Lesson Plan

Counselor Name: Beth Giachetti
Title of Lesson: "If Molly Lou Can, I Can, too!"
School: Corbett
Quarter: 1st
Audience: Classroom Small Group
Level: Primary (K-2) Intermediate (3-5)
Target Grade: 3rd

COUNSELING STANDARDS

ACADEMIC
1. Students will acquire attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
2. Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
3. Students will understand the relationship of academics to the world of work and to life at home and in the community.

CAREER
4. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
5. Students will employ strategies to achieve future career goals with success and satisfaction.
6. Students will understand the relationships between personal qualities, education, training and the world of work.

PERSONAL/SOCIAL
7. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
8. Students will make decisions, set goals, and take necessary action to achieve goals.
9. Students will understand safety and survival skills.

COUNSELING COMPETENCY(IES)
Describe positive characteristics about self as seen by self and others.

ARIZONA STANDARDS FOR:
Reading:
Writing:
Math:

MATERIALS/RESOURCES:
The book Stand Tall Molly Lou Mellon by Patty Lovell.
A large coffee can with a removable lid. (Use a can decorated with construction paper to look like Molly Lou. You might include yarn for her hair. Be sure to include her Buck Teeth!)
A jar of pennies.
ACTIVITY:
Introduce the book. Ask students if they remember reading a book called *The Little Engine That Could*. Have a small discussion about this book. What was it that the little engine kept repeating so he could go on and on? Tell students to keep thinking the phase, “I can”, while you are reading the book. Read the first page. What is grandma’s advice on the first page? Write the response on the board. Continue on this way until grandma is finished giving advice. When you are finished reading the book, ask students how Molly Lou was able to handle/cope with the first day of school. As you read the book again, students are going to pantomime each piece of advice given by the grandma. (You may have to define pantomime. When you get to believe in yourself, ask them to tell you the words you told them to remember at the beginning of the class. Now play the “I Can Game”. Students will say something positive that he/she can do. For example, academic likes, athletics, artistic, social, chores, etc. As each child comes to the front of the class to make his or her “I Can” statement, he/she will choose a penny and drop it in the “I Can.” If a student can’t think of something, help them out. (You might need to explain the difference between bragging and saying something good about yourself.)

EVALUATION:
Pretest/Postest:

How did the student change as a result of this lesson? Students will demonstrate that it is okay to say something nice about yourself.

Information/Comments/Follow-up: Be aware that in some cultures and families it may not be okay to say nice things about yourself because others may see it as bragging. You may find a few students who would get a lot out of a self-esteem support group.

REVISED 11/05/03