

CL-01B

Meet Your Counselor

Grades 2–3

Personal Health and Safety

How a Counselor Helps

Students learn four ways the school counselor helps, sort small problems from big ones, and practice two ways to ask to see the counselor.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Who Can Help?

BIG IDEA

Small problem? Try a tool first. Big problem? Tell a trusted adult right away.

1 I CAN

- ☐ name four ways the school counselor helps students.
- ☐ tell a small problem from a big problem and say who can help.
- ☐ ask to see the counselor in two ways.

KEY WORDS / PALABRAS CLAVE

counselor	consejero, consejera
problem	problema
tool	herramienta
trusted adult	adulto de confianza
report	avisar, reportar
safe	seguro, segura

2 MATERIALS

- ☐ A paper bag with four small objects: a book, a puzzle piece, a pencil and a toy or paper phone
- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Who Can Help? cards (p. 6), one set, and sticky notes
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Put the four objects in the bag. Practice the small and big signals once.
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once; cut the cards apart.

3 STANDARDS

Texas Model
5th ed., 2018

Personal Health and Safety

ASCA Standards
Mindsets & Behaviors, 2021

B-SS 3 Positive relationships with adults to support success · B-SS 8 Advocacy skills for self and others and ability to assert self, when necessary

Health TEKS
Gr 2 §115.14(b)(13)(B)–(C)

(B) describe the difference between reporting and tattling · (C) explain why obtaining assistance, especially from parents or other trusted adults, can be helpful when making decisions about personal safety

Health TEKS
Gr 3 §115.15(b)(2)(A), (13)(B)

(2)(A) explain the importance of seeking assistance in making decisions about health · (13)(B) explain the importance of seeking assistance in making decisions about personal safety

ELA TEKS
Gr 2 §110.4(b)(1)(E) · Gr 3 §110.5(b)(1)(E)

develop social communication such as distinguishing between asking and telling (Gr 2) / conversing politely in all situations (Gr 3)

PE TEKS
Gr 2 §116.14(b)(13)(A)

identify the causes of problems and propose solutions with teacher guidance. Partial fit: small problems and problem-solving tools.

Character traits
TEC §29.906(b)(4)

respect and courtesy

4 THE LESSON

HOOK 3 min

SAY “Today we’ll talk about story characters, not real people. Use the names in the stories. I’m Mrs. Handy, your school counselor. Ximena is a story character in third grade. She thinks kids only see the counselor when they are in trouble. Let’s find out if she’s right.”

DO Pull the objects out of the bag one at a time. Students guess which counselor job each one shows. Then say the job.

BOOK “I teach lessons like this one.”

PUZZLE “I help students solve problems.”

PENCIL “I help students feel safe and ready to learn.”

PHONE “I work with families and teachers.”

ASK “Was Ximena right?” (No.) “The counselor helps every student. Seeing the counselor does not mean you are in trouble.”

TEACH 5 min

DO Show the projector page. Point to the four counselor jobs, then to the two problem panels.

SAY “A small problem is one kids can try to solve with a tool first: talk it out, take turns, or walk away and cool down. A big problem needs a trusted adult right away: someone could get hurt, someone is unsafe, or kids tried and it’s still not fixed. A trusted adult is a grown-up who listens and helps keep kids safe. Not sure? Ask an adult.”

SAY “Telling an adult about a big problem is reporting. Reporting is telling an adult to keep someone safe. Tatting is telling to get someone in trouble. Telling to keep someone safe is not tattling.”

SAY “Want to talk with me? Tell your teacher, ‘I’d like to see Mrs. Handy, please.’ Or ask me when you see me in the hall. A grown-up will help. Talking with the counselor is not a secret from families. I work with your family too. Some things I share so grown-ups can help you.”

No sign-up slips or boxes where students write about a problem. Students ask through the teacher or in the hall, and they never have to say why in front of the class.

PRACTICE 9 min

DO · 2 MIN Small or big? Teach two signals. **Small:** pinch your thumb and finger close together. **Big:** stretch your arms out wide. Read each one; students show a signal. Then ask, “Who can help?”

SMALL 1. Andrés and a classmate both want the red marker.

BIG 2. At recess, Rubén sees a kid climbing on top of the fence.

BIG 3. On the bus, Wyatt sees two kids standing and pushing in the aisle.

SMALL 4. Natalia’s partner hums while she reads.

Who can help: 1 take turns · 2 the recess teacher, right away · 3 the bus driver, right away · 4 talk it out: “Could you please hum more quietly?” Telling an adult about 2 and 3 is reporting, not tattling.

DO · 7 MIN Worksheet. Students write their name and teacher. Part 1 alone or with a partner. Read the Part 2 story aloud together; students check two boxes and write in the bubble. In grade 2, write the bubble together.

Answer key. Part 1: Small 1, 4, 5; Big 2, 3, 6. Part 2: “Tell her teacher she’d like to see Mrs. Handy” and “Ask Mrs. Handy when she sees her in the hall.” Bubble: any polite request, such as “Excuse me, I would like to see Mrs. Handy, please.”

WRAP-UP 3 min

SAY “Ximena learned that the counselor helps every student. She told her teacher, ‘I’d like to see Mrs. Handy, please.’ What is the other way to ask?” (Ask Mrs. Handy in the hall.)

CHECK “Show me small or big: Grace sees a first grader fall off the monkey bars. He can’t get up.” (Big: tell a trusted adult right away.) Give the family letters to the teacher for take-home folders.

Short on time? Read practice items 1 and 2 only, and do worksheet Part 2 together as a class.

5 OPTIONAL EXTENSION · 10 MINUTES

Who Can Help?. Groups of 3 or 4 each draw one card from page 6. Rule: use the names on the card, never a classmate's name.

- 1 Read the card together. Decide: small or big? Then pick a tool or a trusted adult (2 minutes).
- 2 Practice a 30-second scene. One student plays the character and one plays the adult or classmate. For big problems, act out only the telling part. Everyone else shows the small or big signal (4 minutes).
- 3 Two or three groups show their scene. The class names the tool or the trusted adult and says why telling was reporting, not tattling (4 minutes).

Card key: Small 1, 3, 5 · Big 2, 4, 6, 7 (Noah tried, and it's still not fixed) · 8 tell the teacher or ask Mrs. Handy in the hall. No time to act it out? Groups write their plan on a sticky note, so the cards stay clean.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Use the pictures and the signals. Point out cognates: *problema, consejera, seguro, reportar*. Let partners talk in Spanish first. Frames: "This is a small problem. ___ can ___." / "This is a big problem. Tell ___ right away."

EXTRA SUPPORT

Read the worksheet aloud. Pair students. In Part 2, students may copy the line from the projector page. Shorten Part 1 to items 1–4 if needed.

STRETCH

Ask: "How is reporting different from tattling?" Early finishers write on the back what Natalia could say to her humming partner.

7 QUICK CHECK

During the signals: if many students call every problem big, replay item 1 and model a tool before the worksheet.

After class: I collect the worksheets and sort Part 1 into "all 6 right" and "not yet." They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect.

8 PICTURE BOOKS (OPTIONAL)

The Rabbit Listened by Cori Doerrfeld (Dial, 2018). Spanish edition: *El conejo escuchó* (2022). Taylor builds something amazing with blocks, and it gets knocked down. Many animals try to fix things, but the rabbit just listens. Ask how the rabbit helped Taylor, and compare it to how a counselor helps.

The lesson works without a book. Preview any book before you read it to a class.

9 KEEP IT GOING SCHOOLWIDE · CYCLE 1

MORNING ANNOUNCEMENT

EN "Good morning, Yellow Jackets! Small problem? Try a tool: talk it out, take turns, or walk away and cool down. Big problem? Tell a trusted adult right away."

ES "¡Buenos días, Yellow Jackets! ¿Un problema pequeño? Usen una herramienta: hablen, túrnense o aléjense para calmarse. ¿Un problema grande? Avisenle a un adulto de confianza de inmediato."

HALLWAY IDEA

Post a "How Mrs. Handy Helps" poster by the counseling office with the four counselor jobs and the two ways to ask to see her.

TEACHER TIP

When a student brings you a problem, ask, "Small or big?" For a small one, coach a tool. For a big one, say, "That's reporting. Thank you for telling me."

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Ximena could do." If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

How a Counselor Helps

Seeing the counselor does not mean you are in trouble.



Lessons
like this one



Problems
solving them
with students



Safety
safe and ready
to learn



Teamwork
with families and
teachers



Small problem

Try a tool first:



Talk it out.



Take turns.



Walk away and cool down.

Still not fixed? It's a big problem.



Big problem

Needs a trusted adult right away:



Someone could get hurt.



Someone is unsafe.



Kids tried and it's still not fixed.

Telling to keep someone safe is not tattling.

How to See Mrs. Handy · A grown-up will help.

1



Tell your teacher: "I'd like to see Mrs. Handy, please."

2



Or ask Mrs. Handy in the hall.

Dile a tu maestro(a): "Me gustaría ver a la Sra. Handy." · O pregúntale en el pasillo

"I work with your family too. Some things I share so grown-ups can help you."

How a Counselor Helps

Small problem? Try a tool first. Big problem? Tell a trusted adult right away.

Part 1 **Small or big?** Read each one. Circle **SMALL** or **BIG**.

- | | | | |
|---|---|--|--|
| 1 | Paola and a classmate both want to be first in line. |  SMALL |  BIG |
| 2 | Diego sees a kid on the bus throwing pencils at people. |  SMALL |  BIG |
| 3 | Nora sees smoke coming out of a trash can. |  SMALL |  BIG |
| 4 | Gael loses a game of tag and feels mad. |  SMALL |  BIG |
| 5 | Caleb and a friend disagree about the rules of a game. |  SMALL |  BIG |
| 6 | Marisol asked kindly three times. A group still says, "You can't play." |  SMALL |  BIG |

Part 2 **Ask to see the counselor** Help Ximena.

Ximena has a problem she can't solve with a tool. She wants to talk with Mrs. Handy, the school counselor.



Check ✓ the 2 ways Ximena can ask.

- | | |
|---|--|
| ☐ Tell her teacher she'd like to see Mrs. Handy. | ☐ Walk out of class without asking. |
| ☐ Wait and hope the problem goes away. | ☐ Ask Mrs. Handy when she sees her in the hall. |

What can Ximena say to her teacher? Write it in the bubble.

Excuse me, _____

May I _____

Word bank: see · talk · Mrs. Handy · please · counselor · today

Who Can Help?

✂ Cut on the dashed lines.

1. Read your card. 2. Small or big? 3. Pick a tool or a trusted adult. 4. Practice a 30-second scene. Act out only what the card says.

WHO CAN HELP? #1



Adrián and a classmate both want the same library book.

Small: try a tool

Big: tell an adult

Who can help?

What to say?

WHO CAN HELP? #2



In P.E., Karla sees a classmate fall hard. He can't get up.

Small: try a tool

Big: tell an adult

Who can help?

What to say?

WHO CAN HELP? #3



Elena's partner keeps tapping his pencil while she works.

Small: try a tool

Big: tell an adult

Who can help?

What to say?

WHO CAN HELP? #4



On the bus, Héctor sees two kids standing up and pushing in the aisle.

Small: try a tool

Big: tell an adult

Who can help?

What to say?

WHO CAN HELP? #5



Fernanda's group can't agree on a name for their team.

Small: try a tool

Big: tell an adult

Who can help?

What to say?

WHO CAN HELP? #6



At recess, Jack sees kids throwing rocks near the swings.

Small: try a tool

Big: tell an adult

Who can help?

What to say?

WHO CAN HELP? #7



Noah's tablemate keeps taking his eraser. Noah asked nicely three times.

Small: try a tool

Big: tell an adult

Who can help?

What to say?

WHO CAN HELP? #8



Mateo has a problem he can't solve. He wants to talk with Mrs. Handy.

Small: try a tool

Big: tell an adult

Who can help?

What to say?

Meet Your Counselor

Conozca a la consejera escolar

Family letter · Carta para la familia · Grades 2-3 · Grados 2-3



ENGLISH

Dear Family,

This week, your child's class had a lesson about **how the school counselor helps** with the school counselor. I'm Mrs. Handy. I teach lessons like this one, help students solve problems, help students feel safe and ready to learn, and work with families and teachers. Seeing the counselor does not mean a child is in trouble.

SMALL PROBLEM OR BIG PROBLEM?

Small problem: try a tool first: talk it out, take turns, or walk away and cool down. · **Big problem:** a big problem needs a trusted adult right away: someone could get hurt, someone is unsafe, or kids tried and it's still not fixed. Reporting is telling an adult to keep someone safe. Tattling is telling to get someone in trouble.

TRY THIS AT HOME

1. When a problem comes up, ask, "Is this a small problem or a big problem?" Help your child pick a tool for small ones.
2. Together, name trusted adults your child can go to at school, such as the teacher, the nurse, the principal or the counselor.

TALK ABOUT IT AT HOME

"What does the school counselor do?"

Students can ask to see me by telling their teacher or by asking me in the hall. Talking with the counselor is not a secret from families: I work with families too, and I share what helps us support your child together. Questions? Call the school office and ask for Mrs. Handy.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **cómo ayuda la consejera escolar** con la consejera escolar. Soy la Sra. Handy. Doy lecciones como esta, ayudo a los estudiantes a resolver problemas, a sentirse seguros y listos para aprender, y trabajo con las familias y los maestros. Ver a la consejera no quiere decir que un niño esté en problemas.

¿PROBLEMA PEQUEÑO O PROBLEMA GRANDE?

Problema pequeño: primero intentar una herramienta: hablarlo, turnarse, o alejarse y calmarse. · **Problema grande:** hay que avisarle de inmediato a un adulto de confianza. Es cuando alguien puede salir lastimado, alguien no está seguro, o los niños ya lo intentaron y no se ha resuelto. Reportar es avisarle a un adulto para proteger a alguien. Acusar es contar algo para meter a alguien en problemas.

PARA PRACTICAR EN CASA

1. Cuando surja un problema, pregunte: "¿Es un problema pequeño o un problema grande?" Ayude a su hijo(a) a escoger una herramienta para los problemas pequeños.
2. Juntos, nombren a los adultos de confianza a quienes su hijo(a) puede acudir en la escuela, como el maestro, la enfermera, el director o la consejera.

PARA PLATICAR EN FAMILIA

"¿Qué hace la consejera de la escuela?"

Los estudiantes pueden pedir verme diciéndole a su maestro(a) o preguntándome en el pasillo. Hablar con la consejera no es un secreto para la familia: también trabajo con las familias y comparto lo que nos ayude a apoyar juntos a su hijo(a). ¿Tiene preguntas? Llame a la oficina de la escuela y pregunte por la Sra. Handy.

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar