

Name of Book: Love Me, Love my Broccoli

Author: Julie Ann Peters

Publication Data: 1999, Avon Books, 1350 Avenue of the Americas, New York, N.Y. 10019

Appropriate Grade Levels: (4-6)

Developmental Domains: Personal/Social, Educational

Summary of Book: Chloe, the main character of the book, is an animal rights activist and cannot stand to see any animal in pain. She meets Brett, the football loving jock in the school. One day, Brett asks her out on a date. She does not know how to answer him because they are so different in many ways. He loves sports and meat while Chloe likes to read and is a vegetarian. She decides to go out with Brett and finds out they have a lot more in common than she thought. When Brett sees her making dangerous choices, he tried to persuade her to stop those activities. One example is when Chloe went up to a truck driver and yelled at him for having his dog in the back of the truck. The man got very angry and sped off, almost running over her foot. Chloe realizes she can make smarter choices and figures out what battles she can handle and which ones she cannot.

Best Presentation of Lesson/Book: Individual students reading the whole book. The counselor reading separate sections of the book to a class and explaining the meaning behind the lessons taught.

Relationship or Themes to Identified Developmental Domains:

Educational—Throughout the book, the writer sneaks in different kind of information about various animals. Chloe's teacher talks about the different kinds of bees and how they live in a colony. Personal/Social—It teaches students to make safe decisions and it also teaches students not to judge a book by its cover and get to know people before they make assumptions about them.

Possible Activities Related to the Book/Lesson: One activity that the students would get excited about would involve the animal rights section of the book. The counselor would ask the students if they liked animals. Most students at that age would like some sort of animal, whether it is dogs, cats, or rabbits. The students would then write letters to their local congressman. The counselor could give suggestions on some questions the students could write such as: How much money is being given to local humane societies? What is your view on animals? Do you have any animals? If so, could you send pictures of them? The students would then be told to write that they would love a letter back, if possible. The counselor would then send the letters out and receive the letters that the congressman sent back to the students. Then another day would be set up where the letters could be given back to the students. At that age, the students would be very excited to share with the class what their letters contained.

Review Submitted by: Lenny Moskowitz, Intern

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