

SCHOOL COUNSELOR

# Comprehensive Lesson Plan Bundle

Grades K–5 | Full Year | 36 Weeks

Aligned with ASCA Student Standards:

Self-Awareness • Self-Management • Social Skills • Decision-Making

Created by **UM Printables**

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# Welcome to the School Counselor Comprehensive Lesson Plan Bundle!

This premium resource provides 36 classroom counseling lesson plans designed for a full school year of instruction (one lesson per week). Tailored for Grades K–5, every lesson is aligned with the American School Counselor Association (ASCA) Student Standards and focuses on one of four core domains: Self-Awareness, Self-Management, Social Skills, and Decision-Making.

## What's Inside This Bundle:

- **36 Complete Lesson Plans:** Step-by-step instructions with opening, core activity, and closing for 30-minute sessions.
- **36 Student Activity Pages:** Engaging, developmentally appropriate worksheets to reinforce each lesson.
- **36 Discussion Slides:** Visual prompts with guiding questions to facilitate classroom dialogue.
- **9 Parent Newsletter Templates:** Ready-to-send updates to keep families informed and involved.
- **School Counselor Data-Tracking Form:** A comprehensive tool to monitor student progress and lesson effectiveness.

## How to Use This Resource:

The lessons are organized sequentially by domain. Each lesson includes differentiation tips for K-1, 2-3, and 4-5, ensuring the content is neither too advanced nor too basic. Simply gather the listed materials, review the procedure, and photocopy the corresponding student activity page. The discussion slides can be displayed on a SmartBoard or printed as visual aids.

## ASCA Alignment:

Every lesson explicitly states the ASCA Student Standard it addresses. This makes it seamless to align your classroom lessons with your comprehensive school counseling program and accountability reports.

# SELF-AWARENESS

## Lessons 1–9

Self-awareness is the foundation of a student's social-emotional development. In this unit, students will learn to identify their emotions, recognize their strengths and areas for growth, develop a positive self-concept, and understand their unique cultural backgrounds and values.

**ASCA Standards Addressed:** M 1.1 Develop a positive self-concept; M 1.2 Identify personal strengths and areas for growth; M 2.1 Recognize and express emotions appropriately; M 1.3 Develop a sense of purpose and adaptability.

## LESSON 1 | SELF-AWARENESS

# All About Me

### ASCA STUDENT STANDARD

M 1.1 - Develop a positive self-concept

**Grade Level:** K-5 (Differentiated)

### LEARNING OBJECTIVES

- Identify personal strengths, interests, and abilities.
- Recognize what makes each person unique and special.
- Articulate at least 3 personal preferences.

### MATERIALS NEEDED

- "All About Me" activity page (1 per student)
- Crayons or markers
- Optional: A small mirror

### LESSON PROCEDURE (30 minutes)

#### OPENING (5 min)

Welcome students to the counseling lesson. Explain that today we are going to learn about the most special person in the room—themselves! Ask the class: "What is something you are really good at?" Allow a few students to share. Explain that knowing what we like and what we are good at helps us understand who we are.

#### CORE ACTIVITY (20 min)

Read a short story or show pictures of diverse children engaging in different hobbies (e.g., painting, playing soccer, reading, building). Discuss how everyone likes different things, and that is what makes our classroom so exciting. Hand out the "All About Me" activity sheet. Have students fill out their favorite things (food, color, hobby) and draw a picture of themselves doing something they love.

#### CLOSING (5 min)

Have students turn to a partner and share one thing from their activity page. Remind the class that our differences make us special, and getting to know ourselves is the first step to growing.

### DISCUSSION QUESTIONS

1. What makes you unique?
2. Why is it good that we all like different things?
3. How does it feel when someone appreciates your strengths?

### ASSESSMENT / CHECK FOR UNDERSTANDING

Students will complete the activity sheet, accurately identifying at least 3 personal preferences or strengths.

### DIFFERENTIATION TIPS

**K-1:** Allow students to draw pictures instead of writing words. Focus on 2-3 categories (favorite color, favorite animal).

**2-3:** Have students write short sentences for their favorite things and include one thing they are proud of.

**4-5:** Require students to include future goals and write a short paragraph about a personal achievement.

**Accompanying Activity Page: All About Me**

## LESSON 2 | SELF-AWARENESS

# My Many Feelings

### ASCA STUDENT STANDARD

M 2.1 - Recognize and express emotions appropriately

**Grade Level:** K-5 (Differentiated)

### LEARNING OBJECTIVES

- Identify basic emotions (happy, sad, angry, scared).
- Understand that all feelings are natural and okay.
- Recognize facial expressions associated with emotions.

### MATERIALS NEEDED

- "My Many Feelings" activity page (1 per student)
- Feelings flashcards or a feelings poster
- Crayons or markers

### LESSON PROCEDURE (30 minutes)

#### OPENING (5 min)

Play a quick game of "Emotion Charades." Act out a feeling (like happy or angry) without speaking, and have students guess the emotion. Discuss how our faces and bodies show our feelings even when we aren't talking.

#### CORE ACTIVITY (20 min)

Introduce the four basic emotions: happy, sad, angry, and scared. Discuss different situations that might cause these feelings (e.g., losing a toy, going to a birthday party). Hand out the "My Many Feelings" activity page. Students draw faces showing different emotions in the provided boxes and write or draw what makes them feel that way.

#### CLOSING (5 min)

Review the feelings chart together. Emphasize that everyone feels all of these emotions sometimes—there are no "bad" feelings, and it's okay to feel however we feel.

### DISCUSSION QUESTIONS

1. What does your face look like when you are happy? Sad?
2. Can you feel more than one feeling at the same time?
3. What helps you when you feel scared or angry?

### ASSESSMENT / CHECK FOR UNDERSTANDING

Students can correctly name and depict the four basic emotions on their activity page.

### DIFFERENTIATION TIPS

**K-1:** Focus only on happy and sad. Provide face outlines for them to add expressions to.

**2-3:** Include anger and fear. Have students write one word describing what triggers that emotion.

**4-5:** Add complex emotions (frustration, excitement) and write a descriptive sentence about a specific time they felt that way.

### Accompanying Activity Page: My Many Feelings Faces

## LESSON 3 | SELF-AWARENESS

# My Strengths Shield

### ASCA STUDENT STANDARD

M 1.2 - Identify personal strengths and areas for growth

**Grade Level:** K-5 (Differentiated)

### LEARNING OBJECTIVES

- Identify at least 3 personal strengths.
- Understand that everyone has different strengths.
- Build confidence by recognizing positive traits.

### MATERIALS NEEDED

- "Strengths Shield" activity page (1 per student)
- Markers or colored pencils
- Sticky notes

### LESSON PROCEDURE (30 minutes)

#### OPENING (5 min)

Ask students to think of their favorite superhero. Ask: "What makes that hero special?" Explain that while superheroes have superpowers, we all have everyday "superpowers" called strengths inside us.

#### CORE ACTIVITY (20 min)

Brainstorm a list of strengths on the board (e.g., kindness, math, drawing, listening, sports, funny). Hand out the "Strengths Shield" activity page. Students divide the shield into 4 sections and illustrate or write a strength in each. Walk around and help students identify strengths if they get stuck.

#### CLOSING (5 min)

Have students share one strength from their shield with the class. Create a "Class Strengths Wall" by sticking their shields on the board, showing how strong the class is together.

### DISCUSSION QUESTIONS

1. What is a strength you have?
2. Can a strength be something like being a good friend or a good listener?
3. How can you use your strengths to help others?

### ASSESSMENT / CHECK FOR UNDERSTANDING

Students identify at least 3 distinct strengths on their shield and can explain one to the class.

### DIFFERENTIATION TIPS

**K-1:** Students draw pictures only; teacher scribes the strengths if needed.

**2-3:** Students use words and pictures; focus on academic and personal strengths.

**4-5:** Students write specific examples of when they demonstrated that strength and identify one area for growth.

**Accompanying Activity Page: Strengths Shield**

## LESSON 4 | SELF-AWARENESS

# Growing and Changing

### ASCA STUDENT STANDARD

M 1.3 - Develop a sense of purpose and adaptability

**Grade Level:** K-5 (Differentiated)

### LEARNING OBJECTIVES

- Recognize that people grow and change over time.
- Identify something they want to improve or learn.
- Understand the concept of a "growth mindset."

### MATERIALS NEEDED

- "Then and Now" activity page (1 per student)
- A baby picture of the counselor
- Growth mindset quote poster (optional)

### LESSON PROCEDURE (30 minutes)

#### OPENING (5 min)

Show a picture of yourself as a baby. Ask the class: "Is this how I look now? What changed?" Discuss how we all grow and learn new things as we get older. Our bodies grow, and our brains grow too!

#### CORE ACTIVITY (20 min)

Explain that our brains grow when we learn new things, even when we make mistakes. Discuss the difference between saying "I can't do this" and "I can't do this YET." Hand out the "Then and Now" activity page. On one side, have students draw something they can do now (like tie their shoes). On the other side, draw something they are growing toward (like reading a big chapter book).

#### CLOSING (5 min)

Have students share their "growing" goals with a partner. Remind them that mistakes are proof that they are trying and learning.

### DISCUSSION QUESTIONS

1. What is something you can do now that you couldn't do when you were little?
2. Why is it important to keep growing and learning?
3. What does the word "yet" mean when you are learning something new?

### ASSESSMENT / CHECK FOR UNDERSTANDING

Students articulate one current ability and one growth goal on their activity page.

### DIFFERENTIATION TIPS

**K-1:** Focus on physical growth and simple skills (running fast, tying shoes).

**2-3:** Focus on academic and social skills (reading, making friends).

**4-5:** Focus on personal/social goals and create a 3-step action plan for how they will achieve their "yet" goal.

**Accompanying Activity Page: Then and Now Growth Page**

## All About Me

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Draw a picture of yourself in the box below:



Complete the sentences below:

My favorite food is: \_\_\_\_\_

My favorite color is: \_\_\_\_\_

My favorite thing to do is: \_\_\_\_\_

I am really good at: \_\_\_\_\_

# My Many Feelings

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Draw a face for each emotion in the boxes below:

**HAPPY**

**SAD**

|  |  |
|--|--|
|  |  |
|--|--|

**ANGRY**

**SCARED**

|  |  |
|--|--|
|  |  |
|--|--|

I feel happy when: \_\_\_\_\_

I feel sad when: \_\_\_\_\_

## My Strengths Shield

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Draw or write a strength in each section of your shield to show your superpowers!

|                          |                          |
|--------------------------|--------------------------|
| <p><b>Strength 1</b></p> | <p><b>Strength 2</b></p> |
| <p><b>Strength 3</b></p> | <p><b>Strength 4</b></p> |

## Then and Now

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Show how you have grown and what you are still growing toward!

### THEN

(Something I learned to do)

### NOW

(Something I am learning "yet")

|  |  |
|--|--|
|  |  |
|--|--|

I will achieve my "NOW" goal by:

## Lesson 1: All About Me

- What makes you unique?
- Why is it good that we all like different things?
- How does it feel when someone appreciates your strengths?

# SELF-MANAGEMENT

## Lessons 10–18

Self-management is the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations. In this unit, students will learn to set goals, develop self-control, manage frustration and stress, and cultivate a persevering mindset to overcome obstacles effectively.

**ASCA Standards Addressed:** M 2.1 Regulate emotions and behaviors; M 2.2 Demonstrate perseverance; M 2.3 Manage stress and frustration; M 3.1 Set realistic goals; M 3.2 Create action plans; M 4.1 Manage time effectively.

## LESSON 10 | SELF-MANAGEMENT

### Setting Goals

#### ASCA STUDENT STANDARD

M 3.1 - Set realistic goals for self

**Grade Level:** K-5 (Differentiated)

#### LEARNING OBJECTIVES

- Define what a goal is and why goals are important.
- Understand the difference between a short-term and long-term goal.
- Set one personal goal and identify steps to achieve it.

#### MATERIALS NEEDED

- "My Goal Ladder" activity page (1 per student)
- Pencils and markers
- A picture of a ladder or mountain

#### LESSON PROCEDURE (30 minutes)

##### OPENING (5 min)

Show a picture of a tall ladder or mountain. Ask: 'If you want to get to the top, can you jump all the way up in one leap? No, you have to take it one step at a time.' Explain that today we are learning about goals—the steps we take to reach something we want.

##### CORE ACTIVITY (20 min)

Discuss that a goal is something we work hard to achieve. Explain that short-term goals can be done soon (like finishing a book this week), while long-term goals take longer (like learning to play an instrument). Hand out the 'My Goal Ladder' activity page. Students write their goal at the top of the ladder and fill in the rungs with the steps they need to take to get there.

##### CLOSING (5 min)

Have students share their goal and the first step with a partner. Remind them that reaching a goal takes time and effort, but taking it step-by-step makes it possible.

#### DISCUSSION QUESTIONS

1. What is a goal?
2. What is the difference between a short-term and a long-term goal?
3. Why is it helpful to write down the steps to reach your goal?

#### ASSESSMENT / CHECK FOR UNDERSTANDING

Students will write a clear goal and identify at least 3 actionable steps on their goal ladder.

#### DIFFERENTIATION TIPS

## My Goal Ladder

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write your goal at the top. Write the steps you need to take on each rung of the ladder to reach it!

|                          |
|--------------------------|
| <b>MY GOAL:</b><br>_____ |
| Step 5: _____            |
| Step 4: _____            |
| Step 3: _____            |
| Step 2: _____            |
| Step 1: _____            |

# Stop, Think, Act

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Use the traffic light to help you make good choices. Draw or write what you would do in each step!

|                     |                                                                         |
|---------------------|-------------------------------------------------------------------------|
| <p><b>STOP</b></p>  | <p>Take a deep breath.</p> <div data-bbox="618 588 1380 779"></div>     |
| <p><b>THINK</b></p> | <p>What are my choices?</p> <div data-bbox="618 856 1380 1050"></div>   |
| <p><b>ACT</b></p>   | <p>Make the best choice.</p> <div data-bbox="618 1125 1380 1312"></div> |

## LESSON 16 | SELF-MANAGEMENT

# Staying Organized

### ASCA STUDENT STANDARD

M 4.1 - Manage time and organize materials effectively

**Grade Level:** K-5 (Differentiated)

### LEARNING OBJECTIVES

- Understand how being organized saves time and reduces stress.
- Learn the 'Sort, Keep, Toss' method for organizing.
- Create a personal checklist for organizing a desk or backpack.

### MATERIALS NEEDED

- "My Organization Checklist" activity page (1 per student)
- A messy backpack or desk photo (for demonstration)
- Pencils

### LESSON PROCEDURE (30 minutes)

#### OPENING (5 min)

Show a picture of a very messy desk or backpack. Ask: 'How easy is it to find a pencil in here?' Compare it to a picture of a neat desk. Explain that being organized means having a place for everything, so we don't waste time or get stressed looking for things.

#### CORE ACTIVITY (20 min)

Introduce the 'Sort, Keep, Toss' method. When cleaning out a desk or backpack: 1) Sort everything out, 2) Keep what you need, 3) Toss the trash or broken things. Hand out the 'My Organization Checklist' activity page. Students write down 3 areas they need to organize (desk, locker, backpack, bedroom) and check off the steps they need to take for each.

#### CLOSING (5 min)

Challenge students to use their checklist to organize one area today. Remind them that organizing takes a little time upfront but saves a lot of time later!

### DISCUSSION QUESTIONS

1. Why is it hard to work in a messy space?
2. What does 'Sort, Keep, Toss' mean?
3. What is one area you want to organize this week?

### ASSESSMENT / CHECK FOR UNDERSTANDING

Students will complete the organization checklist, identifying at least 2 areas and the action steps needed.

### DIFFERENTIATION TIPS

**K-1:** Students draw a clean desk vs. a messy desk and circle which one is better for learning.

**2-3:** Students write 3 areas to organize and check off simple steps like 'take out trash.'

**4-5:** Students create a detailed organization plan for their locker or binder, including long-term maintenance strategies.

### Accompanying Activity Page: My Organization Checklist

## LESSON 17 | SELF-MANAGEMENT

### Positive Self-Talk

#### ASCA STUDENT STANDARD

M 2.4 - Demonstrate the ability to assume responsibility for personal actions

**Grade Level:** K-5 (Differentiated)

#### LEARNING OBJECTIVES

- Define self-talk and give an example.
- Differentiate between negative and positive self-talk.
- Practice changing negative self-talk into positive self-talk.

#### MATERIALS NEEDED

- "Positive Self-Talk Shields" activity page (1 per student)
- Whiteboard and markers
- Pencils and crayons

#### LESSON PROCEDURE (30 minutes)

##### OPENING (5 min)

Ask the class: 'Do you ever talk to yourself in your head?' Explain that we all have an inner voice. Sometimes that voice says mean things, and sometimes it says helpful things. This is called 'self-talk,' and we get to choose what it says!

##### CORE ACTIVITY (20 min)

Write a negative thought on the board: 'I'm terrible at math.' Discuss how this makes us feel (sad, like giving up). Erase it and write a positive thought: 'Math is hard, but I will ask for help and keep trying.' Discuss how this makes us feel (hopeful, strong). Hand out the 'Positive Self-Talk Shields' activity page. Students read the negative thoughts in the clouds and write a positive, strong thought in the shields to deflect them.

##### CLOSING (5 min)

Have students share their favorite positive self-talk statement. Remind them to be their own best friend in their heads—if you wouldn't say it to a friend, don't say it to yourself!

#### DISCUSSION QUESTIONS

1. What is self-talk?
2. How can negative self-talk make a problem worse?
3. What is a positive phrase you can say to yourself when something is hard?

#### ASSESSMENT / CHECK FOR UNDERSTANDING

Students will successfully rewrite 3 negative self-talk statements into positive, empowering ones on their activity page.

## Lesson 14: Overcoming Obstacles

- What is an obstacle?
- What does it mean to persevere?
- What is a strategy you can use when you face a difficult challenge?

## Lesson 15: Stress Busters

- What makes you feel stressed?
- What does your body feel like when you are stressed?
- How can deep breathing or relaxing your muscles help you?

# SOCIAL SKILLS

Lessons 19–27

Social skills are the tools that enable us to communicate, learn, ask for help, and get along with others. In this unit, students will develop active listening habits, build and maintain healthy friendships, practice teamwork, and learn peaceful conflict resolution strategies.

**ASCA Standards Addressed:** M 5.1 Demonstrate effective listening skills; M 5.2 Develop positive peer relationships; M 5.3 Use conflict resolution skills; M 6.1 Collaborate effectively with others; M 6.2 Demonstrate empathy and respect for others.

## LESSON 19 | SOCIAL SKILLS

# Listening with Attention

### ASCA STUDENT STANDARD

M 5.1 - Demonstrate effective listening skills

**Grade Level:** K-5 (Differentiated)

### LEARNING OBJECTIVES

- Define active listening and explain why it is important.
- Identify the body parts used in 'Whole Body Listening.'
- Practice active listening in a partner activity.

### MATERIALS NEEDED

- "Whole Body Listening" activity page (1 per student)
- A puppet or stuffed animal (optional)
- Crayons or markers

### LESSON PROCEDURE (30 minutes)

#### OPENING (5 min)

Play a quick game of 'Telephone' or simply give the class a 3-step direction (e.g., 'Stand up, touch your nose, sit down'). Ask: 'How did you know what to do? You had to listen!' Explain that listening is more than just hearing with our ears; it's a super skill we use with our whole body.

#### CORE ACTIVITY (20 min)

Introduce 'Whole Body Listening': Brain thinking about what is being said, Eyes looking at the speaker, Ears hearing the words, Mouth quiet and waiting your turn, Hands and Feet still. Hand out the 'Whole Body Listening' activity page. Students label or draw what each body part should do when they are actively listening. Pair students up and have them practice telling a short story while the other uses whole body listening.

#### CLOSING (5 min)

Ask the class how it felt to be truly listened to. Remind them that giving our attention to someone shows respect and helps us learn.

### DISCUSSION QUESTIONS

1. What is the difference between hearing and listening?
2. What do your eyes and brain do when you are actively listening?
3. How does it make you feel when someone really listens to you?

### ASSESSMENT / CHECK FOR UNDERSTANDING

Students correctly identify at least 3 components of whole body listening and demonstrate it during the partner activity.

## LESSON 25 | SOCIAL SKILLS

# Communicating Clearly

### ASCA STUDENT STANDARD

M 5.4 - Communicate thoughts and feelings effectively

**Grade Level:** K-5 (Differentiated)

### LEARNING OBJECTIVES

- Differentiate between passive, aggressive, and assertive communication.
- Understand the importance of body language and tone of voice.
- Practice using an assertive voice to express needs.

### MATERIALS NEEDED

- "Communication Styles" activity page (1 per student)
- Puppets or volunteers for role-play
- Pencils

### LESSON PROCEDURE (30 minutes)

#### OPENING (5 min)

Ask a student to hand you a pencil. First, model asking in a whisper while looking at the floor (passive). Then, model demanding it angrily (aggressive). Finally, model asking clearly and politely while making eye contact (assertive). Ask the class which way worked best.

#### CORE ACTIVITY (20 min)

Introduce the three communication styles using animals: 1) Turtle (Passive): Hides, whispers, doesn't share feelings. 2) Tiger (Aggressive): Roars, demands, hurts others' feelings. 3) Owl (Assertive): Wise, calm, clear, and respectful. Hand out the activity page. Students read scenarios and identify the communication style, then rewrite the aggressive or passive statement as an 'Owl' (assertive) statement.

#### CLOSING (5 min)

Practice saying 'No, thank you' or 'I need help' in an assertive Owl voice as a class. Remind them that being assertive is the best way to get their needs met while keeping their friends.

### DISCUSSION QUESTIONS

1. What is the difference between passive, aggressive, and assertive?
2. Why is the 'Owl' style the best way to communicate?
3. Why is your tone of voice and body language just as important as your words?

### ASSESSMENT / CHECK FOR UNDERSTANDING

Students will correctly identify communication styles and successfully rewrite one statement to be assertive.

### DIFFERENTIATION TIPS

**K-1:** Focus on using a 'strong, kind voice' instead of a 'tiny voice' or a 'mean voice.' Practice saying 'Stop' assertively.

**2-3:** Students identify the Turtle, Tiger, and Owl in scenarios and rewrite a Tiger statement into an Owl statement.

**4-5:** Students analyze complex social situations, identify the communication style, and write an assertive response that includes both verbal words and appropriate body language.

### Accompanying Activity Page: Communication Styles

## LESSON 33 | DECISION-MAKING

# Making Safe Choices

### ASCA STUDENT STANDARD

M 7.6 - Make choices that promote safety

**Grade Level:** K-5 (Differentiated)

### LEARNING OBJECTIVES

- Identify safe and unsafe behaviors at school and home.
- Understand how to assess risk before making a choice.
- Know emergency contacts and when to call 911.

### MATERIALS NEEDED

- "Safe Choices Checklist" activity page (1 per student)
- A toy phone (optional)
- Pencils

### LESSON PROCEDURE (30 minutes)

#### OPENING (5 min)

Ask the class: 'What does it mean to be safe?' Explain that our number one job in decision-making is keeping ourselves and others safe. If a choice is dangerous, it is always the wrong choice.

#### CORE ACTIVITY (20 min)

Discuss safe choices (wearing a helmet, looking both ways) vs. unsafe choices (running by the pool, touching a hot stove). Discuss when to call 911 (fire, someone is badly hurt, stranger danger). Hand out the activity page. Students read behaviors and check the box if it is a safe choice, or cross it out if it is unsafe. At the bottom, they write their home address and a trusted adult's phone number.

#### CLOSING (5 min)

Review the checklist. Remind students that knowing their address and phone number is a crucial safety decision in case they ever get lost.

### DISCUSSION QUESTIONS

1. What is an example of a safe choice you make every day?
2. What is an unsafe choice you should never make?
3. When should you call 911?

### ASSESSMENT / CHECK FOR UNDERSTANDING

Students will correctly identify safe/unsafe behaviors and write their address/phone number correctly.

### DIFFERENTIATION TIPS

**K-1:** Focus on drawing a picture of a safe choice (e.g., holding hands in the parking lot) and practice saying their name aloud.

**2-3:** Students complete the safe/unsafe checklist and write their phone number.

**4-5:** Students analyze a risky situation, explain the potential injuries/dangers, and write a detailed plan for how to stay safe in that scenario.

### Accompanying Activity Page: Safe Choices Checklist

## Lesson 35: Evaluating My Decisions

- Why is it important to look back at our decisions?
  - What can we learn from making a mistake?
- If a decision didn't turn out well, does that mean you are a bad person?

## **Lesson 36: Reflecting on My Year (Decision-Making)**

- What was the most important decision-making skill you learned?
- How does stopping to think before you act help you?
- How will you use what you learned this year as you get older?

# Parent Newsletter

## COUNSELING CORNER | Newsletter #4

**Lessons Covered:** Lessons 28-36

**Domain Focus:** Decision-Making

### What We Learned in Class:

- Lesson 28: We learned that a decision is making a choice between options.
- Lesson 29: We practiced sorting Big Problems (need adult help) vs. Small Problems (can solve alone).
- Lesson 31: We learned a 4-step decision-making model to use when faced with a problem.
- Lesson 32: We discussed peer pressure and practiced refusal strategies like saying 'No, thanks' and walking away.
- Lessons 33-36: We focused on safety, honesty, evaluating our choices, and reflecting on our growth this year!

### How You Can Help at Home:

- When your child has a problem, ask them: 'Is this a big problem or a small problem?' to help them decide who to ask for help.
- Talk through decisions with your child using the 4 steps: Identify, Brainstorm, Choose, Evaluate.
- Role-play peer pressure scenarios at home so your child can practice saying 'No' firmly.
- Praise your child when you catch them making honest, safe, or kind decisions!

### Looking Ahead:

This concludes our comprehensive school counseling curriculum for the year! We are so proud of the growth your children have shown. Have a wonderful and safe summer!

UM Printables | School Counselor Comprehensive Lesson Plan Bundle

# School Counselor Data-Tracking Form

Use this form to track pre- and post-assessment data, student progress, and lesson effectiveness across the ASCA domains.

| Student Name | Grade | Domain | Pre-Score | Post-Score | Growth | Notes |
|--------------|-------|--------|-----------|------------|--------|-------|
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**Domain Key:** SA = Self-Awareness | SM = Self-Management | SS = Social Skills | DM = Decision-Making

**Scoring Note:** Adapt pre/post scores to your rubric (e.g., 1-4 scale or percentage of mastery).

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