

“Snap”

Purpose: The purpose of this activity is to:

- 1) Increase student awareness of the counselor’s role in providing services to students
- 2) and, improve young student’s understanding of the role consequences may have in considering their choices of words and actions.

Materials: Crocodile Dentist (or Snap the Dog, both available at Target, Walmart, and Toys R Us) piece of candy taped on the tongue of the crocodile or dog, a clear overhead plastic protector sheet and a brown paper grocery bag to carry all items in. *Will require teacher participation (for modeling purposes) at end of activity.

Time: 15-20 minutes.

Key Concepts: Taking Chances, Accepting Challenges, Doing Dares and Imagining (thinking) a list of... consequences. The motto: “If you don’t like what’s on the list...don’t take the chance!”

Part 1.

Procedure: Introduce/reintroduce yourself to kids. Review the activity you had done with their class the last time you were there (Gifts of counseling.) Ask, “Who wore the ribbon, clock bling necklace, hard hat, remote control antennae and Viking helmet?” Remind students that you’ve given out tons of courage, lots of hope, and oodles of self control since the last time you’ve been in their room. Begin today’s activity by:

Stating: Raise your hand if you like to take Chances. Raise your hand if you like to accept challenges. Raise your hand if you like to take Dares (sometimes.)

Explain: Today I’ve brought in one of my family pets to help you better understand how counselors can sometimes help boys & girls who like to take chances, challenges and dares.

Introduce: “SNAP.” (You may want to explain how he got his name;)

Say: This is a pet of mine and for all of you who like to take chances, challenges and dares, SNAP is going to be very helpful!

State: “Now this is what I’m going to do. I’m going to walk up and down between the rows of students and when I do and it’s your turn, I’ll be holding SNAP right in front of you. His mouth will be open and I’m going to dare/challenge you to very softly push down one of his bottom teeth.

Demonstrate: Let me show you.

First Grade Lesson #2

Reassure: It won't hurt and you won't need a band aid, stitches, or even go to the nurse.

Report: The school record for not getting snapped is seven teeth in a row (one tooth per person.)

State: "I think we can beat the school record!"

Remind: If you don't want to put your finger in the mouth of my pet, then that's ok too=)

Announce: "Let's get started!!!"

(Move quickly from one student to the next. Briefly encourage everyone you encounter to participate but if a student declines, reassure their decision was a good one and keep moving. It adds a lot of fun and excitement to the activity to count out loud the number of successes keeping in mind the number "seven" is the one to achieve. If you do get seven in a row, keep going to set a new school record. If you don't make it to seven...start over with the next person making sure everyone has a turn.)

Part 2.

Address the class: "Could you imagine if SNAP were a real dog/croc? Could you imagine someone asking you to take a chance or challenge or dare you to put your finger in the mouth of a real live growling dog/croc? What do you imagine could happen?"

State: "If you can imagine SNAP being real, then you just might be able to imagine what I have written on this list of worries/concerns I'm holding up (hold up the blank plastic transparency.) And if you can't imagine what's on my list let me read some things that would concern me.

1. I'd get my finger bit.
2. I might get my whole hand bit off.
3. I might have to go the hospital.
4. I might have to get stitches (if they could even find my finger!)
5. I might have to get a needle shot in my arm because of dog germs.
6. My family might have to pay lots of money.
7. It would hurt really bad.
8. I might even get in trouble for having done something really foolish.
9. I might get put on animal restriction.
10. I might not be able to throw or bounce a ball very well.

Ask: "What else might be on this list? What would be on your list?" Gather some responses.

Say: "Ok, forget about SNAP for a minute. I'd like you to imagine what would be on my list if I thought about taking a chance, accepted a challenge or considered doing a dare to ride on a rollercoaster without a seatbelt/harness on? What do you imagine would be on my list? What do you imagine would be on your list?"

First Grade Lesson #2

Gather responses while holding up the list and affirm reasonable answers.

Examples:

1. Get thrown out.
2. Crack my head wide open.
3. Fall on and hurt somebody else.
4. Break my bones.
5. Be put on ride restriction.
6. Taken to the hospital.
7. Make my parents worry and pay lots of money.
8. Have my legs fly off.
9. Get broken in lots of pieces.
10. Maybe even get killed!

Say: “Ok, forget the rollercoaster for a minute. What if you were challenged, dared, or decided to take a chance right here in the classroom and get into someone else’s desk without permission. What would be your concerns on this list now?” (Hold up plastic sheet.)

Clarify: “What I mean is, what kind of trouble would happen if you got into one of your classmates desks without being told to do so?”

Gather responses while holding up the list and affirm reasonable answers (for the school system you’re in) such as:

1. Turn your card over.
2. Place name on the board.
3. Move name or number down on the board.
4. Sit against the wall.
5. Miss recess.
6. Visit the Principal’s Office.
7. Have parents called.
8. Lose your teacher’s trust.
9. Lose a friend.
10. Sit away from the others (Isolation.)

Say: “Ok, forget the desk for a minute. What if you were challenged, dared or decided to take a chance and look at somebody’s spelling paper during a spelling test. What would be your concerns on this list now?” (Hold up plastic sheet again.)

Clarify: “What I mean is, what kind of trouble would you get into if you were caught stealing an answer off of a friend’s paper?”

First Grade Lesson #2

Gather responses while holding up the list and affirm reasonable answers (for the school system you're in) such as:

1. Have your paper thrown away.
2. Maybe getting your friends paper thrown away too.
3. Lose recess all day.
4. Get detention.
5. Get suspension.
6. Have parent's called.
7. Lose a friend.
8. Get grounded.
9. Lose trust of teacher and classmates.
10. Ruin your whole day or even week!

Part 3.

State: "Counselors help boys and girls and even grown ups with learning to imagine a list before they say or do anything. And if you don't like what's on the list...don't take the chance!"

Announce (in a loud whisper): "Many of you noticed the piece of candy I have taped in the croc's/dog's mouth. Now what I'm going to do is to see if I can get your teacher to take a chance, challenge or dare him/her to push down one of the critters bottom teeth. If your teacher presses a tooth without getting snapped, then he/she can have the candy. But, if your teacher pushes down a tooth and gets snapped, (hold up the transparency) then I get to have his/her car!"

Approach teacher with the opportunity to get the candy and explain everything.

Notice: Many first grade students (if not all) will begin chanting for the teacher to "take a chance" for the candy.

Hopefully, the teacher will walk away from the dare and say something like: "No. I won't take that chance...it's not worth it." (Ideally the teacher stayed in the room during your presentation. If not, make sure he/she understands the concept found in the expression "If you don't like what's on the list then don't take the chance!" that you're trying to get the kids to understand.)

Return order to the room and inform kids that nearly all first graders do exactly what they did today... foolishly encouraging their teachers to "go for it."

Say: "That's why I'm here to help you understand that it's important to think past all the excitement a challenge, a chance, or a dare makes us feel. Know that there's ALWAYS a list whether you imagine it or not. In second and third grade it's going to be called a list of consequences but for today, I just wanted to see if you could get past the excitement of the dare and many of you did=)

First Grade Lesson #2

In Conclusion: Thank all the kids for being so great and remind them that counselors help people imagine the lists that are connected to taking chances, challenges and dares before making their final decision.

*If time permits, have the kids that did not take the dare of pushing down the dogs/croc's tooth the first time to see if they would like to take the chance now.