

## Classroom Guidance

**Title of Lesson:** *Howard B. Wigglebottom Learns About Courage*

**Domain:** Personal/Social

**Grade Level:** 2-4

**Time Required:** 30 minutes

### ASCA National Standard(s):

Standard A: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

PS:A1.5 Identify and express feelings

PS:A1.10 Identify personal strengths and assets

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1.4 Develop effective coping skills for dealing with problems

Standard C: Student will understand safety and survival skills.

PS:C1.11 Learn coping skills for managing life events

### Essential Question:

How can I overcome a fear?

### Material/Resources:

*Howard B. Wigglebottom Learns About Courage* or read it on the Smartboard

[www.wedolisten.com](http://www.wedolisten.com)

Bird cut-outs (die cuts, clip art, etc.)

Poster-sized tree

Index cards

Overcoming fear and self-talk format

### Activity:

- Review Essential Question, listing out on the board various fears of students who are willing to share.
- Tell students to see if any of their fears are the same or similar to ones HBW shares that he has in the story.
- Read or watch *Howard B. Wigglebottom Learns about Courage* @ [www.wedolisten.org](http://www.wedolisten.org)
- Review the questions from the back of the book to check for understanding of the story; revisit the fears students shared prior to the story and determine if they are real fears or make-believe fears to assist students who volunteered with further understanding of their fears.
- Explain to students that they are going to encourage each other as a class to work on overcoming their fears. Pass out a cut out of a bird (about 4-6" in size) and an index card to each student. Have the students anonymously write on the bird what their fear is they would like to overcome.

- Teach students the following 3-step format to help them write an action plan to overcome their fear. They can complete this on their index card and take it with them to use it repeatedly:

**1. What am I feeling when I have the fear?** Scared, frightened, upset, angry, like crying.

**2. What can I tell myself?** I am afraid but I can do it anyway, I can do it, I am brave, It is ok to be afraid,  
etc.

**3. What can I try?** Petting a neighbor's dog, closing their bedroom door, saying hello to someone new, etc.

**Conclusion:** Tell the students that just like the bird in the story who did not know if it could fly or not, you sometimes just have to jump in and do it! Have students "leave their fears behind" by gluing their bird onto the class tree and moving forward with their action plan. If students choose to, or it is appropriate for the class, they can take their bird off of the tree when they feel they have overcome their fear.

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