

CLASSROOM AND SMALL GROUP ACTIVITIES

FOR TEACHERS,
COUNSELORS, AND
OTHER HELPING
PROFESSIONALS

VOL. I

**Pre-K–12 &
Beyond**

Self

**Decision Making/
Problem Solving**

Tommie R. Radd, PhD

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Radd, T. R. (2014). ***Teaching and Counseling for Today's World Pre-K–12 & Beyond Second Edition*** Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-58-2

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Notes:

- Self -

THE ZOO GAME

Purpose: Help students learn more about their abilities.

Tell the students:

Today you can be in a zoo. I will give each of you the name of an animal. Then I will call you up and ask you to do one thing your animal can do. If you can do what I ask, please do it. If not, please do something else that you can do.

Proceed in the following way:

Give every student the name of an animal. Have them come up to you one at a time and say, "Let me be in the zoo."

Ask each one, "Can you _____?" Name some animal characteristic such as roar, jump, gallop, fly, do tricks, hop, and so on.

If the animal the student is supposed to be can do what you ask, the student answers, "Yes, I can do that. I'm a _____," and then performs the action.

If he or she cannot do the action suggested, the student is to "sell" an ability that he or she does have: "No, I cannot _____, but I can _____."

Either way, the student is accepted into the zoo. If the student cannot demonstrate anything, he is not included in the zoo until he does something. At the end, have a parade with everyone performing as the animal he or she is supposed to be.

Materials:

Animal names



- Self -

Notes:

A UNIQUE INDIVIDUAL

Purpose: Help students learn ways they are unique.

Tell the students:

Today we are to write our names in crayon and decorate it in a special way.

Discuss with the class group the uniqueness of each individual.

Instruct the students to fold a piece of white drawing paper in half, then unfold it and write their names in crayon on the folded line. The name is to be used as the basis for a design and can be made as colorful as possible.

Encourage the students to color heavily—the crayon buildup will create a glossy finish. The paper is then refolded and rubbed very hard or pressed with a warm iron to transfer the design to the opposite side of the paper. When it is opened and held vertically, an interesting design appears. The student may wish to add to the design in order to make it more interesting and colorful.

After the designs are completed, the students may wish to discuss their feelings about creating something uniquely their own.

Materials:

White drawing
paper
Crayons



Notes:

- Decision Making - - Problem Solving -

MAKING JUDGEMENTS

Purpose: Help students learn to evaluate what they hear and see before making judgments.

Tell the students:

Sometimes it is tempting to make judgments before evaluating all the information. This activity gives us practice learning ways to evaluate information before making a judgment.

Discuss with the class the need to evaluate what they hear and see in order to avoid making unfounded judgments.

Ask the students to do the following:

1. browse through books and magazines to find something fictitious (such as fantasy or exaggerated claims), pictures, or written materials.
2. present what they find in the example with the statement,
“I challenge this because _____.”
3. explain the reasons they find it unbelievable.

Give students who disagree with the reasons presented above the opportunity for a counter challenge if they can produce evidence that the material is, in fact, true.

Materials:

Books
Magazines
Internet ads
Other ad sources



Notes:

- Decision Making - Problem Solving

WHAT WOULD YOU DO?

Purpose: Help students learn to look at their own social characteristics and how they react to a given situation when alone or with other people.

Duplicate and distribute What Would You Do? activity sheet. Ask students to complete the activity sheet by filling in answers that apply to them.

What would you do if you were walking down the sidewalk by yourself and you saw a mud puddle?

- _____ A. walk around it
- _____ B. stop and go the other way
- _____ C. tiptoe through it
- _____ D. stop and play in it

What would you do if you were walking down the sidewalk with a group of your friends and you saw a mud puddle?

- _____ A. walk around it
- _____ B. stop and go the other way
- _____ C. tiptoe through it
- _____ D. stop and play in it

What would you do if you were walking down the sidewalk with your mother and you saw a mud puddle?

- _____ A. walk around it
- _____ B. stop and go the other way
- _____ C. tiptoe through it
- _____ D. stop and play in it

Discuss the responses with the group.

Materials:

Activity sheet



Notes:

- **Decision Making** -
Problem Solving

THE IMPACT OF EMOTIONS ON LEARNING

Purpose: Help students learn about the ways their feeling choices affect their learning.

Tell the students:

It is important to learn about the way our feeling choices affect our learning. This activity will give us practice learning the way this works.

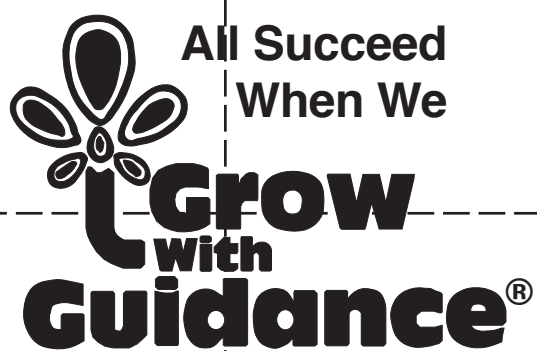
To help the students understand the role emotions play in learning, announce at the beginning of the day that each student will keep a journal for the day. In the journal, students might mark down the different emotions they have felt while attending school that day. For example, they might have felt happy or worried about learning something new. They may have felt tired, so paying attention was difficult.

At the end of the day or the next morning, discuss the influence of emotions on learning. For example, does being excited about learning a particular subject help a student learn it faster or more thoroughly? If a student is worried or excited about a topic other than the one being discussed in class, is it harder for him or her to learn? Do different times of the day have an effect on his feelings—for example, morning, afternoon, or just before lunch? Are there times when emotions do not affect learning at all?

Ask students to determine the times of the day and the emotions that support learning

Materials:

None



Quality Programs, Materials, and Training That Work!