Counselor Name: Karen Ward
Title of Lesson: Hey, Little Ant
School: TUSD Counseling Dept.
Quarter: anytime

Audience: Classroom  Small Group
Level: Primary (K-2)  Intermediate (3-5)
Target Grade: 1st

COUNSELING STANDARDS

ACADEMIC
1. Acquire knowledge and skills that contribute to effective learning in school and throughout life. ☐
2. Complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college. ☐
3. Understand the relationship of academics to life at home, in the community and the world of work. ☐

CAREER
4. Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. ☐
5. Employ strategies to achieve future career success and satisfaction. ☐
6. Understand the relationships between personal qualities, education, training and the world of work. ☐

PERSONAL/SOCIAL
7. Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others. ☐
8. Make decisions, set goals, and take necessary action to achieve established goals. ☐
9. Understand safety and survival skills. ☐

COUNSELING COMPETENCY(IES)
Recognize, accept, respect and appreciate individual differences. Describe how behavior influences the feelings and actions of others.

STATE STANDARDS:
Reading P.O. Describe characters (e.g., traits, roles, similarities) within a literary selection, heard or read.
Writing P.O.
Math P.O.

MATERIALS/RESOURCES:
The book Hey, Little Ant, by Phillip and Hannah Hoose.

ACTIVITY:
Read, Hey, Little Ant. Each page of this story can be sung. The music and words are in the back of the book. Revisit the story by teaching students the song and having them sing the words as you show the pictures. Ask students who the characters are in the story. On a chart have students list the ways these characters are alike and different. Who is the bully in this story? Why is this character a bully and what can be done about the bullying? How do you think the ant feels? Chart their ideas. Who does the ant represent? What can victims of bullies do to take care
of themselves? Teach students to talk, walk or tell when they are bullied. You may need to spend some time explaining the difference between telling and tattling. Pass out the work sheet, What would you want me to do? Have students write one sentence in each body part saying what they can do when they are bullied or when they see someone else being bullied. As a follow up lesson have students write or draw a positive ending to the story.

**EVALUATION:**
**Pretest/Postest:** Ask the question, what is a bully?

**How did the student change as a result of this lesson?** Students will have an awareness of bullying behavior and strategies to use in bullying situations.

**Information/Comments/Follow-up:** Have students write or draw a positive ending to the story. Check their comments and drawings for information about that student. If need be, you can see the individual in your office at a later date.

Revised 10/11/2004
What would YOU want ME to do