE HUMBLE PIE



## social emotional activities

- interactive
- engaging
- created for 2<sup>nd</sup>-5<sup>th</sup>

**printable + digital companion**

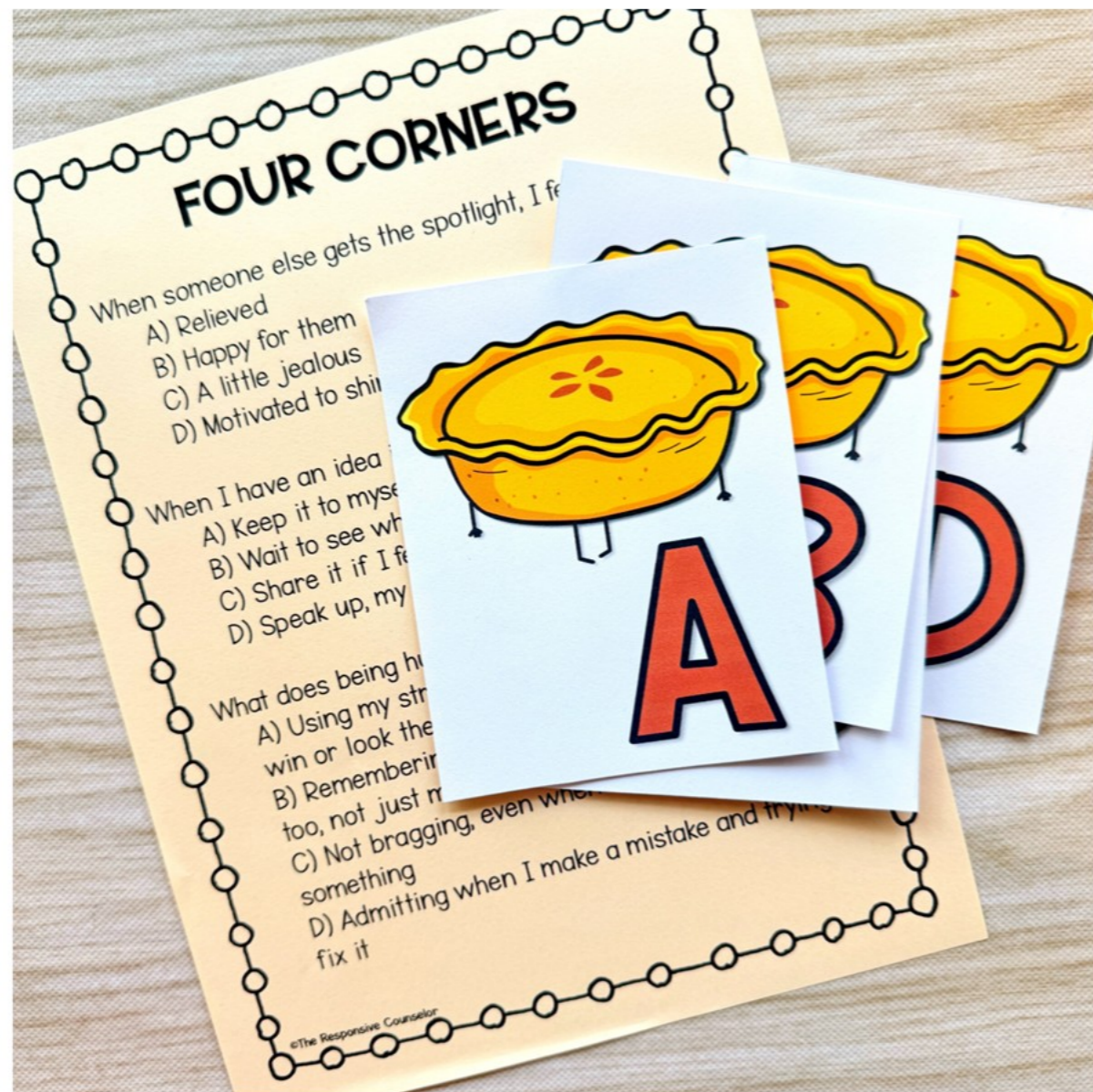
# notes to the counselor/teacher

- This 30-45 minute lesson on being assertive and humble 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 pie 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

5 worksheets for students to more independently express themselves and practice being assertive and recognizing strengths



Name: \_\_\_\_\_

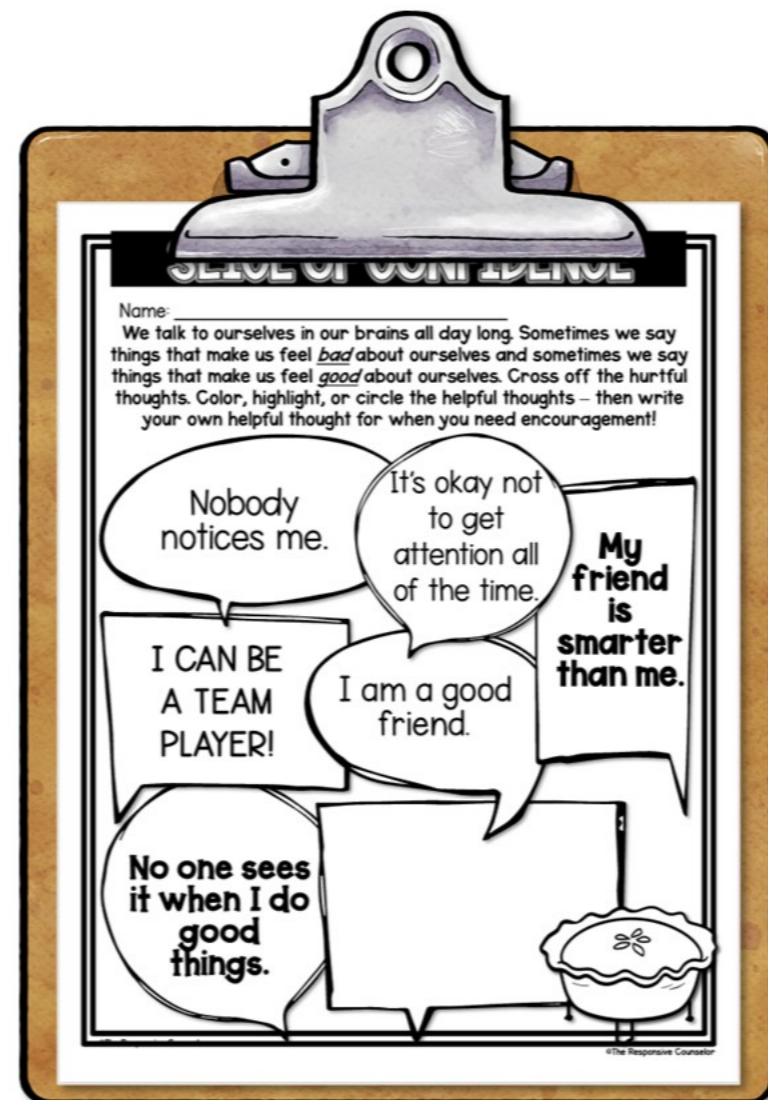
## What are your TALENTS?

Create an acrostic poem about your "layers of talent" using the letters below to start each word or sentence.

T
A
L
E
N
T
S



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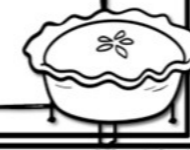


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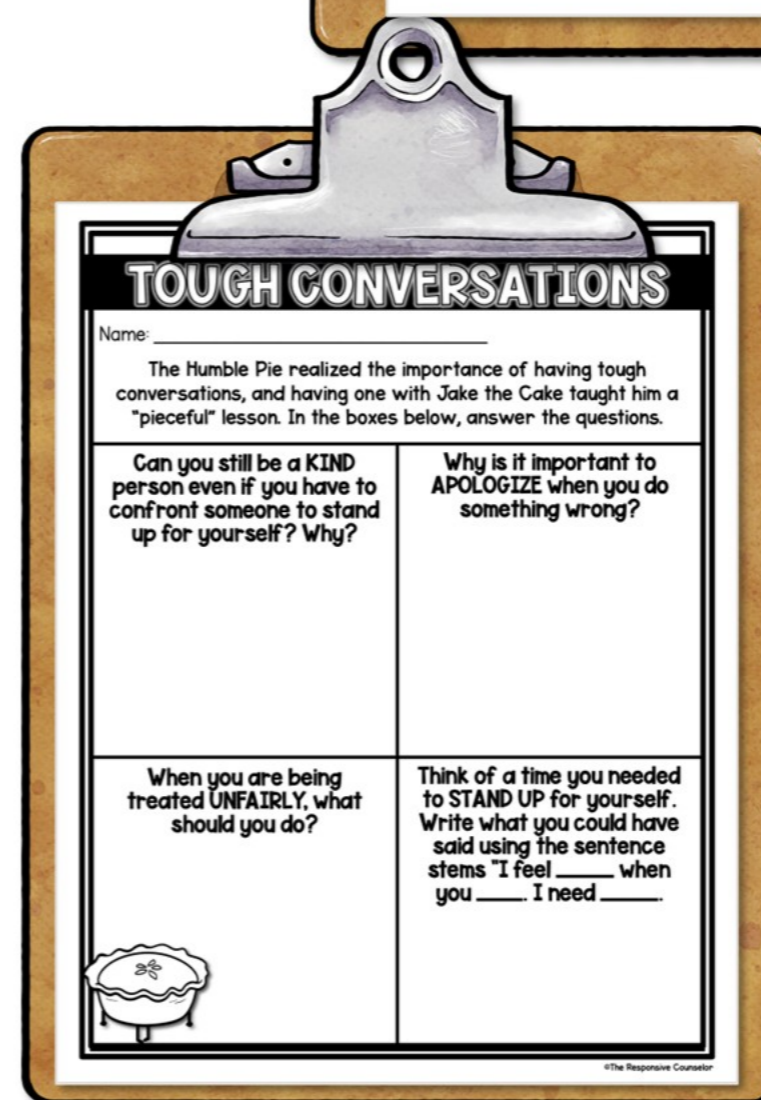
## SLICE OF CONFIDENCE

We talk to ourselves in our brains all day long. Sometimes we say things that make us feel bad about ourselves and sometimes we say things that make us feel good about ourselves. Cross off the hurtful thoughts. Color, highlight, or circle the helpful thoughts – then write your own helpful thought for when you need encouragement!

Nobody notices me.	It's okay not to get attention all of the time.	My friend is smarter than me.
I CAN BE A TEAM PLAYER!	I am a good friend.	
No one sees it when I do good things.		



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Name: \_\_\_\_\_

## TOUGH CONVERSATIONS

The Humble Pie realized the importance of having tough conversations, and having one with Jake the Cake taught him a "pieciful" lesson. In the boxes below, answer the questions.

Can you still be a <b>KIND</b> person even if you have to confront someone to stand up for yourself? Why?	Why is it important to <b>APOLOGIZE</b> when you do something wrong?
When you are being treated <b>UNFAIRLY</b> , what should you do?	Think of a time you needed to <b>STAND UP</b> for yourself. Write what you could have said using the sentence stems "I feel _____ when you _____ I need _____."



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Name: \_\_\_\_\_

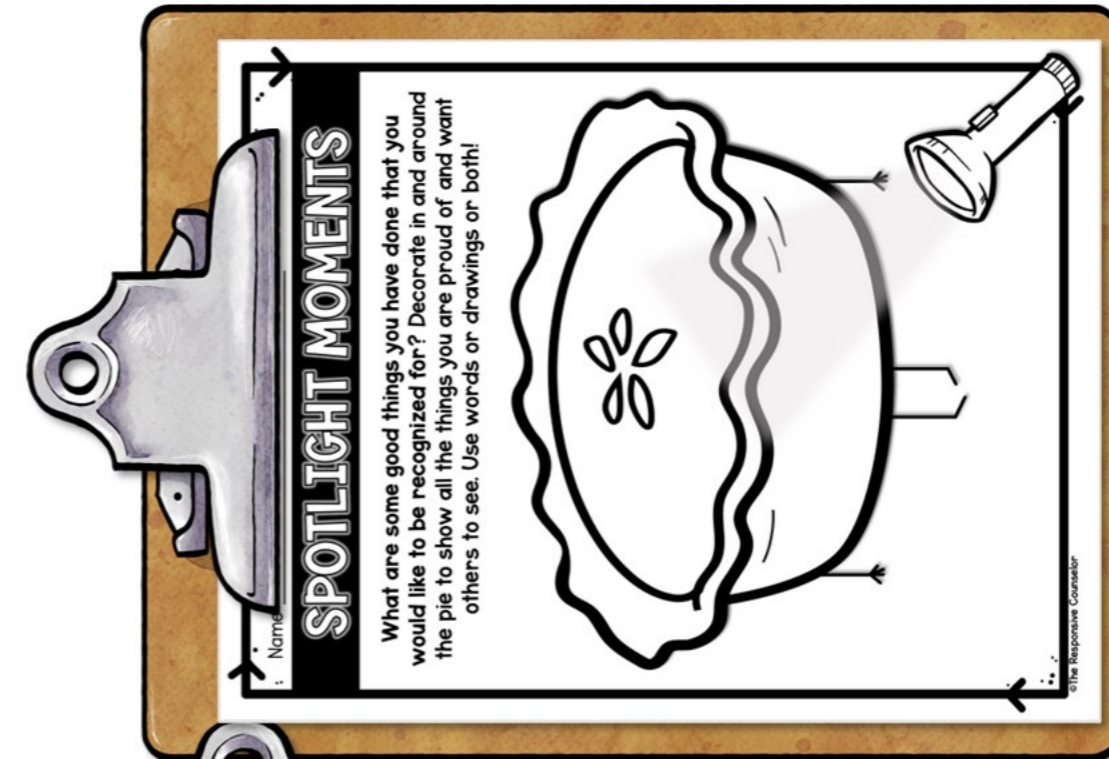
## HUMBLE PIE MOMENTS

The Humble Pie teaches us that it's okay to have tough conversations, ask for help, and make sure others treat us with respect! Write how you can be like The Humble Pie in these tricky situations.

A friend always decides what game to play at recess.	
Your group member took all of the credit for the group project.	
You feel overwhelmed and need help with a math problem.	
A friend made fun of your shoes in front of the whole class.	



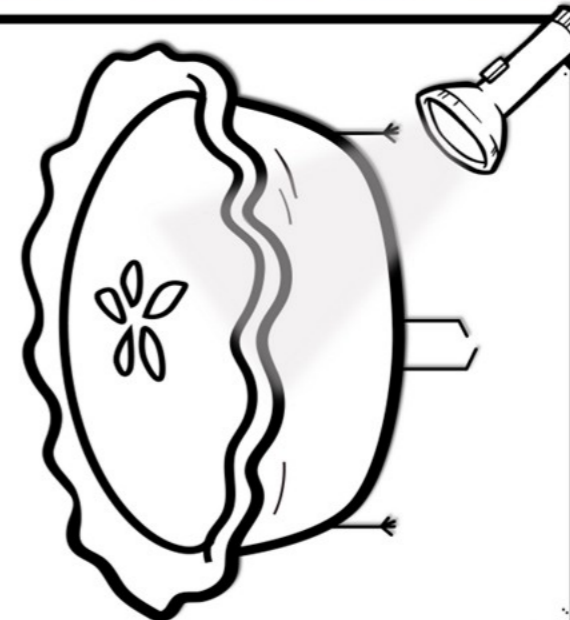
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Name: \_\_\_\_\_

## SPOTLIGHT MOMENTS

What are some good things you have done that you would like to be recognized for? Decorate in and around the pie to show all the things you are proud of and want others to see. Use words or drawings or both!

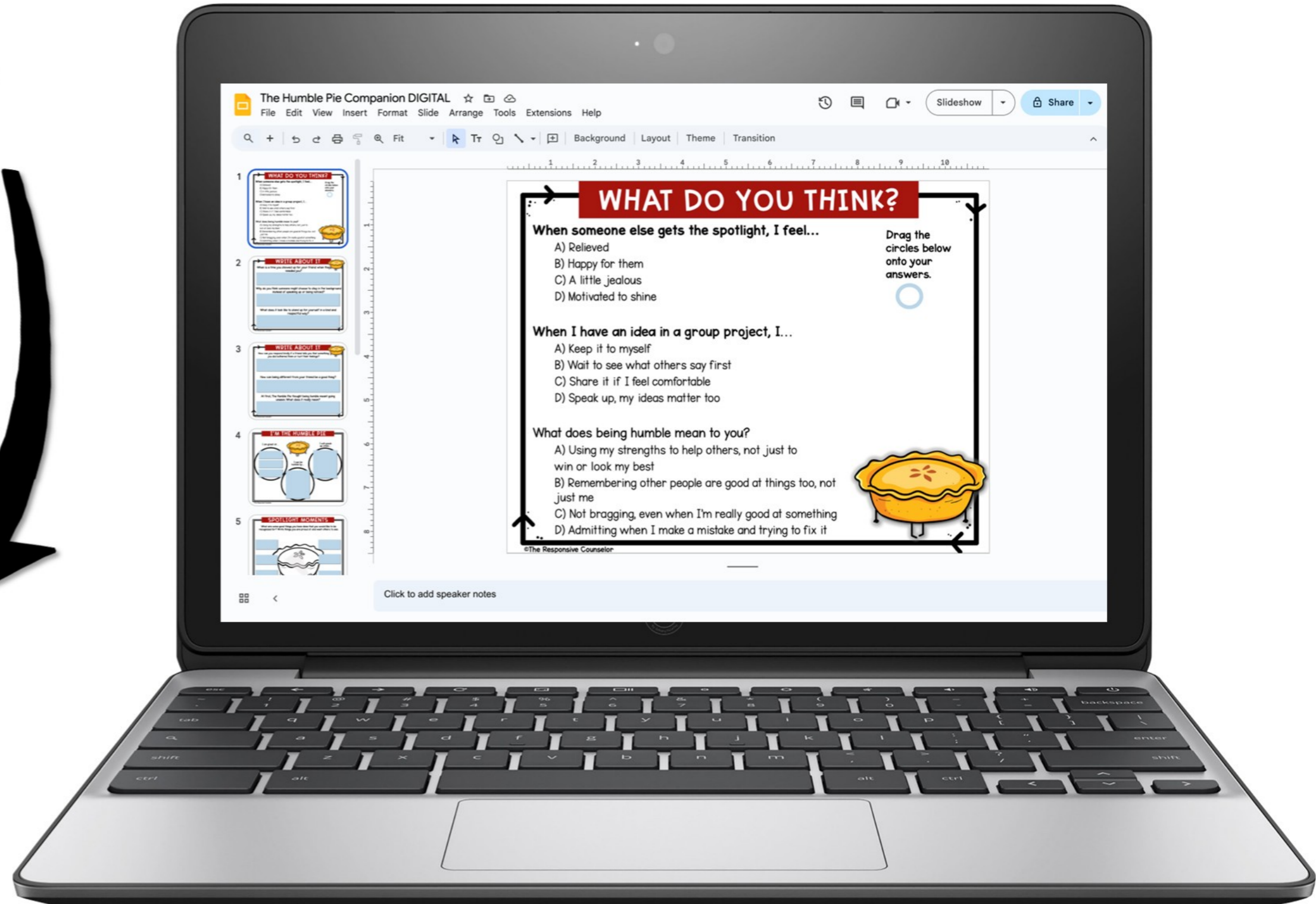


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# google slides™

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 HUMBLE PIE**

**OBJECTIVE(S):** Students will identify and practice being humble while also being assertive.

**MATERIALS:** *The Humble Pie* by Jory John, mini-book, worksheets, discussion/task pie cards, "pick a card" jobs board

**OUTLINE:**

**Intro:** Four Corners

- Ask students to stand in a room for each of the answers as you read the answer. Students respond by moving to the answer choice. They can move back to a corner if *there are no right or wrong answers*.
- See attached page for directions.

**Read and discuss *The Humble Pie* (after reading):**

- Think about the ways Jake the Cake handled the beginning of the story. What makes Jake the Cake special?
- The Humble Pie describes Jake the Cake. Does Jake the Cake handle the other? Is it okay for Jake the Cake to handle the other? What would you handle?

**CASEL DOMAINS:** Self-Management; Self-Awareness

**OUTLINE (CONTINUED):**

**Read and discuss *The Humble Pie* (after reading):**

- What does *The Humble Pie* mean to you?
- Why do you think Jake the Cake might happen if he tells Jake the Cake?
- Do you agree with Jake the Cake and be in the spotlight?
- Turn to a partner and tell them what makes them special?

Students complete the craftivity of questions: Write name on the page(s). After cutting out the pie cards.

Students complete one or more of the following:

**Discussion questions:**

- Print multiple sets. Students stand in small groups to answer.
- Whole group: Students choose a card, another chooses a card, another chooses a card. Continue until all cards are used.
- Alternative option if students are shy: Stand in a circle. Place a card on the floor. All together, read the card. All together, answer the question. All together, pick a number 1-8. Walk around the circle. The student who picks up the card you to read. Volunteer to read. Continue 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 cards 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.



**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!

**Education** BA. 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

Let's Connect:

