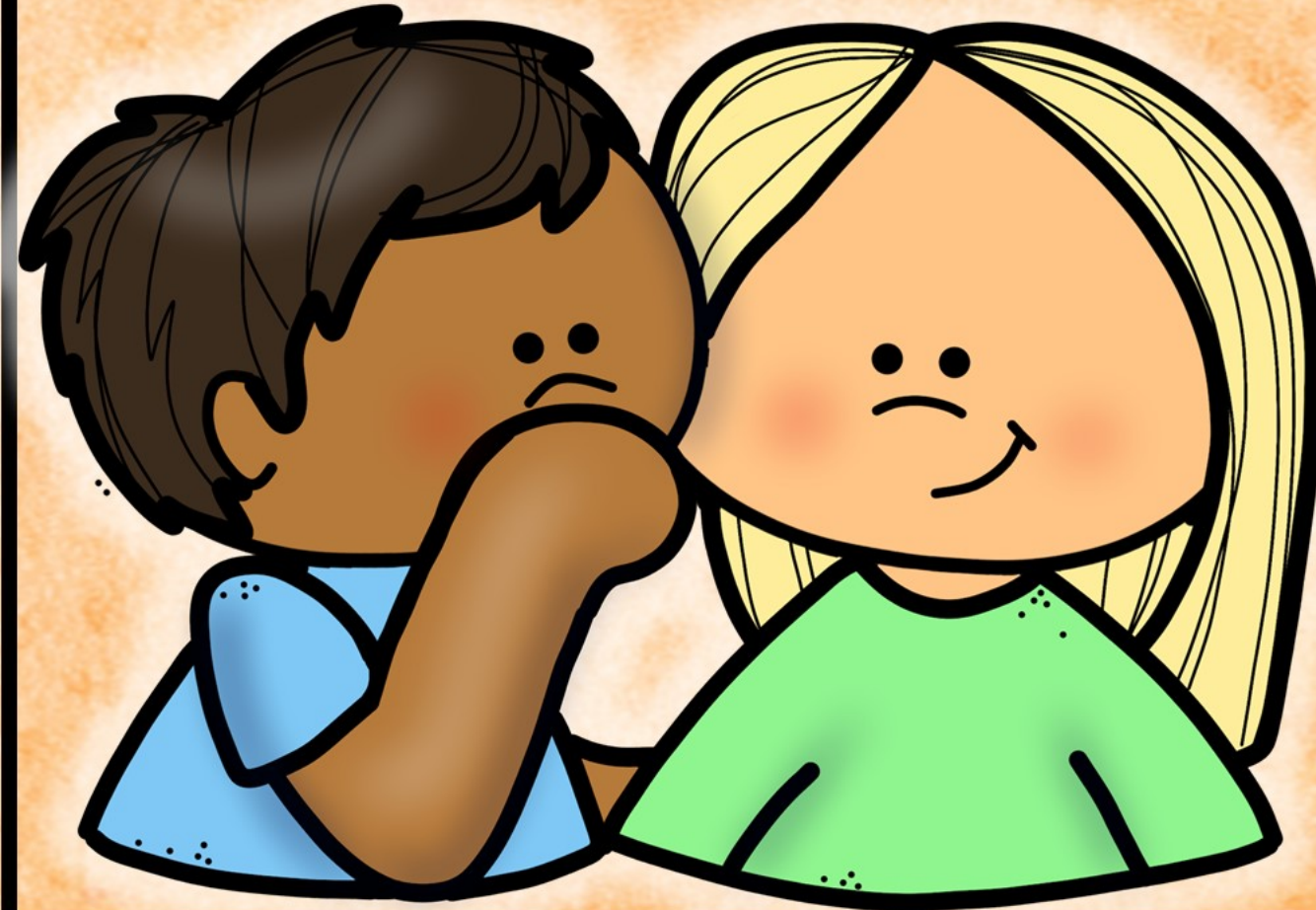


# GOSSIP & RUMORS



RUMOR HAS IT

MR. PEABODY'S  
APPLES

WHAT JAMES SAID

**standalone lesson or  
book companion**



# notes to the counselor

- This lesson can be completed as a book companion OR it can be used as a standalone lesson.
  - Book companion questions are included for Rumor Has It, Mr. Peabody's Apples, and What James Said
- It includes both a printable version as well as a digital (Google Slides™) version

# GOSSIP AND RUMORS

**OBJECTIVE(S):** Students will identify the negative consequences of gossip and rumors and will practice determining what to do in those situations.

**MATERIALS:** Mentor text, task cards, fan-and-pick boards (optional), scoot/scatter sheets (optional)

**ASCA MINDSETS/BEHAVIORS:**

Supportive  
er students:  
ecision-  
onsibility

**CASEL DOMAINS:** Relationships

**Skills:** D

## OUTLINE (CONTINUED)

- Read and Discuss Rumor Has It (think aloud/ask these questions while reading):
- (pg. 4) What does that mean? How can a rumor someone thinks, feels, or acts? (eg. What if s in their brain that said someone was talking they weren't funny at all? How would son had that rumor in their mind?)
- (pg. 6) What does that mean to twist another example. Let's say the fact vacation to France this week. Twi something like Mya's parents an they're hiding in France.
- (pg. 7) What would it mean find out if it was real?
- (Pg. 11) What is this pict around quickly betwe
- (pg. 13) Why do you
- (pg. 15) Oh interest
- got caught up in
- made it fast fo

## OUTLINE (CONTINUED)

- (clock pg) At first she seemed mad. Now how is sl
- (art day pg) Uh oh. What did we just learn? What l
- What if James really had told everyone she thought perfect?
- She believed what someone else told her. Why? Why problem? What should she have done differently?
- Do you think James should have done anything differ
- What was the gossip/rumor in this story? Was it true spread?

OR

Read and Discuss Mr. Peabody's Apples (think aloud/ask these while reading):

- (pg. 11) What does Tommy think he saw happen?
- (pg. 13) Why was everyone so excited to spread the rum
- (pg. 18) Why did some people not wave and pretend they Mr. Peabody?
- (pg. 27) Why does Mr. Peabody ask Tommy to feathers? What does he mean when represents a person in
- What was the

# ASCA and CASEL aligned lesson plan



## PICK-A-CARD

- Print and cut enough copies of the cards and job boards for each group to have a set. Students work in groups of 4.
- If a group of 3 is needed, they will 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, or answers with what they would do."
  - Person B picks a card and reads the scenario aloud.
  - Person D responds to Person C's answer with "I because..." or "I disagree because..." or they can Person C's answer.
- Put used question card in a discard pile.
- Rotate the jobs board (so everyone has a new job all questions have been answered or time is up).

## MIX-PAIR-SHARE

- Play some sort of music or just instruct the around the room (smiling and dancing ok by
- Stop the music or call out "pair up". Student person (model that this doesn't mean the person!).
- Students stand back to back. You read think time, then say "share".
  - If you are using the cards, projecting the card for student
- Students turn to face one another.
- Repeat! Students mix, partner ideas with each

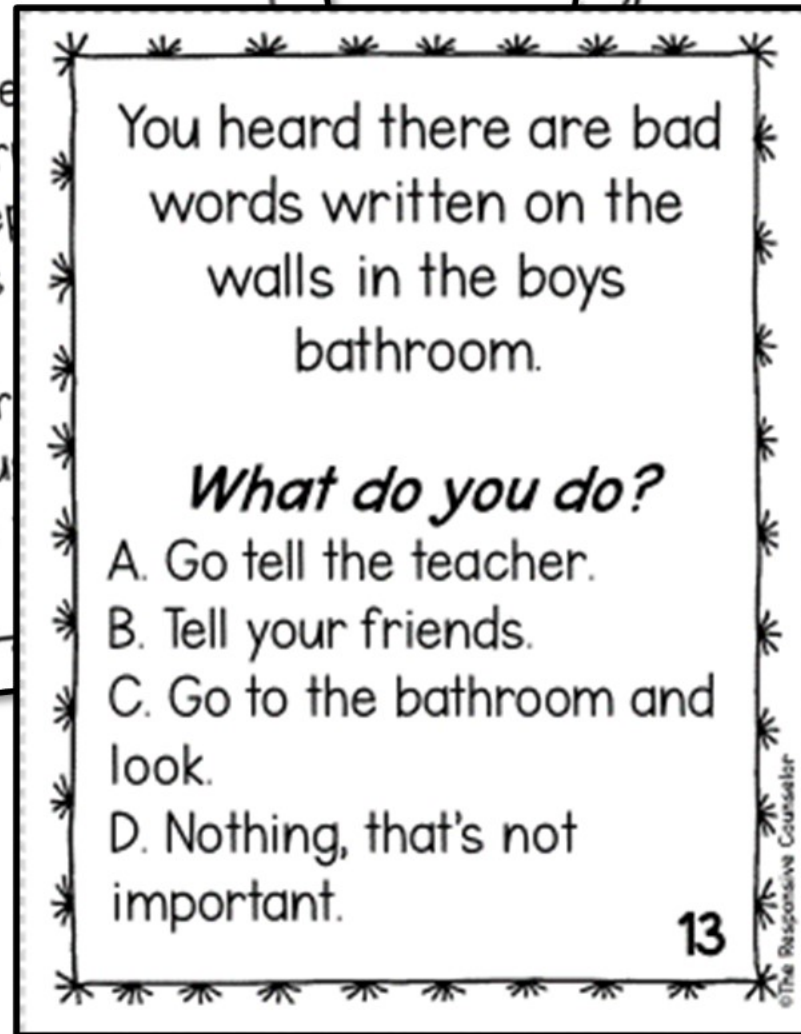
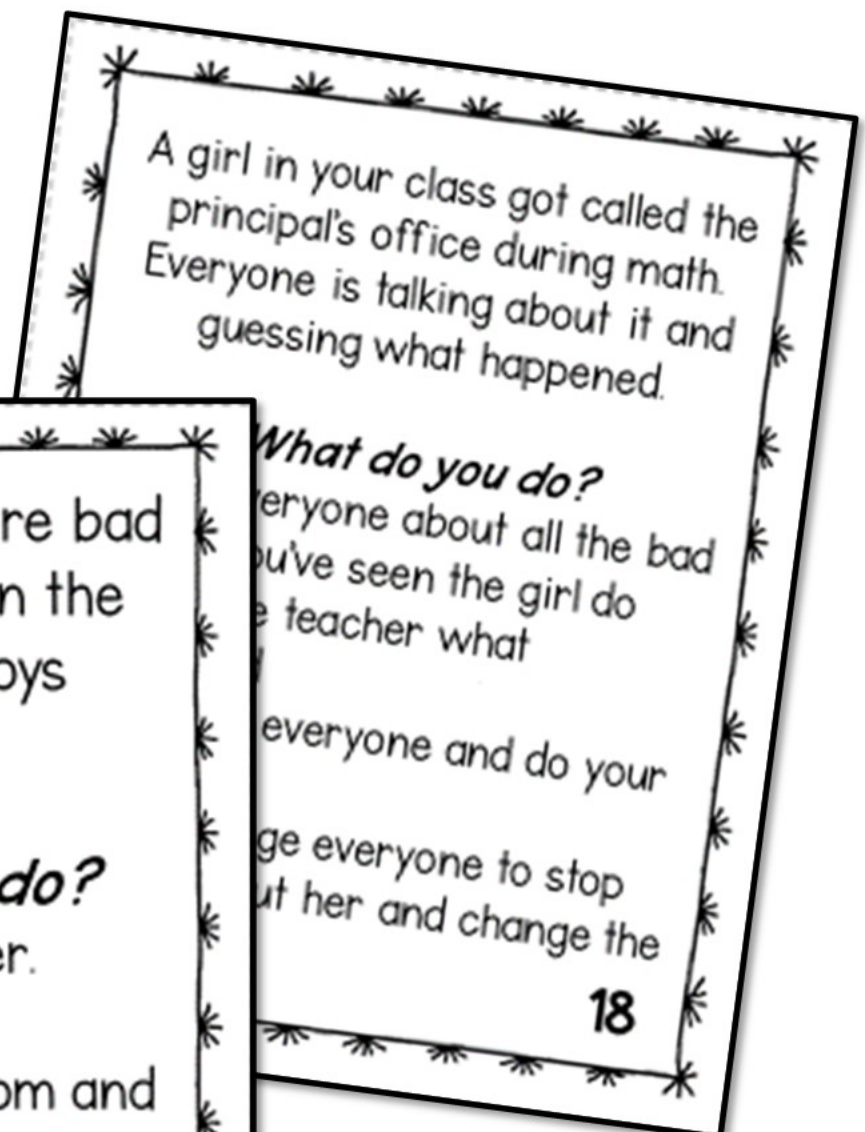
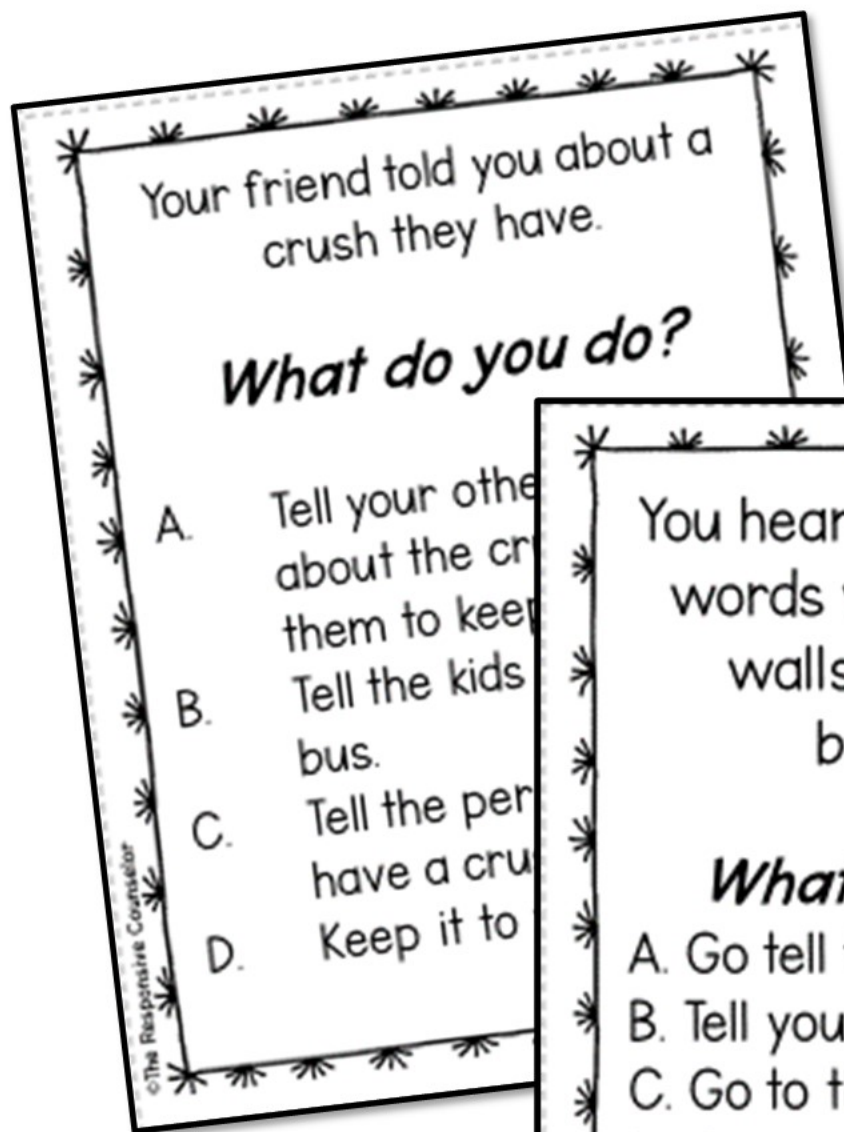
## SCATTER

- Students can work independently, but I believe pairs or trios are better. If working individually, print 3-4 sets of scenario cards. If working in pairs or trios, print 2-3 sets of cards. You will want to have about 5 more cards than you have pairs.
- Pairs are given numbered tracking sheets for writing their responses.
- Scenarios are all numbered. Consider writing the number for each on the back as well. If you use a highlighter, it won't show through.
- Scatter the scenarios on the floor (or on the rug).
- Pairs find places to work around the room. One partner goes to get a scenario card (any number) and brings it back to their workspace. Partners read it and discuss what they would do and write their response on their tracking sheet. Then one partner returns it back to the floor, grab a new one, and repeat. Encourage students to start at any random number! Explain to students that when they go to the rug to get new cards, they should be looking for card numbers they have not done yet.
- Pairs continue until time is up or they have all completed all 12 scenarios.
- Consider projecting the words of wisdom poster for them to keep in mind as they work.
- Suggested responses "answer" key included. You can use this if you want to quickly assess their answers.

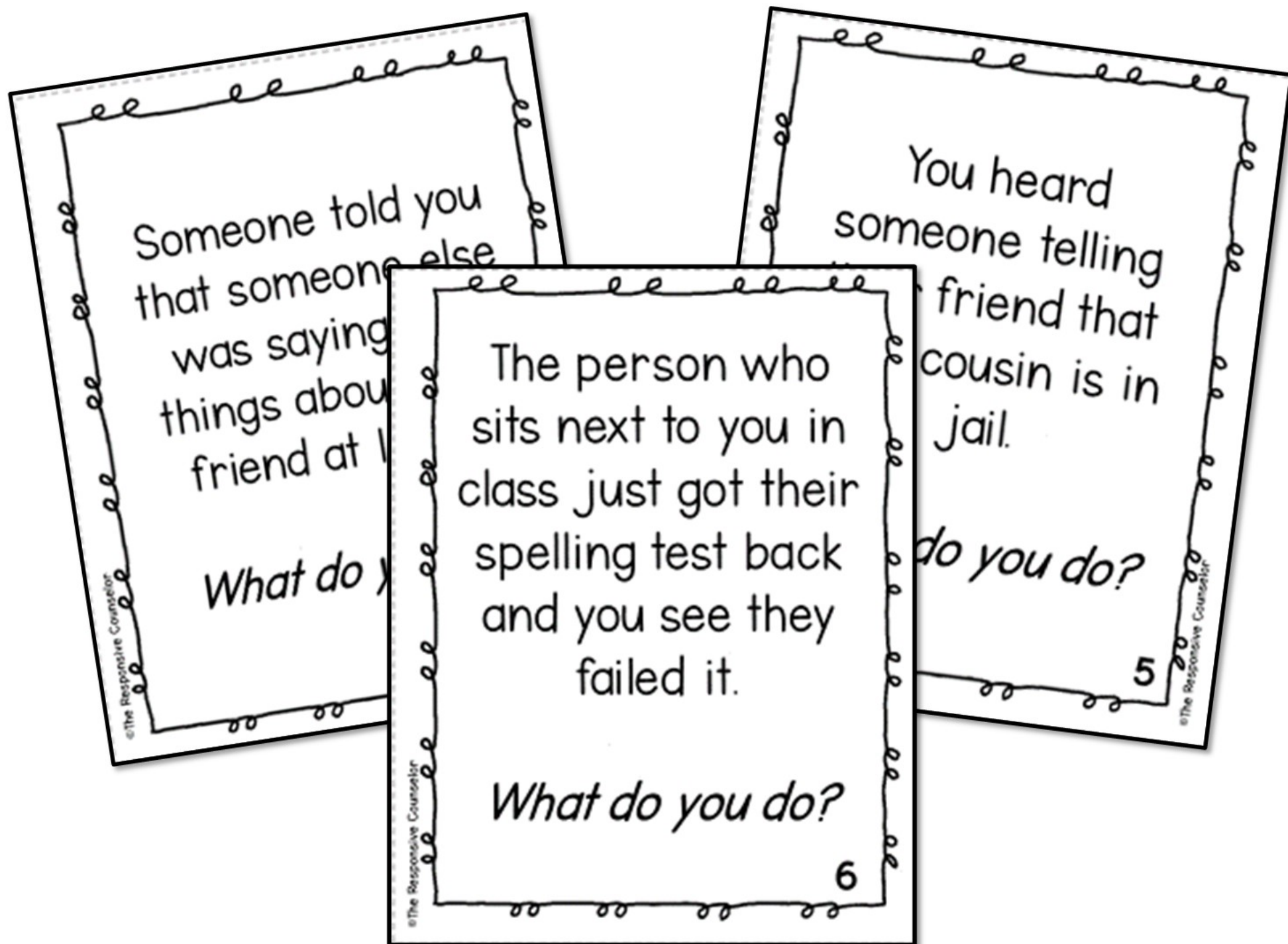
©The Responsive Counselor

**directions for three  
different cooperative  
learning activities using  
the scenario cards**





**20 scenario cards in multiple choice and open ended format**



**20 scenario cards in  
multiple choice and  
open ended format**



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

Pick one question to answer, then circle it and answer it.

- 1. What are some things you can talk about besides other people?*
- 2. Why is it better to mind your own business?*

©The Responsive Counselor

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

*The situation:*


*What do you do?*

©The Responsive Counselor

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

Read the sentences below. Which one is the most important to you? Underline or circle it. On the back, explain what it means. Use an example if that helps.

- 1. If you didn't hear it with your own ears or see it with your own eyes, don't believe it.*
- 2. If it's not your business, don't talk about it.*



©The Responsive Counselor

# 3 exit ticket options

I've ever heard someone talking about someone else behind their back, in person or on the phone or through messages.

☐ YES ☐ NOT SURE ☒ NO

*Drag and drop the check mark*

Someone has said things about me that weren't true.

☐ YES ☐ NOT SURE ☒ NO

**digital lesson includes 5  
personal experience  
prompts**



## WHAT IS GOSSIP?

Gossip is anytime one or more people is talking about someone else when they are not there.

It might be true, it might not be true.



**EXAMPLE**

Marley texted Mason she heard Donovan is failing math.

## WHAT ARE RUMORS?

**EXAMPLE**

Tyson told Mya the city library caught on fire, even though he doesn't know for sure.



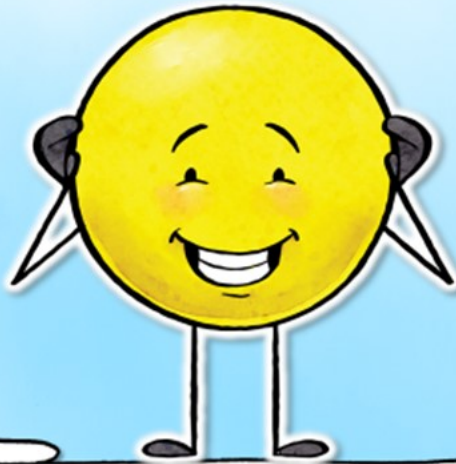
Rumors are information or stories that people share or repeat without knowing whether or not they are true.

**plus a mini-lesson**



# RULE #1

Did you see it with your own eyes  
or hear it with your own ears?

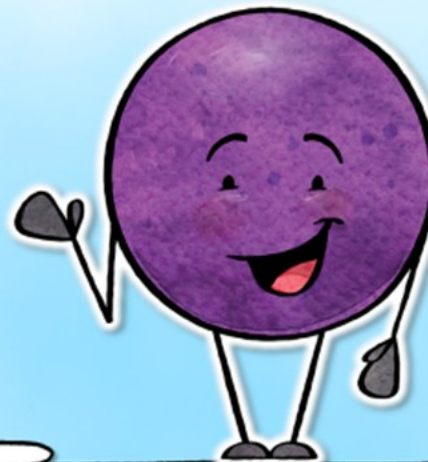


**If the answer is  
NO, don't say it  
or repeat it!**

©The Responsive Classroom

# RULE #2

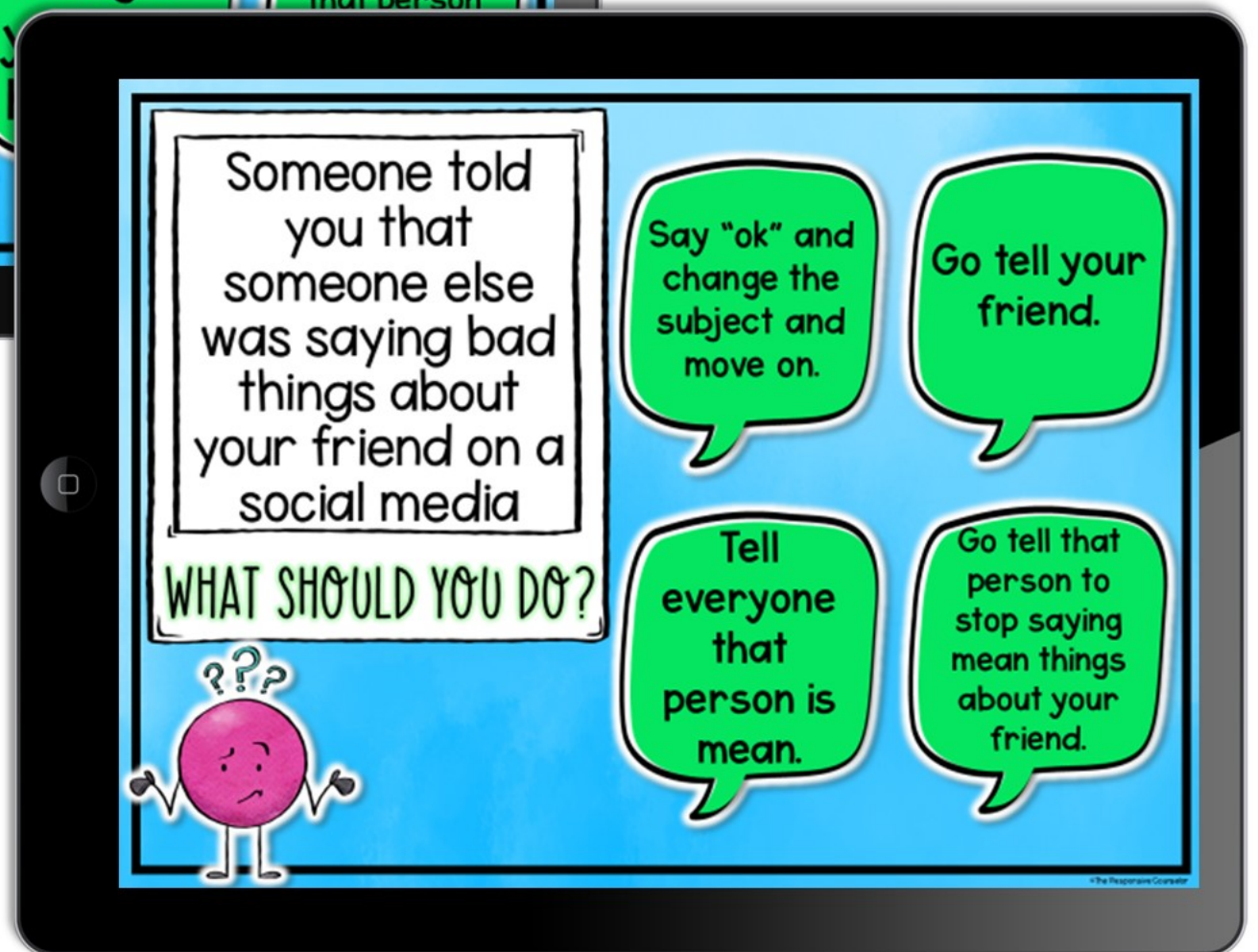
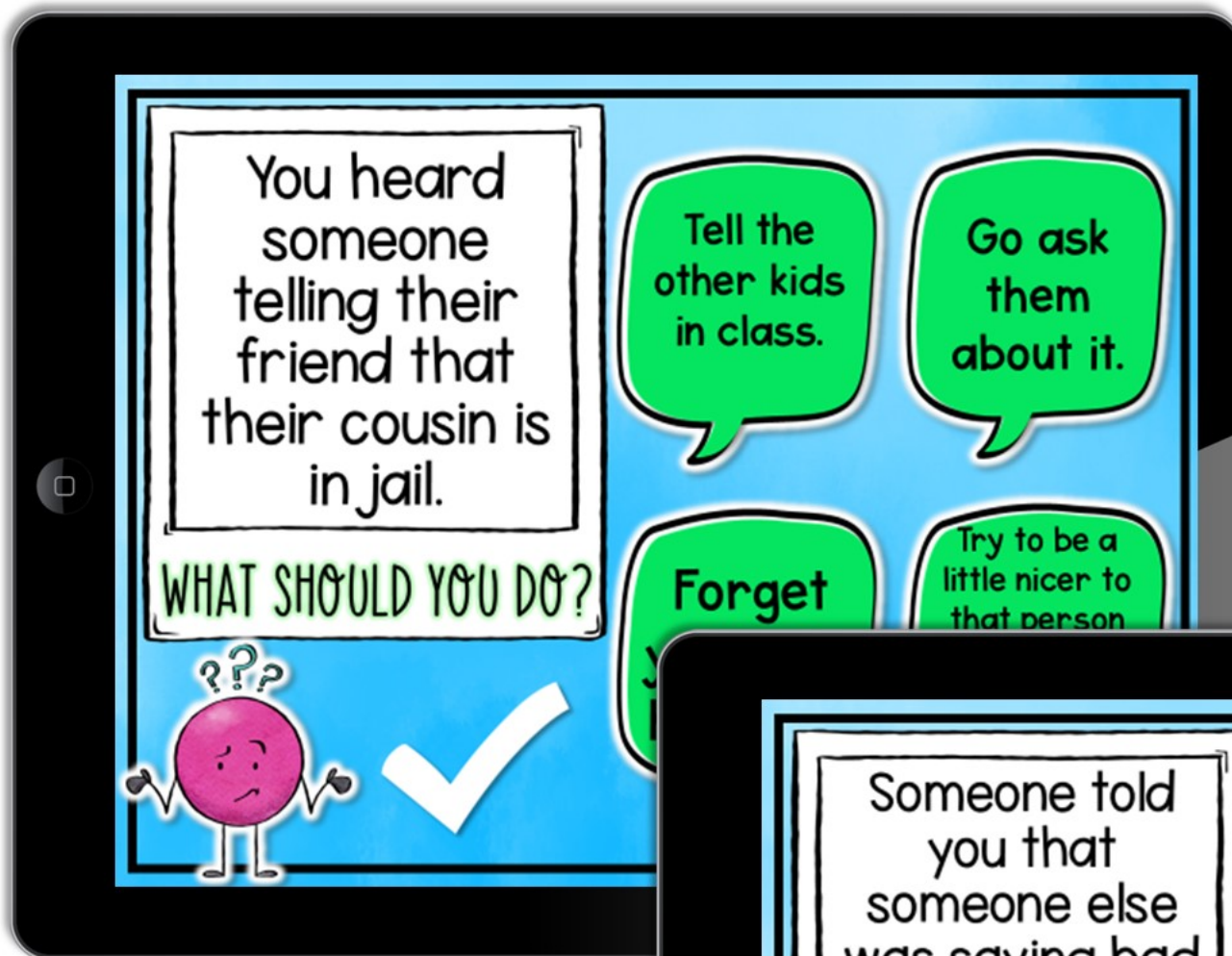
Is it your business? Is it about you?  
Is it your information to share?



**If the answer is  
NO, don't say it  
or repeat it!**

©The Responsive Classroom





**digital lesson includes 16 scenarios**





TAP THIS BOX AND  
DELETE AD  
BACKSPACE  
REVEAL TH

The answer is...

Keep it to  
yourself.

That is their family's private business.



**each scenario is followed  
by a “reveal the answer”  
and brief explanation slide**



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.



## Education

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!

Let's  
Connect:

