**LESSON 1:**

- Quick check-in. How were we star students today?
- Review: What does it mean to be a role model?
- Tell students to work together to create a group poster that shows how they are special (special abilities, talents they have, etc.).
- How do our talents help us in school? How can we use these talents to be successful?
- As the students are working, comment on how they are sharing/acting appropriately.
- Reflect on what good choices are and why we should make them in school.
- Share poster.
- End with each person giving feedback on how the other group members are star students.

**LESSON 2:**

- Quick check-in. How were we star students today?
- Review: What does it mean to be a role model?
- Have students trace their hand on a piece of paper and write their name at the top.
- Pass the papers around so that every group member has a chance to write/draw positive things on each person’s paper. These positive things should be centered around what makes each person special at school and how they are star students.
- Share the comments/pictures with the group.
- End with each person giving feedback on how the other group members are star students.

**LESSON 3:**

- Quick check-in. How were we star students today?
- Review: What does it mean to be a role model?
- Work on “all about me” books. This can be broken into multiple sessions so that each session focuses on one person, or everyone can work on their books together.
- The books should talk about 3 good choices they make in school and what they still want to work on.
• Share books with the group.
• End with each person giving feedback on how the other group members were star students today in group.

**Lesson 4:**
• Quick check-in. How were we star students today?
• Review: What does it mean to be a role model?
• Watch part of Act 3 (Popcorn Park: Citizenship) where the group is getting ready for the tree planting party.
• Reflect on the video clip. What good choices can we make at school? What can we do to help our school?
• Work on the "I can be helpful by..." papers. Each group member completes one.
• Share with the group.
• End with each person saying how they will continue to make good choices (what they will do).

**Lesson 5:**
• Quick check-in. How were we star students today?
• Review: What does it mean to be a role model?
• Work on mood mural. Give each student 4 squares of white paper (happy, sad, mad, scared).
• What are the 4 feelings? Once the 4 are named, then explain that each square will be a feeling.
• Start with happy—Which color(s) show "happy" to you? There is no right or wrong answer. Continue with the remaining 4. Make sure they do not draw pictures, just scribble the color(s) on the paper square.
• Reflect on the chosen colors. When do you feel happy, sad, mad, or scared? Do you ever feel like that in school? What do you do when you are mad, etc?
• Brainstorm ways to make yourself feel better when bad things happen at school (i.e. bad grade, fight with someone, etc.).
• End with each person giving feedback on how the other group members are star students.

**Lesson 6:**
• Quick check-in. How were we star students today?
• Review: What does it mean to be a role model?
• Have the students play the "Jungle Fun" getting to know you game.
• Why is it important to get to know people at school?
• Why is it important for people to know more about you?
End with each person giving feedback on how the other group members are star students.

Lesson 7:
• Quick check-in. How were we star students today?
• Review: What does it mean to be a role model?
• Have the students play “The Feelings Highway” and reflect back on previous lessons that dealt with feelings? What are the 4 main feelings? How can our feelings affect our actions?
• End with each person giving feedback on how the other group members were star students today in group.

Lesson 8:
• Quick check-in. How were we star students today?
• Review: What does it mean to be a role model?
• Watch part of Beauty and the Beast. Reflect on how many friends the beast had when he was mean to other people. Then, compare with how many friends he had when he was nice. Which is better?
• Have you ever felt like the beast?
• End with each person saying how they will continue to make good choices (what they will do).

Other ideas?
STANDARDS MET:

• OHIO ACADEMIC CONTENT STANDARDS
  o ENGLISH LANGUAGE ARTS
    ▪ WRITING PROCESSES K.1: GENERATE WRITING IDEAS THROUGH DISCUSSIONS WITH OTHERS.
    ▪ WRITING APPLICATIONS K.4: DICTATE OR WRITE INFORMAL WRITINGS FOR VARIOUS PURPOSES.
  o SOCIAL STUDIES
    ▪ CITIZENSHIP RIGHTS AND RESPONSIBILITIES K.2: TAKE PERSONAL RESPONSIBILITY TO FOLLOW DIRECTIONS AND RULES.
    ▪ CITIZENSHIP RIGHTS AND RESPONSIBILITIES K.3: DEMONSTRATE THE ABILITY TO MAKE CHOICES AND TAKE RESPONSIBILITY FOR PERSONAL ACTIONS.

• ASCA NATIONAL STANDARDS
  o ACADEMIC DOMAIN
    ▪ A:A1.5: IDENTIFY ATTITUDES AND BEHAVIORS THAT LEAD TO SUCCESSFUL LEARNING.
    ▪ A:A3.1: ACHIEVE SCHOOL SUCCESS: TAKE RESPONSIBILITY FOR THEIR ACTIONS.
  o PERSONAL/SOCIAL DOMAIN
    ▪ PS:A1.6: DISTINGUISH BETWEEN APPROPRIATE AND INAPPROPRIATE BEHAVIOR.
    ▪ PS:A1.8: UNDERSTAND THE NEED FOR SELF-CONTROL AND HOW TO PRACTICE IT.
    ▪ PS:A1.9: DEMONSTRATE COOPERATIVE BEHAVIOR IN GROUPS.
    ▪ PS:A2.6: USE EFFECTIVE COMMUNICATIONS SKILLS.