

SMALL GROUP
Counseling 

SUCCESS SKILLS

CURRICULUM

USE WITH
GOOGLE
SLIDES

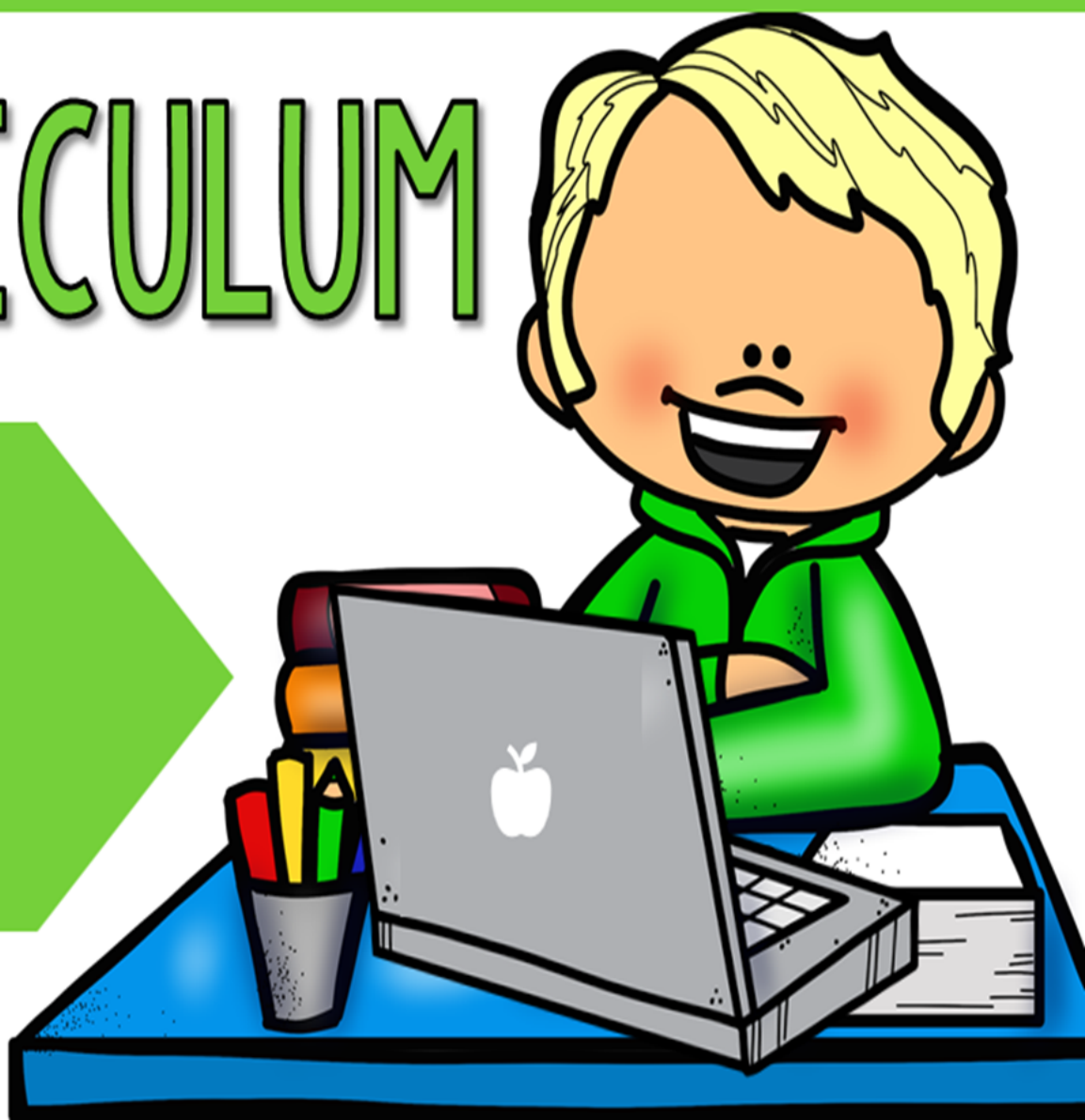


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ASCA MINDSETS & BEHAVIORS AND SEL COMPETENCIES ADDRESSED

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ASCA Mindset Standards

- *Self-confidence in ability to succeed. (M 2)
- *Sense of belonging in the school environment. (M 3)
- *Belief in using abilities to their fullest to achieve high quality results and outcomes (M 5)

ASCA Behavior Standards

Learning Strategies

- *Use time management, organizational and study skills (B-LS 3)
- *Apply self-motivation and self-direction to learning. (B-LS 4)
- *Identify long and short-term academic, career, and social/emotional goals.(B-LS 7)

Self-Management Skills

- *Demonstrate self-discipline and self-control. (B-SMS 2)
- *Demonstrate ability to delay immediate gratification for long-term rewards. (B-SMS 4)
- *Demonstrate perseverance to achieve long and short term goals. (B-SMS 5)
- *Demonstrate ability to overcome barriers to learning (B-SMS 6)
- *Demonstrate effective coping skills when faced with a problem. (B-SMS 7)

Social Skills

- *Create positive and supportive relationships with other students. (B-SS 2)
- *Use effective collaboration and cooperation skills. (B-SS 6)

CASEL (Social-emotional Learning) Standards

Self-management

- *Self-discipline
- *Self-motivation
- *Goal setting
- *Organization skills
- *Impulse control

Social-awareness

- *Appreciating Diversity
- *Respect for others

Relationship skills

- *Communication
- *Social Engagement
- *Relationship-building
- *Teamwork

Responsible decision-making

- *Identifying problems
- *Analyzing situations
- *Solving problems
- *Evaluating

Self-awareness

- *Accurate self-perception
- *Recognizing strengths
- *Self-confidence

GROUP COUNSELING REFERRAL



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Small group counseling sessions will begin soon. Groups meet _____ for _____ minutes, for approximately _____ sessions during school hours. **Please speak with the parent/guardian prior to making a recommendation to participate in a group.** Explain that students benefit from social emotional learning, make friends in the group, and enjoy attending. Once I receive this paper, consent forms will be sent home. Please return them to _____.

Group Type: Success Skills– Building the skills needed to be successful.

Teacher: _____

Grade: _____

STUDENT NAME	Times if student is pulled for ESE/Speech	Comments about student area of need

GROUP COUNSELING REFERRAL



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Small group counseling sessions will begin soon. Groups meet _____ for _____ minutes, for approximately _____ sessions during school hours. **Please speak with the parent/guardian prior to making a recommendation to participate in a group.** Explain that students benefit from social emotional learning, make friends in the group, and enjoy attending. Once I receive this paper, consent forms will be sent home. Please return them to _____.

Group Type: Success Skills– Building the skills needed to be successful.

Teacher: _____

Grade: _____

STUDENT NAME	Times if student is pulled for ESE/Speech	Comments about student area of need

PARENT CONSENT

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Dear Parent/Guardian:

At _____, we offer small counseling groups to interested students. Small group counseling is a unique educational experience in which students work together to explore their ideas, attitudes, feelings and behaviors, especially as related to personal development and progress in school. Small group counseling teaches life skills and strategies to students that enhance their ability to succeed academically and socially as well as cope with stressful situations. Listed below are the types of groups offered and the one that was suggested to be beneficial for your child:

*Success Skills– Building the skills needed to be successful.

Students participating in small group counseling have been parent referred, teacher/ staff referred, or self-referred. Groups will meet for _____, _____, during school hours for approximately ____ weeks, starting _____.

Please return this form as soon as possible as there are a limited number of spaces available.

Sincerely,

Parent Consent for Small Group Counseling Participation

Student's Name: _____ Grade: _____

Teacher: _____

Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

CONSENTIMIENTO DE LOS PADRES

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Estimado Padre / Tutor:

En _____, ofrecemos pequeños grupos de asesoramiento a los estudiantes interesados. Consejería de grupo pequeño es una experiencia educativa única en la que los estudiantes trabajan juntos para explorar sus ideas, actitudes, sentimientos y comportamientos, especialmente en lo relacionado con el desarrollo personal y el progreso académico. Consejería en grupos pequeños enseña habilidades para la vida y estrategias para los estudiantes que mejoran su capacidad de tener éxito académico y social, así como hacer frente a situaciones de estrés. A continuación se enumeran los tipos de grupos que se ofrecen y el que sería beneficioso para su hijo:

_____ Habilidades de éxito (Desarrollar las habilidades necesarias para tener éxito.)

Los estudiantes que participan en los grupos pequeños han sido referidos por sus padres, maestro, o auto referido. El grupo pequeño se reunirán durante _____, durante el horario escolar durante aproximadamente _____ semanas a partir de _____.

Por favor envíe este formulario tan pronto sea posible, ya que hay un número limitado de plazas disponibles. Si tiene alguna pregunta, por favor de comunicarse directamente con _____ al _____.

Atentamente,

Consentimiento de los Padres para Grupo Pequeño Participación Consejería

Nombre del Estudiante: _____ Grado: _____

Maestro: _____ Fecha: _____

Nombre del Padre / Tutor: _____

Firma del Padre / tutor: _____

DESK REMINDERS



Fill out, cut out, and tape to student's desk.

Our group
meets on _____
at _____

Our group
meets on _____
at _____

Our group
meets on _____
at _____

Our group
meets on _____
at _____



Our group
meets on _____
at _____

Our group
meets on _____
at _____

ATTENDANCE

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DATE 								
NAME 								

PRE SURVEY

This is how I am doing BEFORE group



Always



Sometimes



Hardly



Never

I can identify skills that are needed for success.				
I can identify distractors that take my time away from meeting my goals.				
I can recognize what an organized space looks like and where my stuff belongs.				
I can recognize positive and negative choices.				
I can identify what motivates me and what does not.				
I can turn something that is negative to be more positive.				
I can create goals to improve myself.				
I can identify ways to persevere during difficult times.				

POST SURVEY

This is how I am doing AFTER group



Always



Sometimes



Hardly



Never

I can identify skills that are needed for success.				
I can identify distractors that take my time away from meeting my goals.				
I can recognize what an organized space looks like and where my stuff belongs.				
I can recognize positive and negative choices.				
I can identify what motivates me and what does not.				
I can turn something that is negative to be more positive.				
I can create goals to improve myself.				
I can identify ways to persevere during difficult times.				

Pass to see the COUNSELOR



Valid every _____ at _____

Student Name: _____

Teacher: _____

Signed: _____

Pass to see the SOCIAL WORKER



Valid every _____ at _____

Student Name: _____

Teacher: _____

Signed: _____

Pass to see the PSYCHOLOGIST



Valid every _____ at _____

Student Name: _____

Teacher: _____

Signed: _____

Hall Pass for GROUP COUNSELING



Valid every _____ at _____

Student Name: _____

Teacher: _____

Signed: _____

What you say

IN HERE

Stays

IN HERE

Unless:

SOMEONE IS HURTING YOU.

YOU WANT TO HURT SOMEONE.

YOU WANT TO HURT YOURSELF.

SESSION I

Icebreaker & Rules

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Session Objective:

- *Students will participate in an icebreaker activity and answer personal questions.
- *Students will work collaboratively to identify and create group rules.

Materials:

- *Balloon Printouts.
- *Pencils.

Guiding Questions:

- *What are some interesting things about you that make you unique?
- *What is something you learned about someone else in the group?
- *What are some of our similarities and differences?

ASCA Standards Alignment:

- *Mindset: Sense of belonging in the school environment. (M 3)
- *Behavior: Social Skills: Create positive and supportive relationships with other students. (B-SS 2)
- *Behavior: Social Skills: Use effective collaboration and cooperation skills. (B-SS 6)

SEL Competencies:

- *Self-awareness: recognizing strengths.
- *Relationship skills: relationship building, communication, social engagement, teamwork.
- *Social-awareness: Respect for others, appreciating diversity.

Session Details (about 30 min):

- *Counselor will welcome students to the group. "Welcome to the group everyone, we are all here to learn how to improve our Success Skills. Success Skills are the skills we need to be successful in school and in life. Did you know that even adults struggle with some of these skills? That is why it is such an important topic because learning more about beneficial skills can teach you more about yourself, how you learn, and how you can get through obstacles that come your way. We are going to work together to learn ways to improve our own success skills."
- *Icebreaker Activity: "Let's do an activity to get to know each other better, I will participate too so you can get to know me." You can choose to use either the one page multi balloon handout or have each student make a balloon and put the balloons together to symbolize the group. "How do balloons get higher in the sky? They need more air, the more air they have the higher they can go. It's the same with us, the more skills we have, the higher we can go. Let's start by putting our name on the balloon and then filling out the rest of the questions." Once completed, ask them to go around and share what they wrote. Point out anything the students have in common. Ask engaging questions to have the students elaborate on what they wrote.
- *Creating Group Rules: "Now that we have got to know each other, let's create some group rules together. Raise your hand if you can think of a rule that would help our group go smoothly." Guide the discussion to include being respectful of others, taking turns to speak, and confidentiality. Use the included "what happens here stays here" poster to review confidentiality. Have students complete the pre-survey. Tell them to be honest and that it's just for you to know what they want to work on.



My strength:

I'm working on:

Name:

Things I
like:

Something
unique
about me:

Things I do not
like:



Name:

Something unique
about me:

My Strength:

I'm working on:

Things I like:

Things I do not like:



Name:

Something unique
about me:

My Strength:

I'm working on:

Things I like:

Things I do not like:



Name:

Something unique
about me:

My Strength:

I'm working on:

Things I like:

Things I do not like:



Name:

Something unique
about me:

My Strength:

I'm working on:

Things I like:

Things I do not like:



Name:

Something unique
about me:

My Strength:

I'm working on:

Things I like:

Things I do not like:



GROUP RULES



Our group has agreed upon the following rules:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

SESSION 2

Tools for Success

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SUCCESS SKILLS



Objective:

- *Students will be able to identify skills that lead to success.
- *Students will practice using success skills in different scenarios.

Materials:

- *6 Tools for Success (one for each student).
- *Toolbox (one for each student).
- *Tools for Success pages & scenarios.

Guiding Questions

- *Why is it important to learn to manage the different responsibilities in your life?
- *How can using success skills improve your life?

Activity Details:

*"Welcome back to the group, who can remember what our group rules were from last session? (Review the rules). Awesome, last time we learned a bit about each other and talked about success skills. Today, we are going to go even deeper and find out what those skills are. A tool is something we use to carry out a function, and to fix or build something. Well today we are going to learn about tools that help lead us to success. We will learn about each tool and how we can use it to complete tasks and goals. An important part of being successful is knowing what tools you need to use and when."

*Review the Tools for Success paper, go through the skills listed there and what they mean. Then pass out the tools, make sure each student gets one of every tool (6 tools total). "I am giving you each the 6 tools with success skills on them, place them in your toolbox until you need to play them. As I read to you some different success scenarios, I will ask you all to pick the tool out of your toolbox that you would use to be successful in this scenario, and I will ask you why or to give an example. I will go first." Read out loud the first scenario, give your answer and ask students what tool they would use. Wait for everyone to put down a tool, ask why they chose that tool. Read the next success scenario and have the students put down the tool they would use for each scenario and have them explain why and how they would use it. Everyone should pick back up their tool after each scenario, so they always have the 6 tools to choose from for every scenario. Thank the students for a great session and tell them next session they will be learning more about Organization.

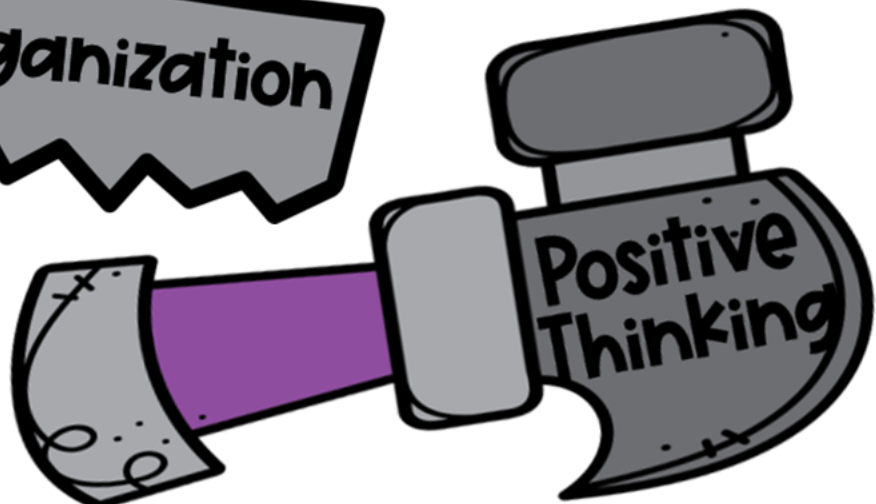
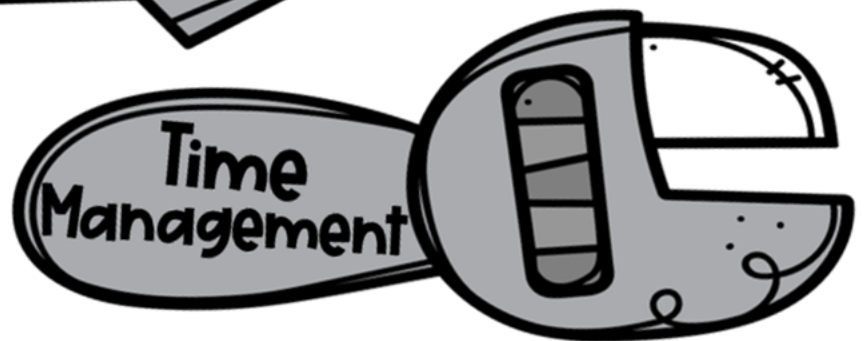
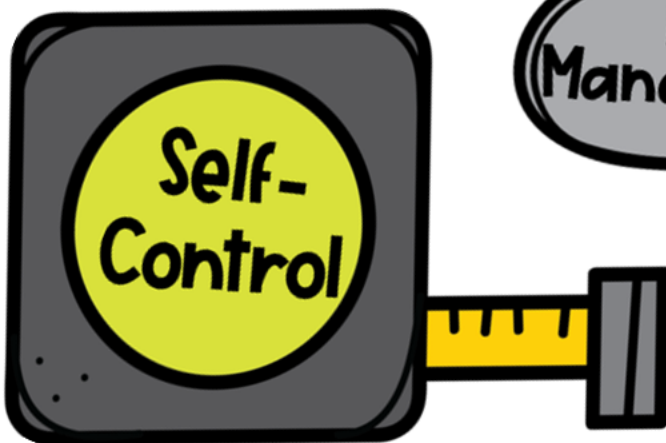
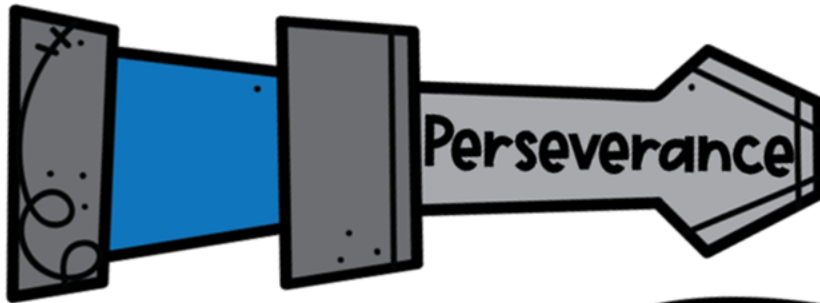
ASCA Standards Alignment:

- *Mindset: Belief in using abilities to their fullest to achieve high quality results and outcomes (M 5)
- *Behavior: Learning strategies: Use time management, organizational and study skills (B-LS 3)
- *Behavior: Self-management skills: Demonstrate ability to overcome barriers to learning (B-SMS 6)

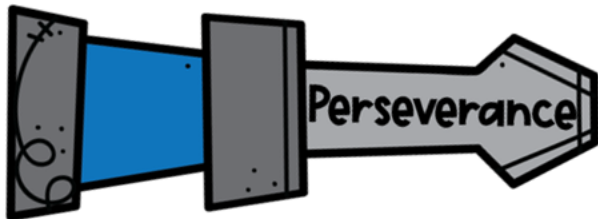
SEL Competencies:

- *Self-management: impulse control, self-discipline, self-motivation, goal setting, organizational skills.
- *Responsible decision making: Identifying problems, analyzing situations, solving problems, evaluating.

Tools for Success

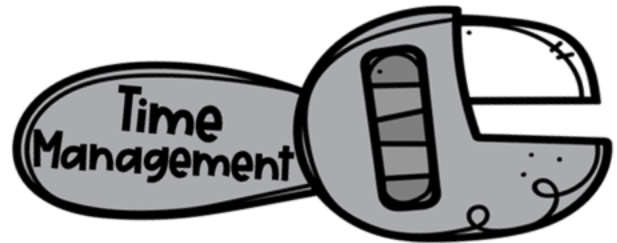


Tools for Success



When things get hard, continuing to work towards a goal and not giving up.

Using your time effectively to complete a task by deciding what is most important to get done first.



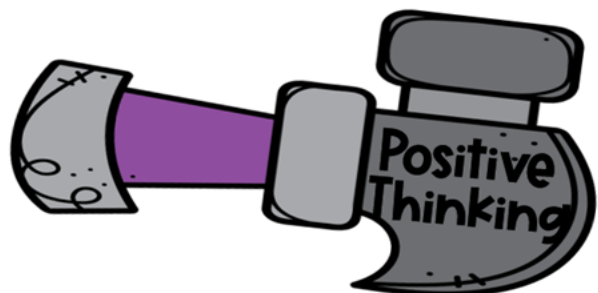
Managing your feelings and thinking about what you are going to do before you do it.

The driving force behind our actions and thoughts. This gets us moving towards completing a goal.

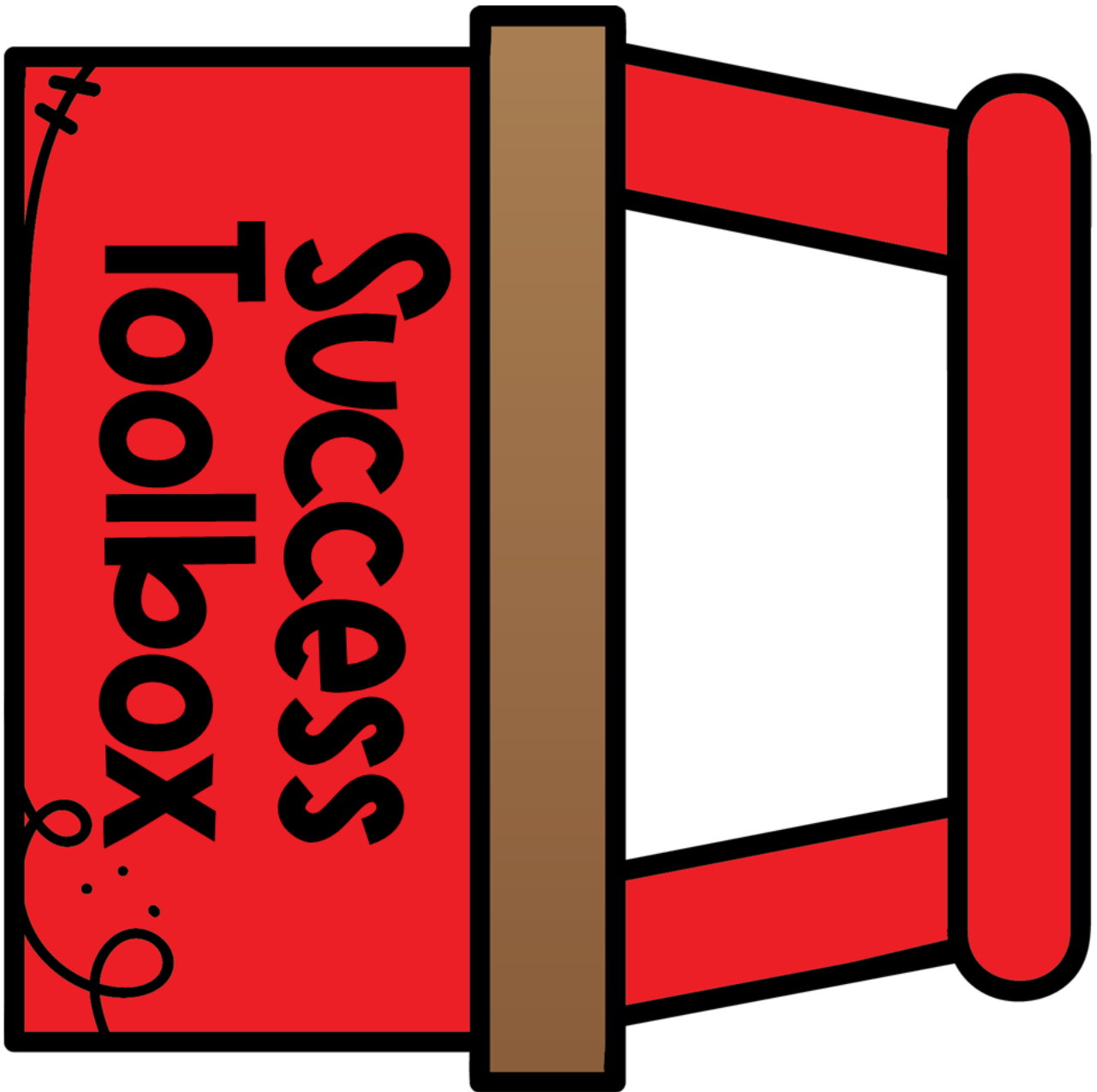


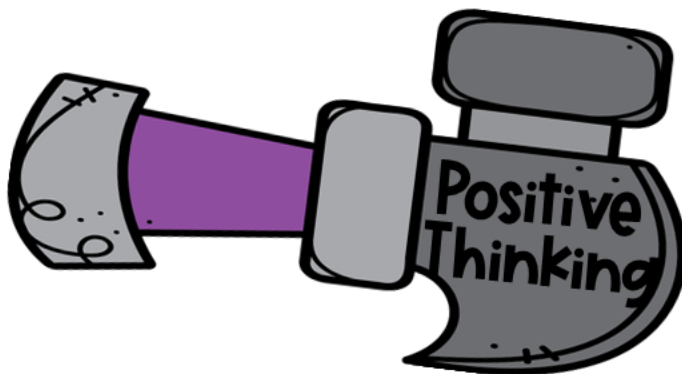
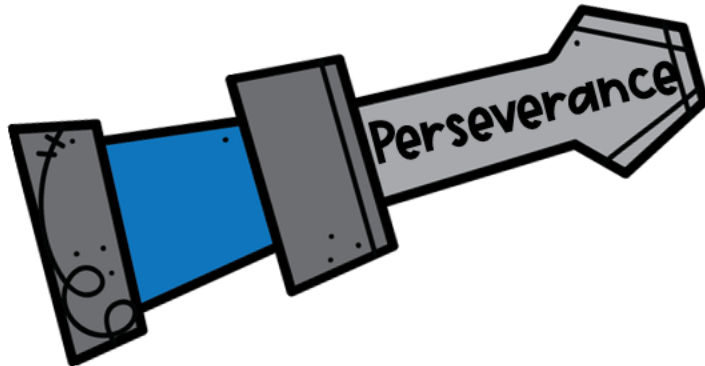
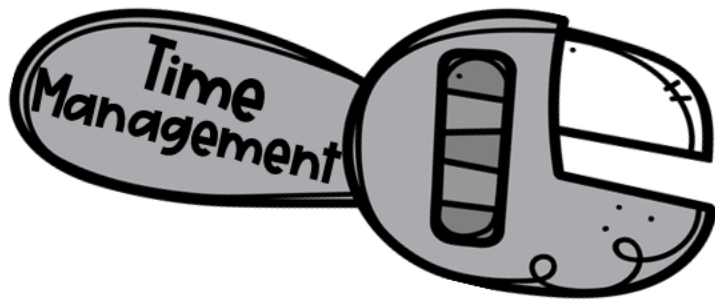
Maintaining order in your work space by keeping track and taking care of your belongings.

Believing in yourself and looking at the bright side of things.









Success Scenarios

Which tool would you use?



You have a spelling test coming up and spelling is very difficult for you.



You have two major tests this week, you need to find time to study for both of them.



You have a social studies test tomorrow, and your favorite show is on tonight.



A new game came out that you really want to play but you also need to finish all your homework and you have a lot tonight.



You need to finish a project you have due, but you do not want to do it.



You have to do a lot of research for a project you have, it will take a few days to do it properly.



You want to improve your science grade, but you do not think you can accomplish it.

Success Scenarios

Which tool would you use?



You need to improve your grade in Math, but it seems like no matter how hard you study, you cannot get a better grade.



You are having trouble finding your school uniform in all the laundry mess on the floor of your room.



You need to do your weekly chores, but you really do not want to do it.



You have a big test to study for, but you also have to practice for the baseball game tomorrow.



Your desk has papers thrown in it randomly, it takes you awhile to find what you need.



You keep trying to learn the new song your music class is performing but it is not coming that easy to you no matter how much you try.



You have a big project due soon, it will take a few days of work to complete.

Success Scenarios

Which tool would you use?



Your test is tomorrow morning, but you want to stay up late playing video games.



You need to finish your homework, but it is taking a long time and do not want to do any more.



You want to learn another language, but you do not think you are smart enough to do it.



You are not remembering to turn in items because your backpack is so messy.



Your friend invites you outside to play but you also need to complete the chores you promised your mom you would do.



You keep forgetting what is due and when because you are not using your planner.



You have a major test, a project due, and your dance recital this week.

Success Scenarios

Which tool would you use?



You want to improve your speed at running a mile but feel like you cannot do it.



You only have a few minutes left to finish up what you are working on, but you keep thinking about something that happened earlier.



You want to make new friends, but you find it hard to meet new people.



You are working to finish your homework and hear the TV go on in the other room, you start listening to that instead of working on your homework.



Your friend wants you to come over and play but you also need to complete your chores.



The paper you need to write is 5 paragraphs long and you feel like it will take too long to complete.



You throw all your papers into your backpack without placing them into folders, now your backpack is a mess.

What Success Tool do you think you are the best at and why?

What Success Tool do you want to improve and why?

What are some things you can do to improve this Success Tool?



SESSION 3

Organization Station

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Counseling 
SUCCESS SKILLS



Objective:

- *Students will be able to properly sort where items belong.
- *Students will practice using organization skills in different scenarios.

Materials:

- *Railroad cars and cargo boxes (cut out).
- **"Color the railroad sign" pages.
- *Scenario cards.

Guiding Questions

- *Why is it important to learn to be more organized?
- *How can organization improve your life?

Activity Details:

*Welcome the students back to the group and quickly review group rules. Last week we learned about the different success skills. This week we are going to look closer at one success skill, organization." On a table, put the train and compartments next to each other to look like a train. Have the cargo boxes cut out in advance. Say "An important part of being successful is being organized. Organization involves keeping your work area tidy and neat. This includes your desk, backpack, and home areas as well. When we are disorganized our lives feel chaotic, we can't find important papers, we lose completed homework, we don't have the supplies we need because it's all lost in a mess. When we are organized, we have specific places where we put things, and we do this consistently. For example, it's disorganized to randomly throw papers into your backpack. How will you remember where the important ones are and find what you need? Instead an organized way would be to place each paper into the correct subject folder. It may take a bit more time when putting things away but it will save you time in the long run because you will know where your papers are when you need them in the future. We are going to practice organizing stuff...Let's board the train and visit the Organization Station! You will see the train has different areas that things can go: backpack, desk, home, give it to the teacher, and trash. We are going to work together to sort the train cargo boxes in their proper train compartment." Once completed, give students the "Color the railroad sign" papers and have them color the sign of where they think each item should go. Lastly, go through the scenario cards together discussing how that person could be more organized. "Now that we know about this success skill, next session we will learn about time management."

ASCA Standards Alignment:

- *Mindset: Belief in using abilities to their fullest to achieve high quality results and outcomes (M 5)
- *Behavior: Learning strategies: Use time management, organizational and study skills (B-LS 3)

SEL Competencies:

- *Self-management: self-discipline, organizational skills.
- *Responsible decision making: Identifying problems, analyzing situations, solving problems, evaluating.



ORGANIZATION TIPS



**Use Checklists/
to-do lists.**



**Color code your folders by
subject.**



Use a planner.



**Check your backpack before
you leave school and home for
important items.**



**Clean out desk and backpack
weekly.**



**Have a designated
homework folder.**



ORGANIZATION STATION



How could you be more organized?



Your Desk



Your Backpack



Your Room



Your Life

**Ripped up
old paper**

**Old field
trip form**

**Homework
from two
months ago**

**Pokeman
Cards**

**Stuffed
Animals**

**Glitter
Pen**

**Paper that
your parent
needs to sign**

**Field trip
form**

**Report
Card**

Planner

**Broken
Pencil**

**Tonight's
Homework**

**Completed
Homework**

**Textbook you need
for homework
tonight**

**Textbook you don't
need for
homework tonight**

**Handheld
video game**

Candy

**A book you
are
reading**

**Directions for
a project you
have due.**

**Lunch
Money**

**Journal/
Diary**

Classwork

**Soccer
Ball**

**Note to
teacher
from parent**

**Note to
parent from
teacher**

Notebooks

Pencils

Games

**Homework
Folder**

Toys

**Old party
invitation**

**Crumpled up
blank papers**

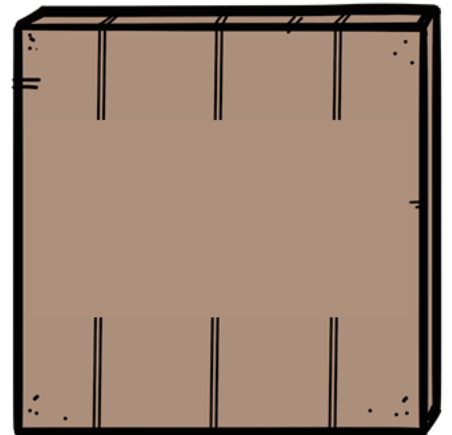
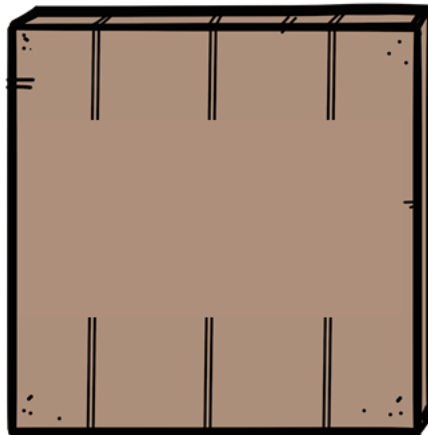
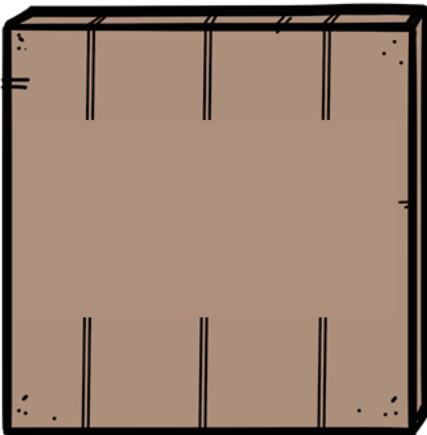
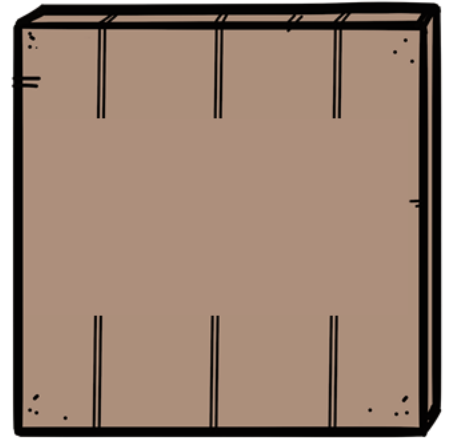
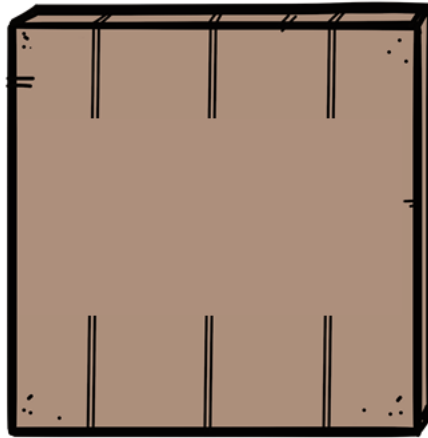
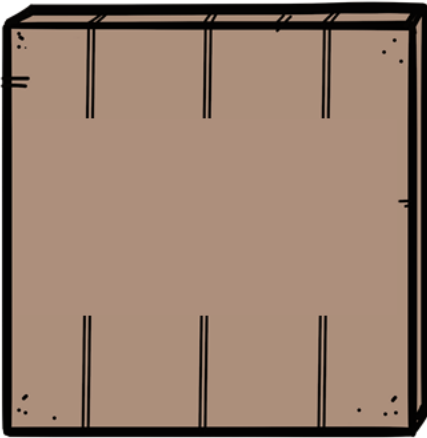
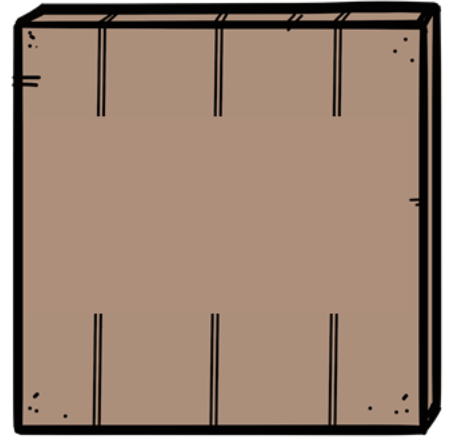
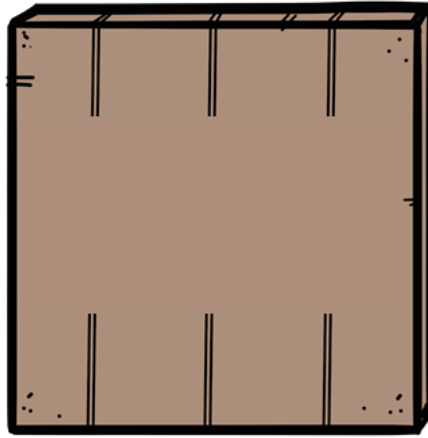
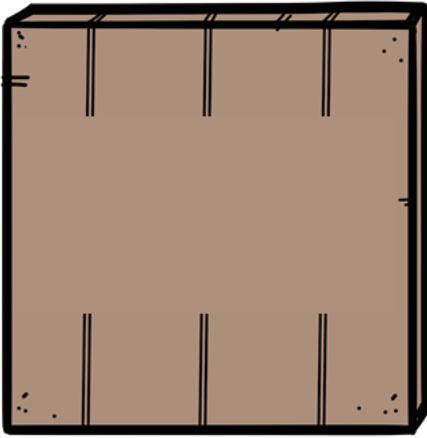
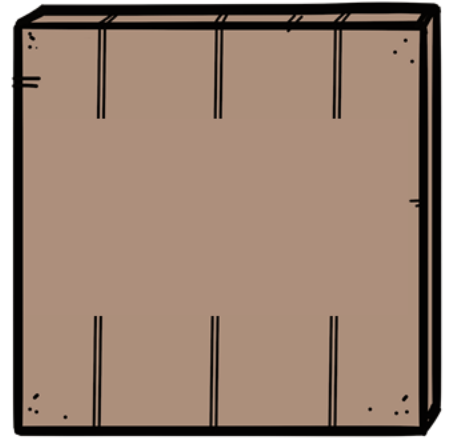
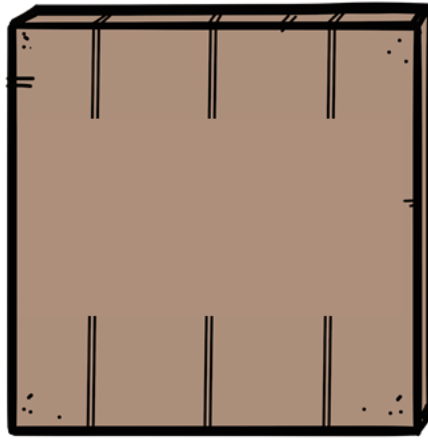
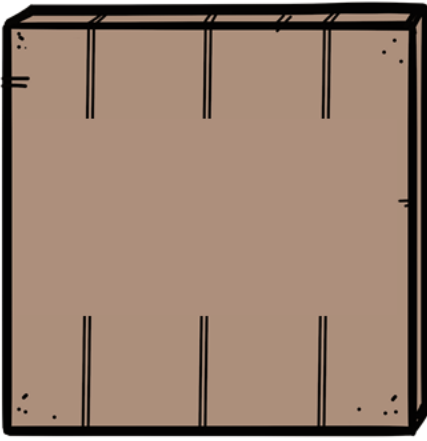
**Scraps from
an art
project**

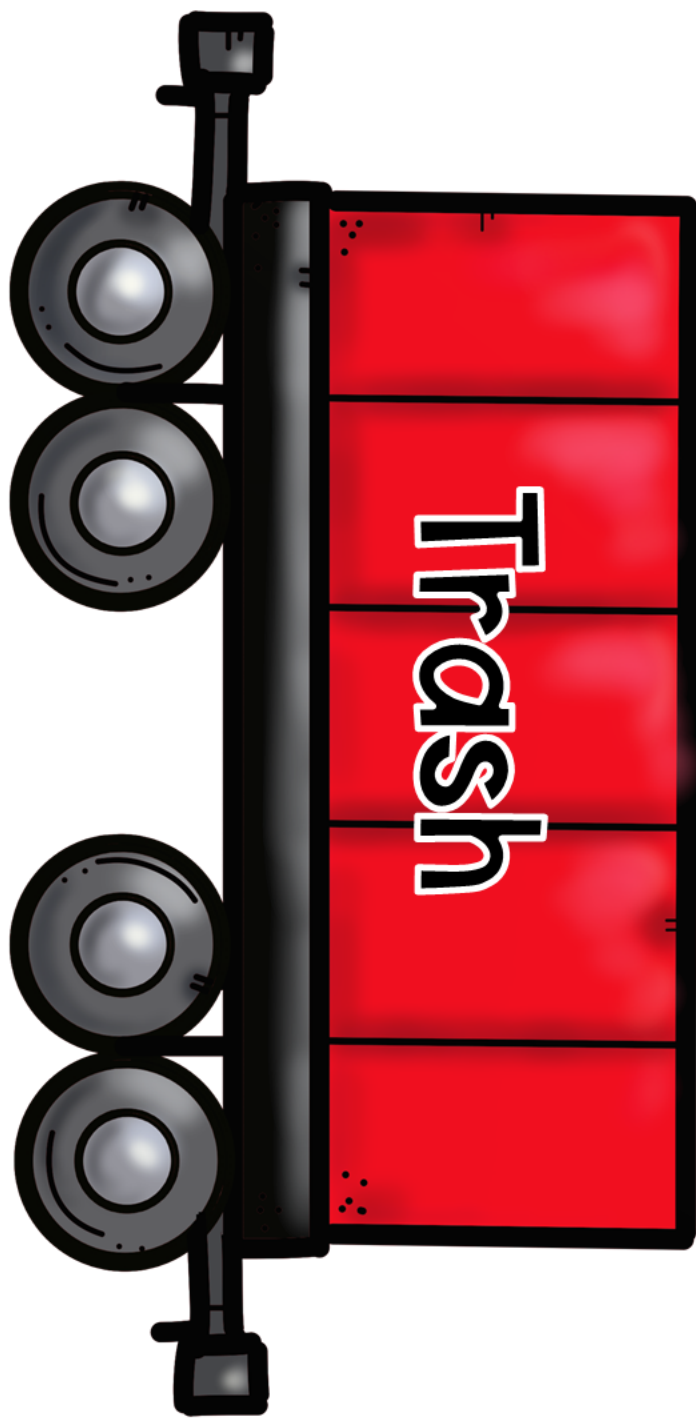
**Your art
project from
last month**

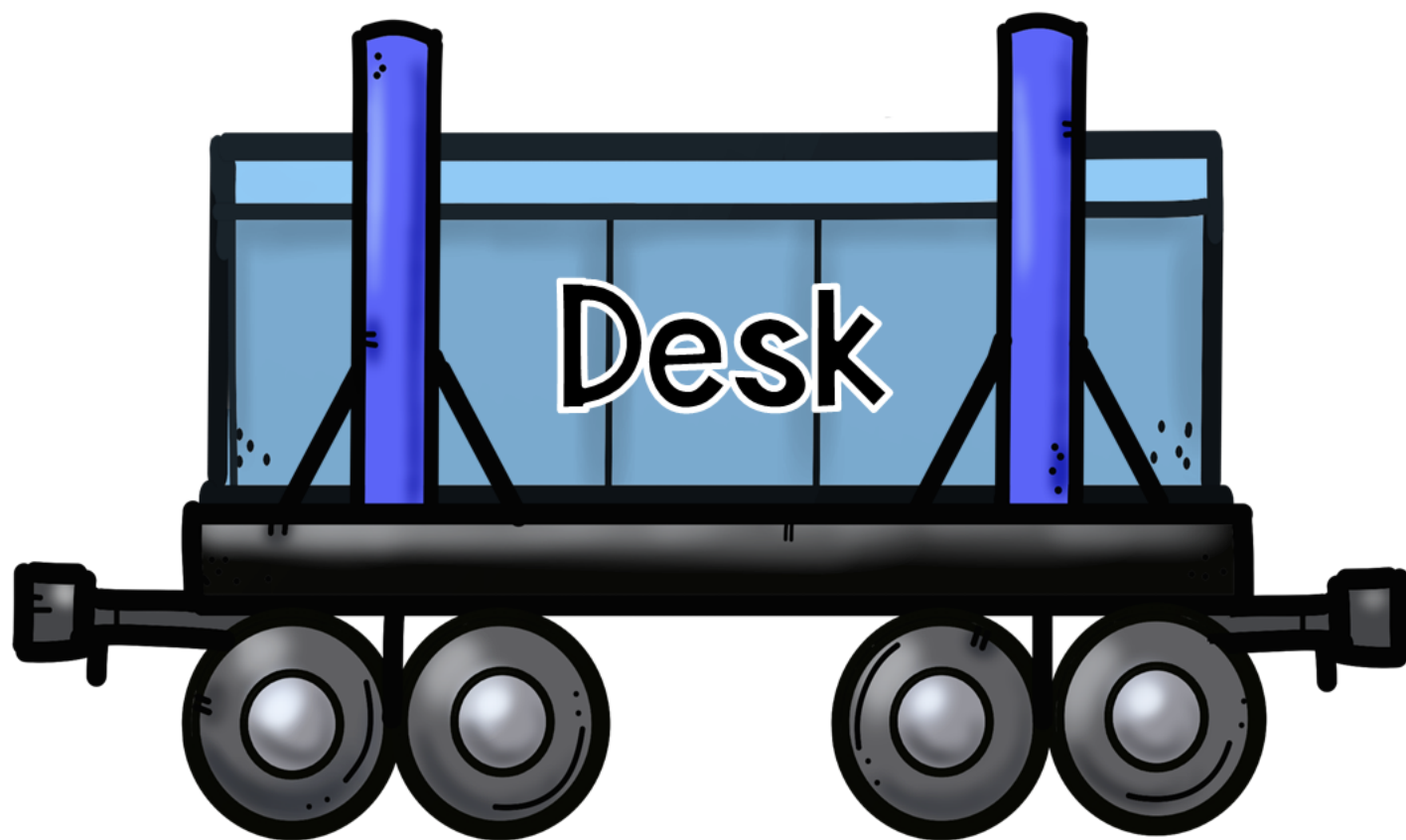
**Supply/
Pencil box**

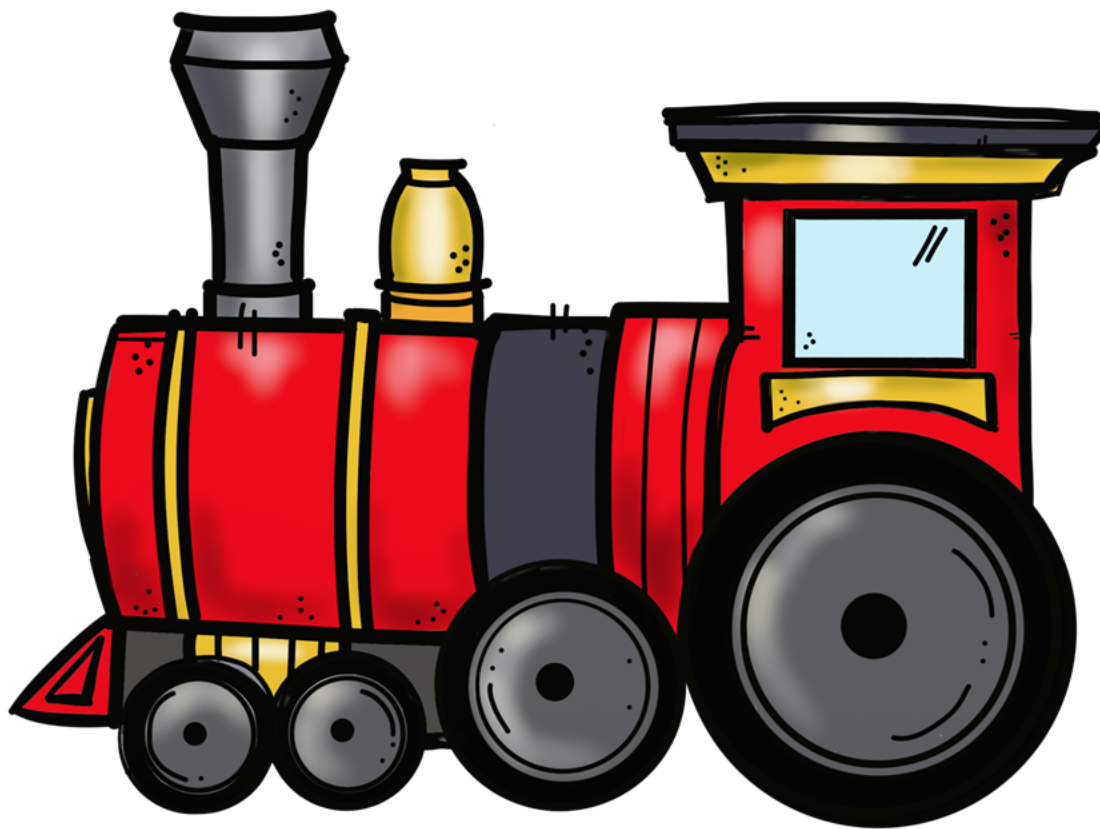
**Unfinished
work folder**

Make your own

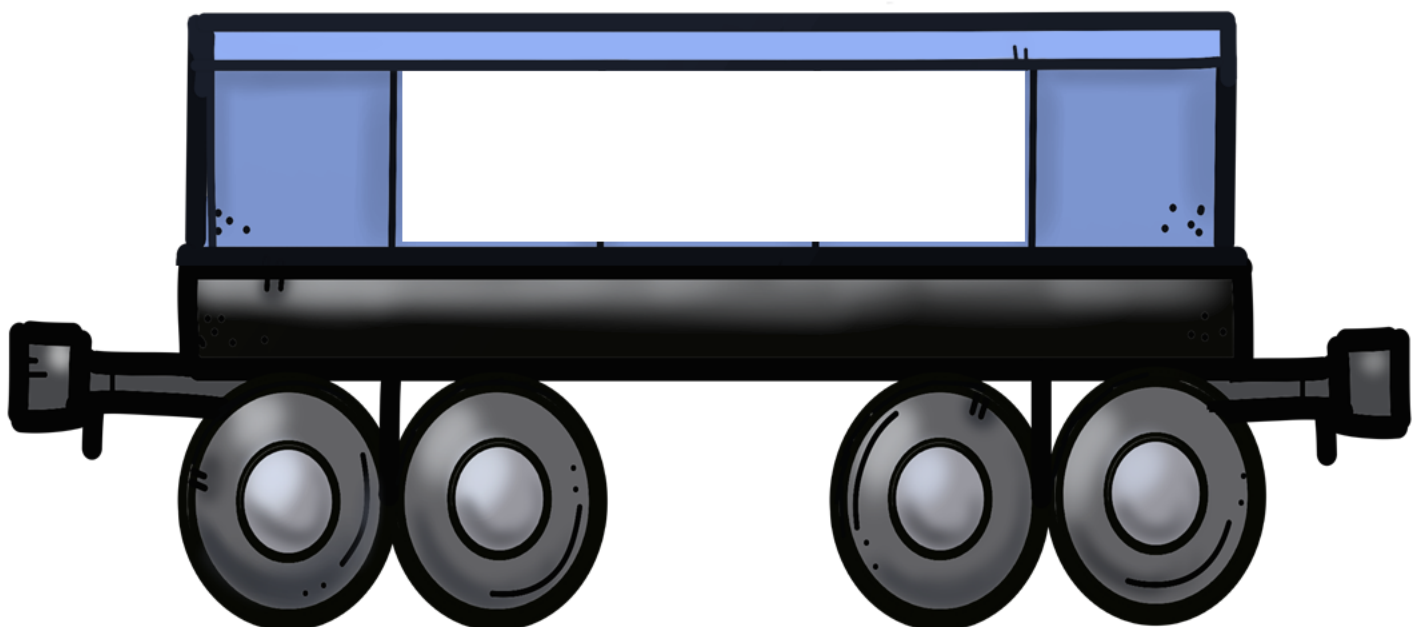






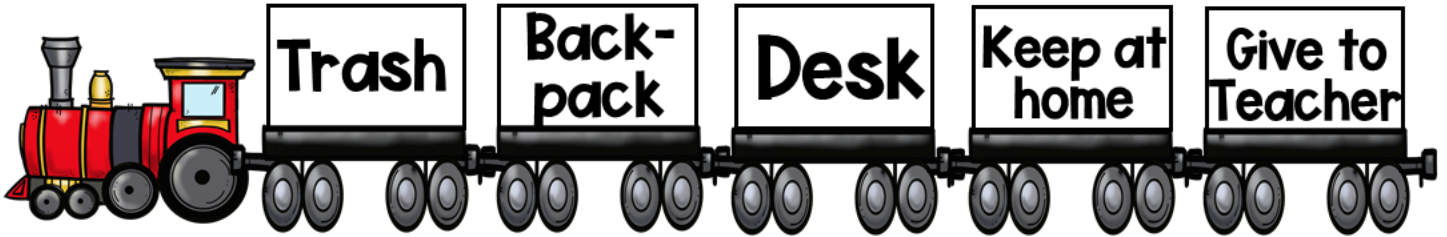






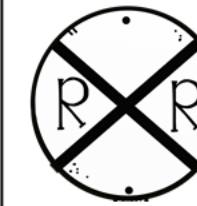




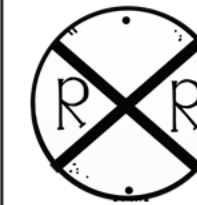




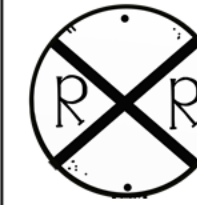










Make your own →



ORGANIZATION STATION

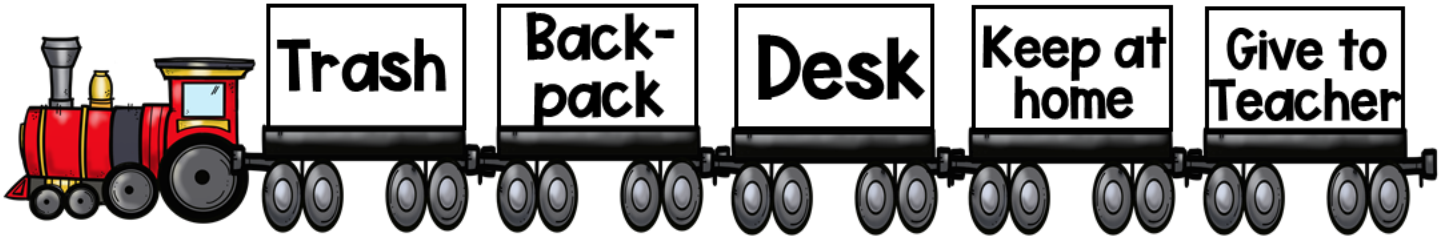
Color in the railroad sign of where you would put each item.



Note to your teacher from your parent.					
Tonight's Homework					
Your Planner					
Crumpled up old papers.					
Toys					

ORGANIZATION STATION

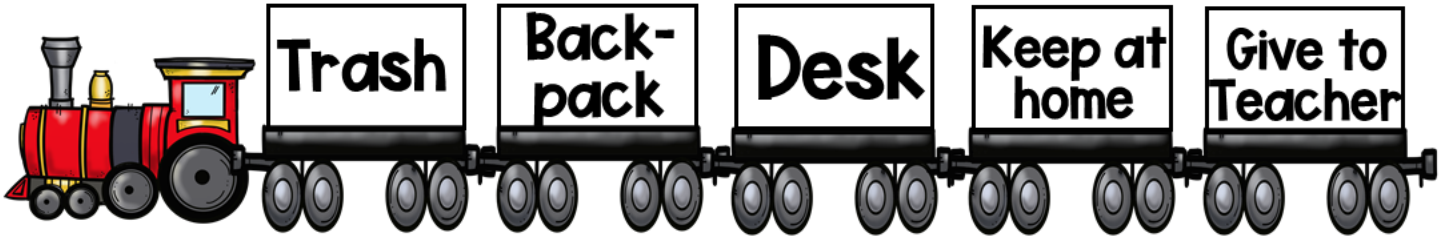
Color in the railroad sign of where you would put each item.




























Supply box					
Note to your parent from your teacher.					
Report card					
Handheld Video game					
Last month's homework					

ORGANIZATION STATION

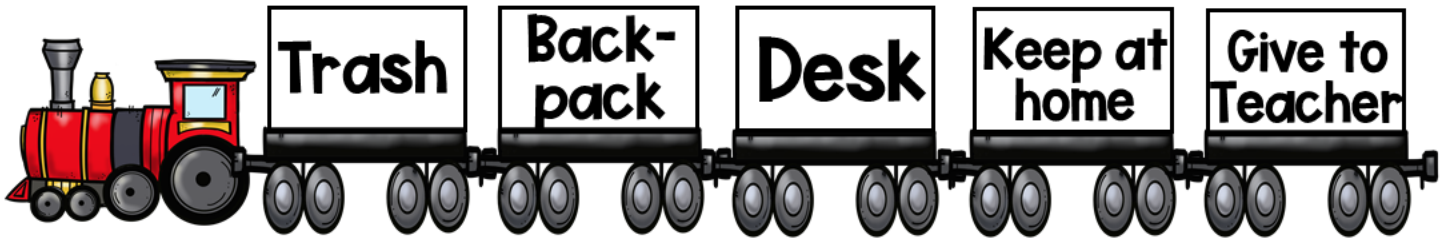
Color in the railroad sign of where you would put each item.




























Stuffed Animal					
Instructions for your project.					
Lunch money					
Old Bookfair pamphlet					
Notebooks					

ORGANIZATION STATION

Color in the railroad sign of where you would put each item.



Pencils					
Candy					
Scrap paper					
Unfinished work folder					
Stickers					

Lucy stuffs her homework in her backpack.



How could she be more organized?

Paige throws all her papers into the same folder.



How could she be more organized?

Claire finds last month's homework in the bottom of her backpack.



How could she be more organized?

Jaime's backpack is crowded with toys she brought from home.



How could she be more organized?

Rachel dumps all her pencils and crayons into her backpack.



How could she be more organized?

Alice puts her planner in the back of her desk.



How could she be more organized?

Beth throws her report card into her lunch box.



How could she be more organized?

Stephany puts the book she needs for her homework in her desk.



How could she be more organized?

Caleb's backpack is full of old papers.



How could he be more organized?

Michael's desk has pencils, crayons, and scrap papers all over.



How could he be more organized?

Anthony's desk has toys falling out of it.



How could he be more organized?

Cameron stuffed his field trip form into his desk.



How could he be more organized?

Taylor's folders have random papers from all subjects in them.



How could he be more organized?

When David gets papers back, he shoves them into his desk.



How could he be more organized?

When Chris gets important papers that need to be signed, he throws them in a random folder.



How could he be more organized?

When Gio is given a note that needs to go to his parent, he folds it up and sticks it into his backpack.



How could he be more organized?

SESSION 4

Time Thieves

SMALL GROUP
Counseling 
SUCCESS SKILLS

Session Objective:

- *Students will identify behaviors that waste time.
- *Students will describe ways to prevent time wasting.

Materials:

- *Printout of Types of Time Thieves.
- *Printout of Clocks and hour hands (one per student)
- *Game cards (cut out in advance).

Guiding Questions

- *Why is it important to recognize behaviors that waste time?

ASCA Standards Alignment:

- *Mindset: Belief in using abilities to their fullest to achieve high-quality results and outcomes. (M 5)
- *Behavior: Learning Strategies: Use time-management, organizational and study skills. (B-LS 3)
- *Behavior: Self-Management Skills: Demonstrate self-discipline and self-control. (B-SMS 2)
- *Behavior: Self-Management Skills: Demonstrate ability to delay immediate gratification for long-term rewards. (B-SMS 4)

SEL Competencies:

- *Self-management: Impulse control, self-discipline, self-motivation.
- *Responsible decision making: Identifying problems, analyzing situations, solving problems.

Session Details (about 30 min):

*Welcome students back to the group, review group rules. We learned about organization last session, today we are learning about time management. Discuss the different types of time thieves. (Use the handout as a guide). "There are many forms of time thieves in our lives, they sometimes sneak up on us and take precious time out of our day. If we can catch these time thieves, then we can be more productive in our daily lives. Let's go over a few of the common time thieves so we can spot them." The first is distractors, this can be a variety of things or people. Cell phones, TV, games, toys, your sister playing loudly in the room, all of these can be distracting to you and take time away from getting work done. The next time thief is being lazy, this can be that general feeling of "I just do not want to do it" or "I feel like sitting on the sofa and doing nothing all day". This thief makes us not get much done with an attitude like that. Another very common time thief is procrastination. This means putting something off until later. This can lead to rushed or unfinished work. The next time thief is not focusing, this looks like wandering thoughts and day dreaming. It is thinking about things that have nothing to do with the topic. It can also be fooling around or being off task. The last time thief is lack of planning. This happens when we do not properly prepare for our work, it makes us waste time. Now that we know the time thieves, let's practice recognizing them and getting ideas on how to prevent them." Pass out a clock and hour hand (1 per student). "We are going to take turns picking up game cards, on the cards are scenarios. When it's your turn, read the card aloud and find the time thieves in the scenario. For each time thief you find, you move forward one hour. So, if you find 3 on your first turn, you would move the hour hand to 3 o'clock. The goal is to reach midnight. Thank students, tell them next week they will climb motivation mountain.

....

TYPES OF

TIME THIEVES



Distractors



Being lazy



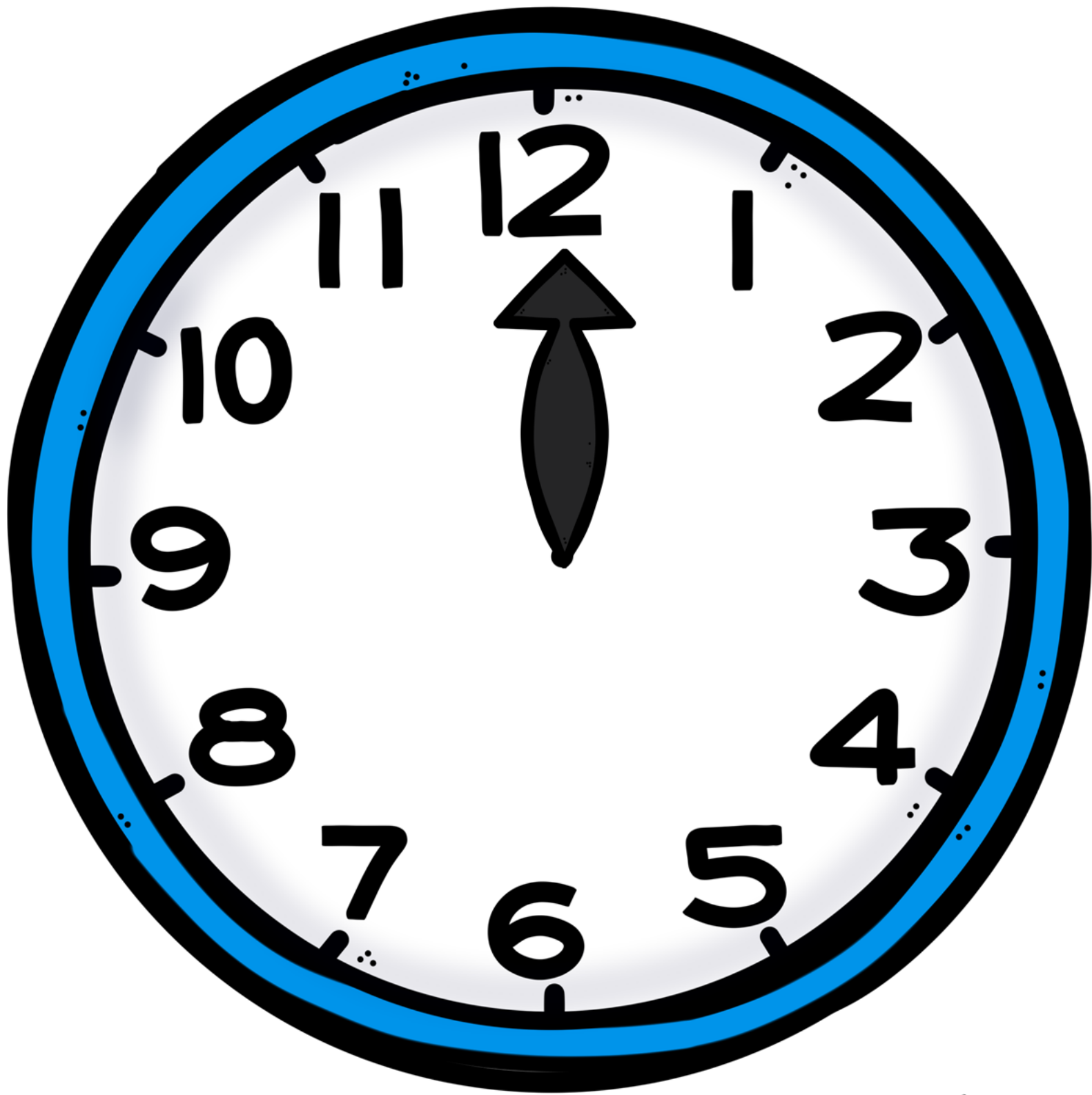
Procrastination



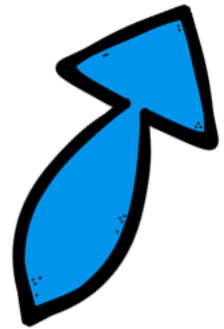
Not focusing

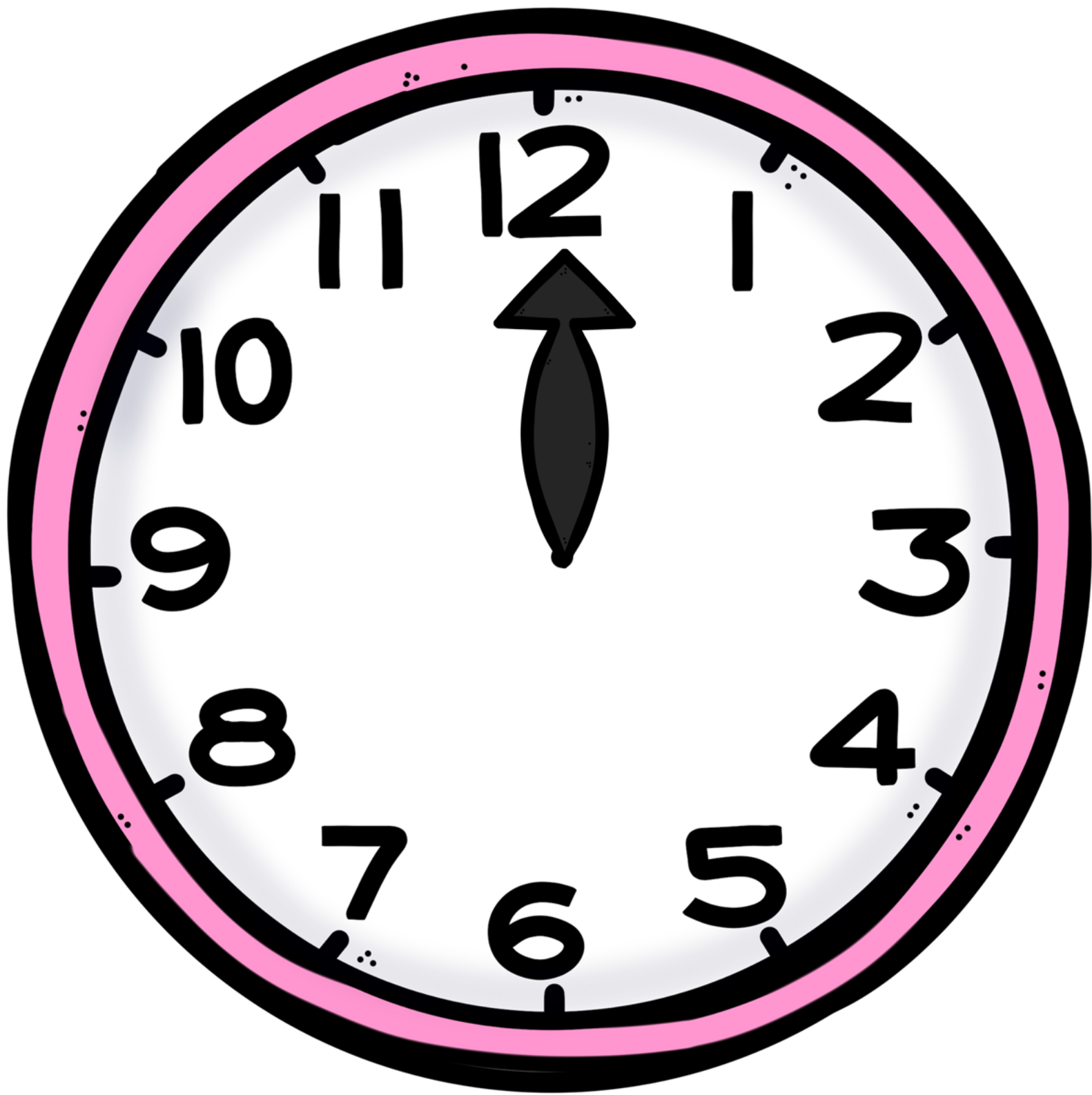


Lack of
planning



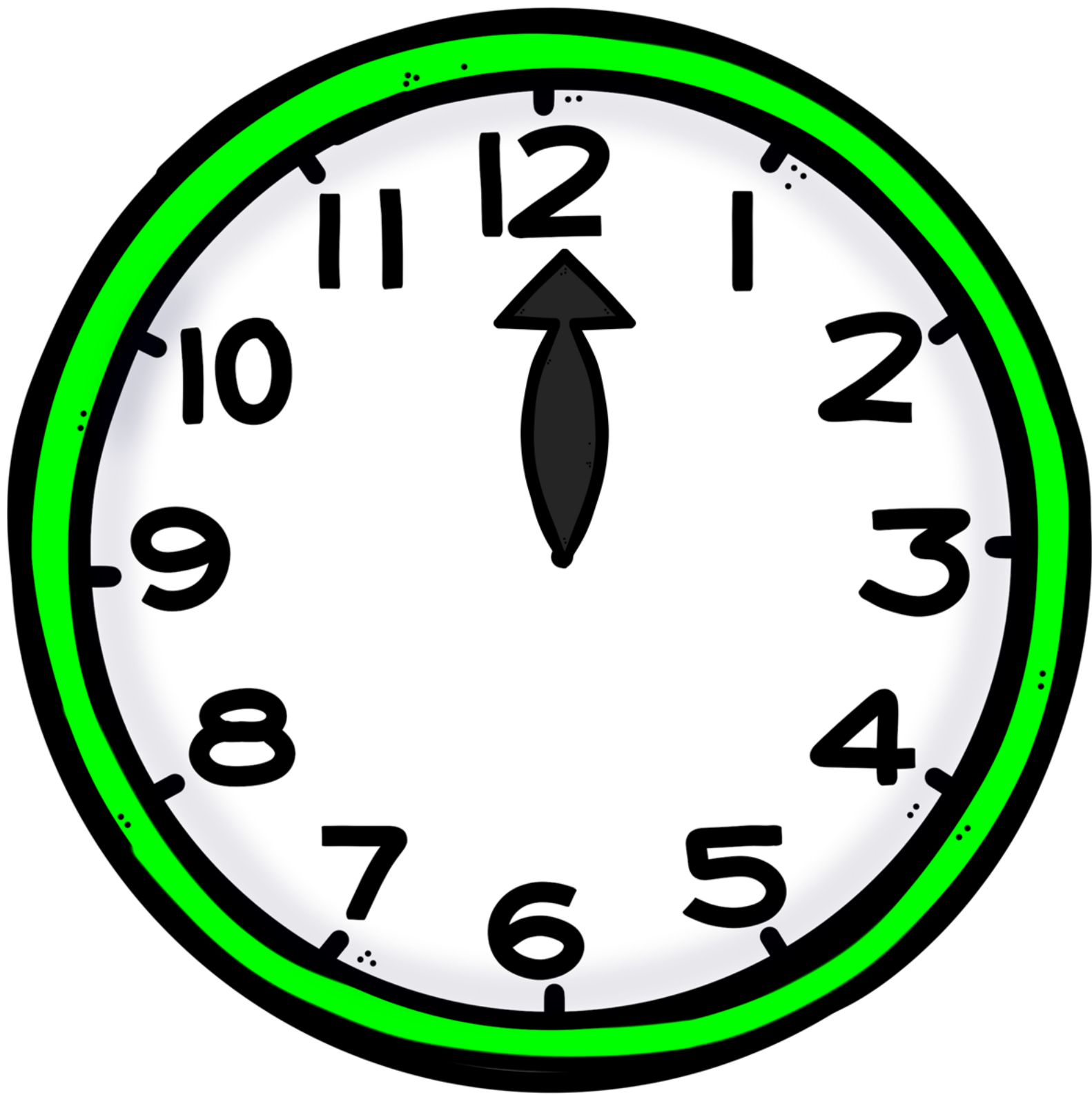
CUT OUT THE HOUR HAND AND HAVE STUDENTS MOVE IT AROUND THE CLOCK AS THEY ANSWER QUESTIONS CORRECTLY. EACH TIME THIEF CAUGHT EARNS ONE HOUR. GOAL IS TO REACH MIDNIGHT.



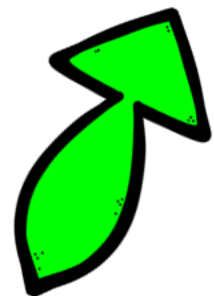


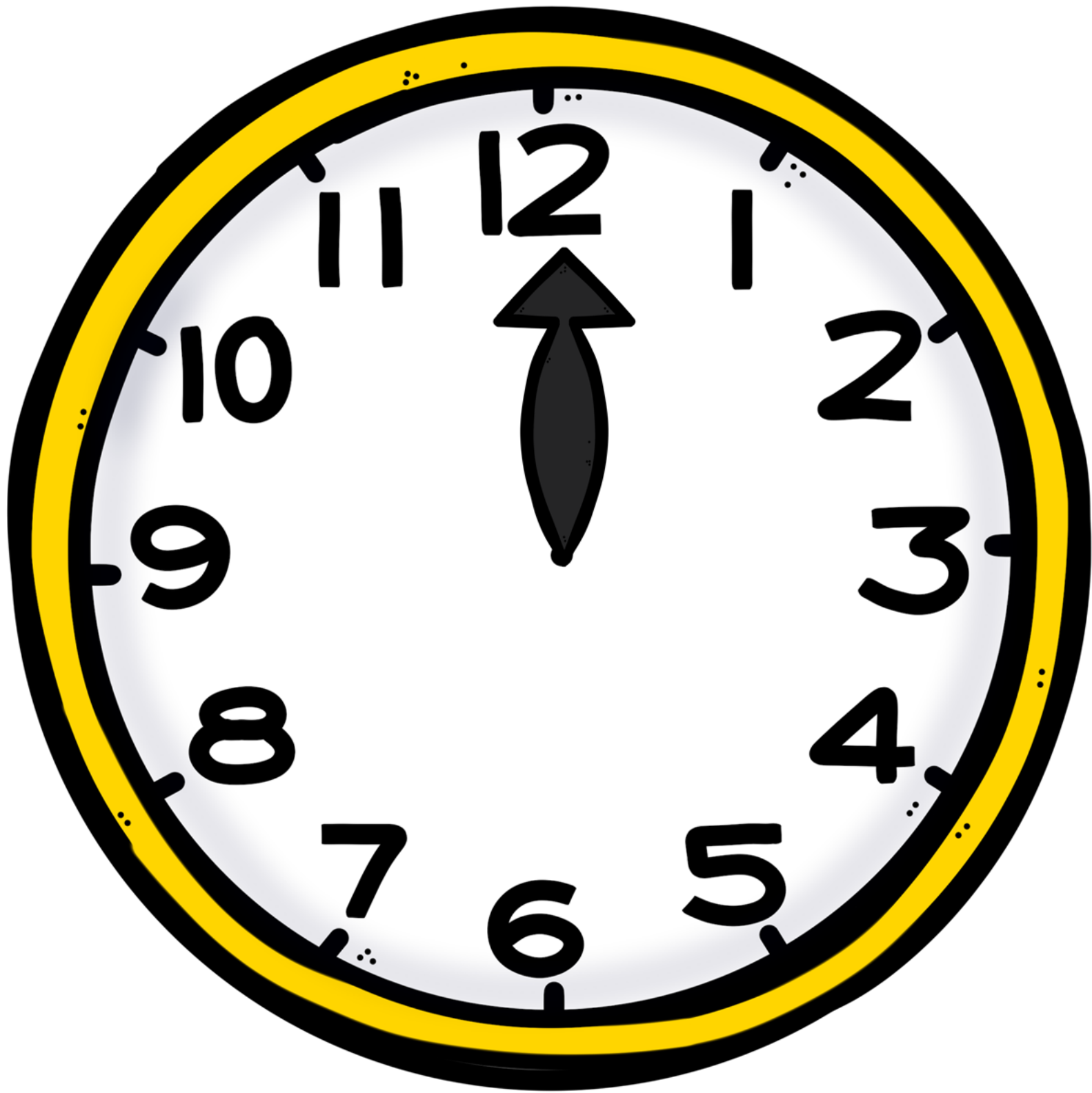
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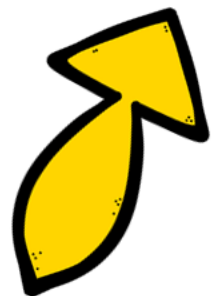


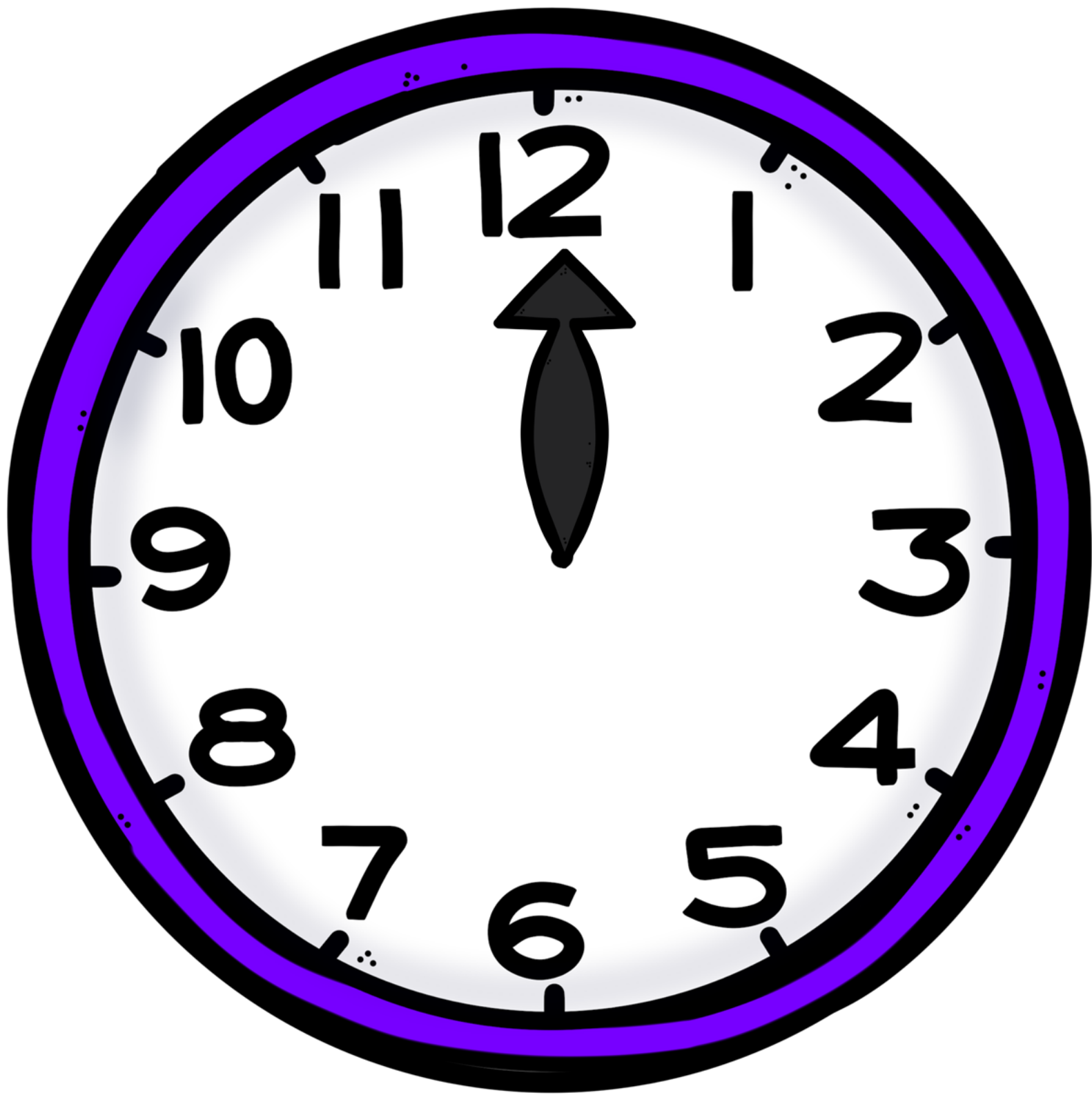
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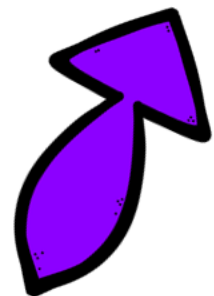


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CUT OUT THE HOUR HAND AND HAVE STUDENTS MOVE IT AROUND THE CLOCK AS THEY ANSWER QUESTIONS CORRECTLY. EACH TIME THIEF CAUGHT EARNS ONE HOUR. GOAL IS TO REACH MIDNIGHT.





Tommy's project is due tomorrow, and he has not started it yet. His favorite show is on TV tonight, so he rushes to do the project after the show.

What were the time thieves?
How could he/she do it differently?



Juan sits down to study in the living room for his math test. His brother is watching TV there too. He glances at the TV to check what is going on.

What were the time thieves?
How could he/she do it differently?



Dana has a soccer match this week. She has to practice every day for it. She also has a Science Project due at the end of the week. She focuses only on soccer until the match is over.

What were the time thieves?
How could he/she do it differently?



Karen knows she studies better when she makes flash cards to learn her spelling words. She just does not feel like doing it though.

What were the time thieves?
How could he/she do it differently?



Latoya is working on her homework. She keeps checking Instagram while she is doing it.

What were the time thieves?
How could he/she do it differently?



Amanda forgot to write her homework down in her agenda. She has to call around asking friends what the homework is.

What were the time thieves?
How could he/she do it differently?



Christian just got a new video game. He is excited to play it and plays it late into the night. The next day he is falling asleep in class.

What were the time thieves?
How could he/she do it differently?



Eugene did not put out his clothes the night before or pack his backpack, so he is late getting to school.

What were the time thieves?
How could he/she do it differently?



Liam feels like doing nothing today, so he does not clean his room or do his chores.

What were the time thieves?
How could he/she do it differently?



Jace wants to improve his grades but instead of studying he watches a Netflix marathon of the cool new show that just came out.

What were the time thieves?
How could he/she do it differently?



Lindsay is trying to do her homework, but her friend keeps texting her about something that happened at school.

What were the time thieves?
How could he/she do it differently?



Grace's mind keeps wandering and she ends up day-dreaming for an hour and now it's dinner time.

What were the time thieves?
How could he/she do it differently?



Hank planned on getting some of his chores done today but he feels tired and puts it off till tomorrow.

What were the time thieves?
How could he/she do it differently?



Caleb sees his neighborhood friends playing outside. He still has not finished his homework and it is almost time for dinner. He decides to play and worry about it later.

What were the time thieves?
How could he/she do it differently?



Nishka tells her friends she can chat in 10 minutes, even though the task her mom gave her to do is going to take at least an hour.

What were the time thieves?
How could he/she do it differently?



Tristin wishes she could get on the honor roll but when it comes time to study, she always has something better to do, because studying is boring.

What were the time thieves?
How could he/she do it differently?



Megan knows she has to start working on her social studies research project, but she was invited to a party this weekend and she figures she can always

cram it in late Sunday night.

What were the time thieves?
How could he/she do it differently?



Louise promised she would clean her room up today, but she got caught up playing a new computer game and really does not feel like cleaning her room anyways.

What were the time thieves?
How could he/she do it differently?



Cameron commits to doing research for a group project tonight, but also has gymnastics and a lot of homework tonight.

What were the time thieves?
How could he/she do it differently?



Casey sits down to study at her desk and sees her favorite toy on the floor. She starts thinking about playing with it and then does for a while.

What were the time thieves?
How could he/she do it differently?



Alex has a project that has multiple steps to complete. His teacher has recommended working on it for 3 weeks. He waits to start it till the last week

What were the time thieves?
How could he/she do it differently?



Mason is trying to study for his science test but is having trouble remembering the information. His mind keeps thinking about the football game last night.

What were the time thieves?
How could he/she do it differently?



Tina listens to her favorite music, she loses track of time and now its late and she has not started her homework.

What were the time thieves?
How could he/she do it differently?



Camila was not paying attention during the math lesson and now is having a hard time doing the assignment.

What were the time thieves?
How could he/she do it differently?



Katie is trying to finish her classwork but keeps thinking about the movie she watched last night and playing with the erasers in her desk.

What were the time thieves?
How could he/she do it differently?



Betty forgot she had dance practice after school and put off studying for her test until today, so now she has to cram after practice.

What were the time thieves?
How could he/she do it differently?



David has been staring at the same page in his book for an hour. He keeps thinking about other things instead of what he just read.

What were the time thieves?
How could he/she do it differently?



Carl's study area is filled with his favorite items: his phone, laptop, and tablet. He keeps trying to study but his phone keeps getting texts and tablet dings that he has an email.

What were the time thieves?
How could he/she do it differently?



Susana put off asking for help with her assignment until the last minute because she did not want to do it.

What were the time thieves?
How could he/she do it differently?



Luciana keeps making the same mistake on her math homework. Her mind is wandering to the argument she had with her friend and keeps checking her phone for a message.

What were the time thieves?
How could he/she do it differently?



James started his chores three times but has not finished them because he keeps checking the score of the game on TV.

What were the time thieves?
How could he/she do it differently?



Nestor keeps talking to his classmate about their favorite card game and not working on their group assignment. He even pulls the cards out to show him them off.

What were the time thieves?
How could he/she do it differently?



Danielle was fooling around in class and did not finish her assignment. Now she has to finish it for homework.

What were the time thieves?
How could he/she do it differently?



Ashley watches YouTube videos when she gets home from school. That leaves her only a little time to complete her homework and chores before bedtime.

What were the time thieves?
How could he/she do it differently?



Josh spent so much time perfecting his one project that he did not have time to finish his other one.

What were the time thieves?
How could he/she do it differently?



Ben is not sure where to start his project, he spends a good amount of time just getting everything organized and thinking about how to start.

What were the time thieves?
How could he/she do it differently?



Justine wants to start her homework, but she cannot find her textbook or even a pencil in her messy backpack, because she has not organized it in a month.

What were the time thieves?
How could he/she do it differently?



Jennifer overextended herself by committing to too many after school activities. Now her grades are suffering because she has trouble finishing her homework in time at night.

What were the time thieves?
How could he/she do it differently?



Oliver is trying to get his work done while also listening to his classmates talking next to him and checking his watch to see when recess is.

What were the time thieves?
How could he/she do it differently?



Tyson talks to his friends at lunch time and puts off eating his lunch till he is done telling them about what happened in art class. Now it's time to go and he has not eaten his food yet.

What were the time thieves?
How could he/she do it differently?



What were the time thieves?
How could he/she do it differently?



What were the time thieves?
How could he/she do it differently?



What were the time thieves?
How could he/she do it differently?



What were the time thieves?
How could he/she do it differently?



What were the time thieves?
How could he/she do it differently?



What were the time thieves?
How could he/she do it differently?



What were the time thieves?
How could he/she do it differently?



What were the time thieves?
How could he/she do it differently?

Answer Guide

Tommy: Procrastination, Distractor, Lack of planning.

Juan: Distractors, Not focusing.

Dana: Procrastination, Lack of planning.

Karen: Being lazy.

Latoya: Distractor, not focusing.

Amanda: Lack of planning.

Christian: Distractor, lack of planning.

Eugene: Lack of planning.

Liam: Being lazy.

Jace: Lack of planning, distractor, being lazy.

Lindsay: Distractor, not focusing.

Grace: Not focusing.

Hank: Being lazy, procrastination.

Caleb: Procrastination, distractor.

Nishka: Lack of planning.

Tristin: Being lazy.

Megan: Procrastination, lack of planning.

Louise: Distractor, being lazy.

Cameron: Lack of planning.

Casey: Distractor, not focusing.

Alex: Procrastination, lack of planning.

Mason: Not focusing.

Tina: Distractor.

Camila: Not focusing.

Katie: Not focusing, distractors.

Betty: Lack of planning, procrastination.

David: Not focusing.

Carl: Distractors, not focusing.

Susana: Procrastination, lack of planning, being lazy.

Luciana: Not focusing, distractors.

James: Distractors, not focusing.

Nestor: Distractors, not focusing.

Danielle: Not focusing.

Ashley: Not focusing, distractors, lack of planning.

Josh: Lack of planning.

Ben: Lack of planning, not focusing, procrastination.

Justine: Lack of planning, being lazy.

Jennifer: Lack of planning.

Oliver: Not focusing, distractors.

Tyson: Distractors, lack of planning, procrastination.

SESSION 5

Climb the Motivation Mountain

SMALL GROUP
Counseling 
SUCCESS SKILLS



Objective:

*Students will identify what motivates them to achieve a goal.

Materials:

- *Printout of the mountain.
- *Star play pieces (one for each player)
- *Printout of cards (cut out in advance).
- *"What do you use to climb" page.
- *Climbing tools descriptors (one of each tool for every player, cut out in advance)

Guiding Questions

- *Why is it important to understand what motivates us and what does not?
- *How can we use motivation to get things done?

Activity Details:

- *Welcome students back to the group, review group rules. Say "We are continuing to learn about success skills, the next one is Motivation." Place the motivation mountain on the table and give each student a different colored star playing piece.
- *Say "Let's imagine we were going to climb a mountain, would we just head up the mountain without thinking about what we would need? No, we would plan out what tools to take with us to successfully make it up the mountain. It's the same when we have a goal we want to reach. In order to successfully reach it, we need to use certain tools to get there. What can we use to motivate ourselves to reach our goals? Well, it depends on each person because different things motivate each of us. It is important to know what motivates us and what does not motivate us so we can use that knowledge to complete our goals. Let's talk about some things that can motivate us (review the Motivation tips paper). Now, we are going to climb motivation mountain. To get to the summit, there will be different tasks that need to be completed and we have to choose what will best motivate us to complete them. There is no wrong answer because we all have different motivators. Once you choose a motivator tool, you will be given a more detailed description of what that tool means. You can keep these and share them with your parents and teacher so they know what motivates you as well."
- *Place the star playing pieces on start at the bottom of the mountain, and have the first student pull a playing card. Give them the matching tool description after they give their answer and move their star to the next elevation. After everyone has reached the summit, review the motivation tool descriptions. Thank them for participating, inform them next week they will be learning about making positive choices.

ASCA Standards Alignment:

- *Mindset: (M 5) Belief in using abilities to their fullest to achieve high-quality results and outcomes.
- *Behavior: Self-management skills: (B-SMS 2) Demonstrate self-discipline and self-control.
- *Behavior: Learning strategies: (B-LS 4) Apply self-motivation and self-direction to learning.

SEL Competencies:

- *Self-management: impulse control, self-discipline, self-motivation.
- *Responsible decision making: Identifying problems, analyzing situations, solving problems, evaluating.

CLIMB



MOTIVATION
MOUNTAIN

What do you use to motivate yourself?



Navigating through challenges.



Clearing the path of punishments.



Stepping into recognition.



Lighting up our interests.



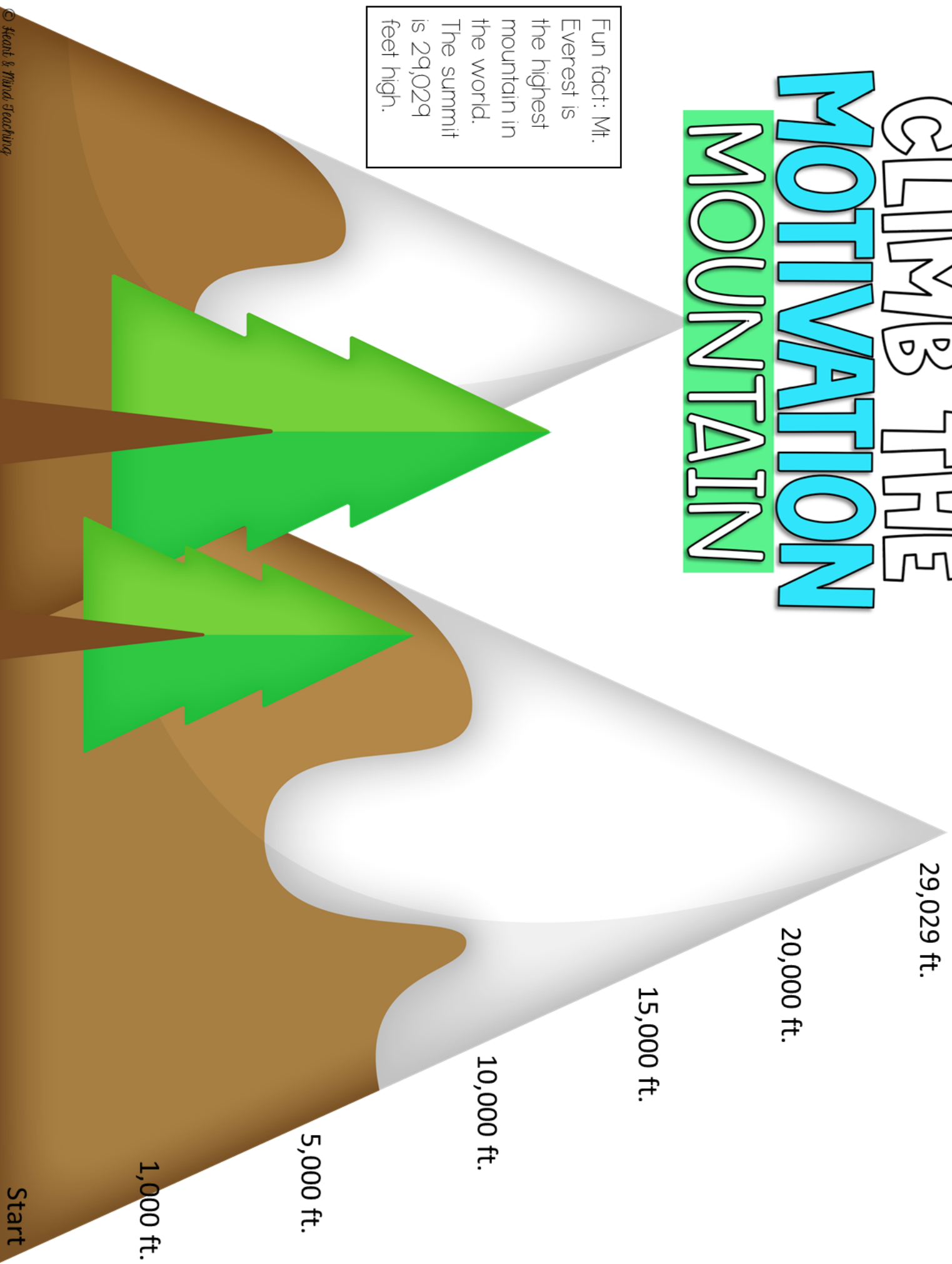
Refilling rewards.



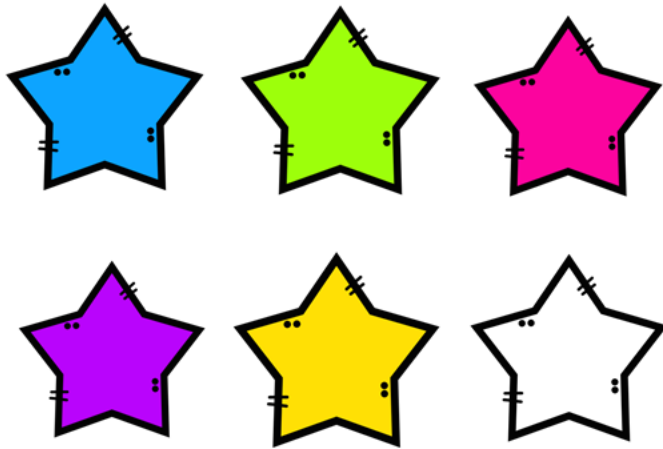
Pitching up some Praise.

























CLIMB THE MOTIVATION MOUNTAIN

























Fun fact: Mt. Everest is the highest mountain in the world. The summit is 29,029 feet high.
























Play Pieces



















<p>You have a big science project due next week. What can you use for motivation?</p> <p> Your parent will be so proud when you complete this.</p> <p> You might get to be in the science fair.</p> <p> You love science and find experiments like this interesting.</p> <p> You know your teacher will be upset if you do not start it.</p>	<p>You have a baseball game next week and need to practice your swing. What can you use for motivation?</p> <p> You might win the game.</p> <p> You want to see how much better your swing can get.</p> <p> You love practicing your skills, it is one of your favorite things to do.</p> <p> The crowd will cheer loudly for the best players.</p>
<p>You have to clean your room before dinner time. What can you use for motivation?</p> <p> Your parent will tell you what a great job you did cleaning up.</p> <p> Your parent will be very pleased to see your clean room.</p> <p> Your parent said you can have ice cream if you clean it.</p> <p> You know if you don't clean it, you will get grounded.</p>	<p>You have a spelling test tomorrow and spelling is hard for you. What can you use for motivation?</p> <p> You can show others that you have improved.</p> <p> You want to challenge yourself to improve at this.</p> <p> Your parent will be disappointed if you do not get a good grade.</p> <p> Your teacher will let you pick from treasure box if you do well.</p>
<p>Your part of the group project is due soon. What can you use for motivation?</p> <p> Your partners will say good things about you.</p> <p> You will look like a good partner to your group mates.</p> <p> You want to get a good grade.</p> <p> You don't want your partners to tell the teacher that you did not do it.</p>	<p>You have a project due soon that involves a few days of work. What can you use for motivation?</p> <p> You will learn more about this topic, and you like to learn.</p> <p> You will get a better grade the more time you spend on it.</p> <p> You will reward yourself by playing your favorite game when finished.</p> <p> You will not be able to finish it if you do not start now.</p>

<p>You have a lot of homework tonight. What can you use for motivation?</p> <p> Your teacher always praises those who do their homework.</p> <p> You will get a homework reward in class for completing it.</p> <p> You will feel accomplished once you have finished it all.</p> <p> You know if you put it off, you will have to miss your favorite show.</p>	<p>You need to read two chapters of your class book tonight. What can you use for motivation?</p> <p> Your teacher will put your name as a star student.</p> <p> You don't want to not know the answer if the teacher asks you about the book.</p> <p> You want to find out what happens in the book.</p> <p> Once you read these chapters, you will almost be done with the book.</p>
<p>You promised you would help a friend with their project. What can you use for motivation?</p> <p> Your parent will tell you what an awesome helper you are.</p> <p> You will look like a good friend for helping, your friend will be so grateful.</p> <p> You enjoy helping people.</p> <p> Your friend will be mad at you if you do not help.</p>	<p>You need to improve your attendance. What can you use for motivation?</p> <p> You will get a good attendance award.</p> <p> Your teacher will tell you how proud they are of you.</p> <p> You won't have so much make up work anymore.</p> <p> You will get a prize for having good attendance.</p>
<p>You need to practice for a presentation in front of the class. What can you use for motivation?</p> <p> You enjoy improving this skill.</p> <p> Your classmates will be impressed by you.</p> <p> If you do not practice, you might mess up.</p> <p> You want to see how well you can speak in front of others.</p>	<p>You have to run a mile during P.E. next month. What can you use for motivation?</p> <p> You want to see if you can do it.</p> <p> Your classmates will all see you finish the mile.</p> <p> If you finish the mile, you get a certificate.</p> <p> If you don't practice, you might not be able to make the mile.</p>

<p>You have to finish a big project that is due soon.</p> <p>What can you use for motivation?</p> <p> You are interested in how the project will turn out.</p> <p> You will get a better grade if you don't rush to complete it later.</p> <p> You will feel proud once you have finished it.</p> <p> If you finish the project early, you don't have to worry about it later.</p>	<p>You have an important test in a few days.</p> <p>What can you use for motivation?</p> <p> You will get a good grade if you study now, and you can then show it to your parent.</p> <p> You don't want to get a bad grade.</p> <p> If you do well on the test, your mom promised a reward.</p> <p> If you do well on the test, your mom will say she is proud of you.</p>
<p>The doctor says you need to eat healthier.</p> <p>What can you use for motivation?</p> <p> You want to see if you can persevere.</p> <p> Other people will notice that you are eating healthier and compliment you.</p> <p> You will feel better when you are eating healthier.</p> <p> You don't want to be unhealthy.</p>	<p>You need to be able to do a push up for next PE class.</p> <p>What can you use for motivation?</p> <p> You will get a PE award.</p> <p> Other people will say how impressed they are.</p> <p> You want to see how strong you are.</p> <p> You want to push yourself to complete this goal.</p>
<p>You need to clean up your area in the lunchroom.</p> <p>What can you use for motivation?</p> <p> You want to get a helper award.</p> <p> Your teacher will recognize you as a helper on the announcements.</p> <p> If you do not do it, you will get in trouble.</p> <p> The cafeteria monitor will praise your help.</p>	<p>You have to do research for a project.</p> <p>What can you use for motivation?</p> <p> After you finish, you will feel like you got a lot done.</p> <p> You will learn more about this topic.</p> <p> You will let yourself eat the candy you have been saving.</p> <p> Your parent will say what a hard worker you are.</p>

<p>You are supposed to earn a specific boy/girl scout badge. What can you use for motivation?</p> <p> Your scout leader will say they are impressed.</p> <p> You get presented the badge in front of everyone.</p> <p> You will feel proud to achieve it.</p> <p> You will be rewarded with the badge you get to wear.</p>	<p>You need to complete all your house chores. What can you use for motivation?</p> <p> Your parent will be so proud of you.</p> <p> You don't want your parent to get upset.</p> <p> You will get your allowance.</p> <p> Your parent will tell you what a great kid you are.</p>
<p>You need to make new friends. What can you use for motivation?</p> <p> You are interested in meeting new people.</p> <p> Others will be impressed by your new friendships.</p> <p> You want to see if you can.</p> <p> You don't want to be without friends.</p>	<p>You need to be on time for school. What can you use for motivation?</p> <p> You will be viewed as more responsible.</p> <p> Your teacher will praise your punctuality.</p> <p> You don't want to get in trouble with your teacher.</p> <p> You want to push yourself to complete this goal.</p>
<p>You need to improve your typing skills. What can you use for motivation?</p> <p> You enjoy computers and improving this skill.</p> <p> You want to see how fast you can get at typing.</p> <p> If you do not do it, it will take you longer to type lengthy things.</p> <p> Others will comment on how speedy you can type.</p>	<p>You need to learn a new instrument for a performance. What can you use for motivation?</p> <p> You want to see if you can push yourself to accomplish this.</p> <p> Learning this will be interesting and fun for you.</p> <p> Your teacher will give you a reward for doing this.</p> <p> Your parent will tell you how great your performance was.</p>

<p>You are asked to be the classroom helper. What can you use for motivation?</p> <p> Your teacher will praise you for all your help.</p> <p> Your class will be impressed.</p> <p> You like to be a helper.</p> <p> You get a reward for being a helper.</p>	<p>You are supposed to read every night. What can you use for motivation?</p> <p> Your parent will be so proud of you.</p> <p> You don't want to get behind in reading.</p> <p> You want to see how much you can improve your reading.</p> <p> You are interested in what will happen in the book you're reading.</p>
<p>You need to clean out your desk. What can you use for motivation?</p> <p> If you don't clean it, you will probably lose stuff inside it.</p> <p> Your teacher will be so happy that your desk is organized.</p> <p> Your teacher will give you a prize.</p> <p> You like having a clean and organized space.</p>	<p>You have to do a backpack check before you leave the house. What can you use for motivation?</p> <p> Your teacher and parent will be proud of you being responsible.</p> <p> Your teacher will comment that she is so proud of you.</p> <p> You don't want to forget anything you need for school.</p> <p> You want to push yourself to be more responsible.</p>
<p>You have to finish an art project. What can you use for motivation?</p> <p> You enjoy creating.</p> <p> Your friends will say what a beautiful art piece you made.</p> <p> If you do not do it, you will get a low grade.</p> <p> You have a chance of being featured on the bulletin board.</p>	<p>You need to practice speaking Spanish. What can you use for motivation?</p> <p> You want to see if you can learn another language.</p> <p> Learning this will be interesting and fun for you.</p> <p> Your parent said they would take you to a movie if you did this.</p> <p> Your parent will say how impressed they are.</p>

YOU REACHED THE TOP OF MOTIVATION MOUNTAIN

Count the amount of
check's you got for each
type of motivation.
List the total here:













My biggest motivator is: (The highest
number of checks)

My 2nd best motivator is: (The 2nd
highest number of checks)

My lowest motivator is: (The lowest
number of checks)

MOTIVATION MOUNTAIN

Find your two highest motivators and discover what motivates you and what does not.

Knowing what motivates you gives you the power to motivate yourself when needed. Some tasks take more motivation than others but knowing what works for you will help you achieve your goals.

What will help motivate me?

What will NOT motivate me?

How will I use this self-knowledge in my life?



Navigating through challenges

You are motivated by things you find challenging. You look for new and interesting subjects and skills to take on and conquer. You want to learn more about things to understand and apply them in your world.

What will help motivate me?

- *Learning new skills and how to apply it.
- *Deeper learning that delves into the how and why of a subject.
- *Things you find challenging.

What will NOT motivate me?

- *Tasks that are easy.
- *Doing something you have already achieved before.



Clearing the path of punishments

You are motivated by avoiding punishments and things you find unappealing. The consequence of not doing something pushes you to do it.

What will help motivate me?

- *Gaining self confidence in your abilities.
- *Fear of failure.
- *Understanding the consequences of not completing a specific goal.

What will NOT motivate me?

- *Unachievable goals.
- *Unclear consequences.
- *Lack of follow through of consequences.



Stepping into recognition

You are motivated by being recognized for your strengths, abilities, and accomplishments. You are self-driven to achieve the recognition.

What will help motivate me?

- *Immediate positive feedback.
- *Awards/Certificates
- *Public recognition
- *Good Grades

What will NOT motivate me?

- *You do not respond well to criticism or being reprimanded.
- *Goals that you are unlikely to be able to achieve.



Lighting up our interests

You are motivated by curiosity and problem solving. You like to learn new things for the sake of learning, learning is your reward.

What will help motivate me?

- *Topics you are interested in.
- *Assignments that are project or research based.
- *Linking old and new information.

What will NOT motivate me?

- *Something you have already learned about.
- *A negative environment.



Refilling Rewards

You are motivated by the reward you will receive, not by the achievement of the goal itself. You expect to get something in return for your hard work.

What will help motivate me?

- *Rewards and prizes.
- *Earned extra time for preferred activity.
- *Good Grades

What will NOT motivate me?

- *Not receiving the reward.
- *There is no clear reward indicated.



Pitching up some Praise

You are motivated by being recognized for your achievements with verbal praise from others.

What will help motivate me?

- *Immediate positive verbal feedback.
- *Sense of belonging in the class.
- *Cooperative learning.
- *Good Grades

What will NOT motivate me?

- *Being reprimanded in public.
- *Good work not being praised.
- *Criticism.

CLIMB



MOTIVATION
MOUNTAIN

Motivation Tips:

- ➡ Think about how you will feel when finished.
- ➡ Give yourself a reward for completion.
- ➡ Tell yourself if you do this first, then you can do what you want.
- ➡ Try to find a way to make it fun.
- ➡ Tell yourself you can do it.
- ➡ Ask an adult for help to motivate you.
- ➡ Think of the positive things that will happen if you do it.
- ➡ Think of the consequences that will happen if you do not do it.
- ➡ Break down the task into smaller chunks.

SESSION 6

Forecast your choices



SMALL GROUP
Counseling 
SUCCESS SKILLS

Objective:

*Students will identify positive and negative choices and determine alternative options.

Materials:

- *Printout of Stop, Think, Choose poster.
- *Sorting pages (sunny, cloudy, stormy)
- *Printout of sorting cloud cards (cut out in advance).
- *Forecast your choices handouts and think sheet.
- *Blank game cards included if you want to make your own.

Guiding Questions

- *Why is it important to think about our choices before we act?
- *How can making good choices improve your life?

Activity Details:

*Welcome the students back to the group and quickly review group rules. "One important skill needed to be successful is to use self-control to make good choices. Every day we make hundreds of choices, I know that may seem like a lot, but everything we do is a choice. You are choosing to sit there and listen to me talk, that's a choice. I am choosing to speak at this volume or I can choose to speak louder. It's all up to us, from small choices like the ones we do not even realize we are making, and big choices like ones that could get us in trouble or keep us safe. In order to make good choices, we first have to be more aware of when we are about to make a choice instead of just acting without thinking, this is called using self-control." Show students the Stop, Think, Choose poster. "Before you do anything you need to stop, then you need to think about what you are about to do. Ask yourself: Is what you are about to do going to be a good choice for your future? Think about other choices you could make, then choose the best action that will most likely get you a positive outcome. This takes practice, even adults struggle with it." Pass out the Forecast your choices handouts and go through each example. "Let's continue to forecast (or predict) the outcome of our choices by sorting between positive and negative choices." Place the sorting (sunny, cloudy, stormy) pages on the table, go through each cloud card and have the students sort them onto the appropriate page. Lastly, give students the think sheet and explain that they should use this when they make a poor choice in order to learn from their mistakes and to become more aware of their thinking. "You all are becoming success skills superstars, next week we are going to learn all about setting goals. I hope you like sports."

ASCA Standards Alignment:

- *Mindset: (M 5) Belief in using abilities to their fullest to achieve high-quality results and outcomes.
- *Behavior: Self-management skills: (B-SMS 2) Demonstrate self-discipline and self-control.
- *Behavior: Self-management skills: (B-SMS 4) Demonstrate ability to delay immediate gratification for long-term rewards.

SEL Competencies:

- *Self-management: impulse control, self-discipline, self-motivation.
- *Responsible decision making: Identifying problems, analyzing situations, solving problems, evaluating.

STOP

Before you do anything,
stop yourself.

This is called using self-control.

THINK



Think about what you are about to
do and what will happen if you do
it. Think about other choices you
could make instead.

CHOOSE



Choose an action that will most
likely get a positive outcome.



FORECAST CHOICES

STOP

THINK



CHOOSE

You are about to tattle on your friend for touching your paper.

Forecast for this choice:



What might happen next?

What is a different choice you can make?

You are going to scream because you are so mad.

Forecast for this choice:



What might happen next?

What is a different choice you can make?

You want to tell your teacher the truth even though you are probably going to get in trouble.

Forecast for this choice:



What might happen next?

What is a different choice you can make?

You know the answer and want to blurt it out.

Forecast for this choice:



What might happen next?

What is a different choice you can make?



FORECAST CHOICES

STOP

THINK



CHOOSE

Your classmate hit you and you want to hit them back.

Forecast for this choice:



What might happen next?

What is a different choice you can make?

You are invited to a party this weekend, but you think you should stay home and study for the big test.

Forecast for this choice:



What might happen next?

What is a different choice you can make?

You are having so much fun playing a video game, you want to stay up late and keep playing.

Forecast for this choice:



What might happen next?

What is a different choice you can make?

You want to make everyone laugh by making a loud noise during a lesson.

Forecast for this choice:



What might happen next?

What is a different choice you can make?



FORECAST CHOICES

STOP

THINK



CHOOSE

You want to play with your friends instead of finishing your homework.

Forecast for this choice:



What might happen next?

What is a different choice you can make?

Your friend is trying to talk to you during the lesson, you want to talk to her too.

Forecast for this choice:



What might happen next?

What is a different choice you can make?

Your classmate is teasing you, you want to just ignore them.

Forecast for this choice:



What might happen next?

What is a different choice you can make?

You wait at the back of the line even though you are in a hurry.

Forecast for this choice:



What might happen next?

What is a different choice you can make?







FORECAST CHOICES

STOP

THINK



CHOOSE

<p>Your friend asks if you like their shirt, you want to tell them you do not like it.</p>	<p>Forecast for this choice:</p>  <p>What might happen next?</p>	<p>What is a different choice you can make?</p>
<p>Someone else is on the computer that you want to use, you are about to tell them to get off the computer now.</p>	<p>Forecast for this choice:</p>  <p>What might happen next?</p>	<p>What is a different choice you can make?</p>
<p>Your friend is telling you a story, but you want to tell him something off topic.</p>	<p>Forecast for this choice:</p>  <p>What might happen next?</p>	<p>What is a different choice you can make?</p>
<p>You think of something to tell the teacher, she is talking so you want to wait till she is done to tell her.</p>	<p>Forecast for this choice:</p>  <p>What might happen next?</p>	<p>What is a different choice you can make?</p>







FORECAST CHOICES

STOP

THINK



CHOOSE

<p>Your friend asks if you like their new shoes. You do not like them but want to tell her you do so you do not hurt her feelings.</p>	<p>Forecast for this choice:</p>  <p>What might happen next?</p>	<p>What is a different choice you can make?</p>
<p>Someone else is using the pencil sharpener, you want to wait for your turn until they are done.</p>	<p>Forecast for this choice:</p>  <p>What might happen next?</p>	<p>What is a different choice you can make?</p>
<p>You know the answer to the question just asked and you want to yell it out loud.</p>	<p>Forecast for this choice:</p>  <p>What might happen next?</p>	<p>What is a different choice you can make?</p>
<p>You need the bathroom. You want to run full speed to the bathroom in the middle of the lesson.</p>	<p>Forecast for this choice:</p>  <p>What might happen next?</p>	<p>What is a different choice you can make?</p>







FORECAST CHOICES

STOP

THINK



CHOOSE

<p>Your teacher corrects your behavior, and you want to talk back.</p>	<p>Forecast for this choice:</p>  <p>What might happen next?</p>	<p>What is a different choice you can make?</p>
<p>You want to double check your backpack to make sure you have your agenda before you leave school.</p>	<p>Forecast for this choice:</p>  <p>What might happen next?</p>	<p>What is a different choice you can make?</p>
<p>You need to write your homework in your agenda, but you want to finish talking to your friend.</p>	<p>Forecast for this choice:</p>  <p>What might happen next?</p>	<p>What is a different choice you can make?</p>
<p>You think of something you want to say and want to blurt it out before someone else says it.</p>	<p>Forecast for this choice:</p>  <p>What might happen next?</p>	<p>What is a different choice you can make?</p>







FORECAST CHOICES

STOP

THINK



CHOOSE

<p>You promised to do your chores, but you want to put them off till tomorrow.</p>	<p>Forecast for this choice:</p>  <p>What might happen next?</p>	<p>What is a different choice you can make?</p>
<p>You have a lot of homework to do, you want to do some of it and then go play.</p>	<p>Forecast for this choice:</p>  <p>What might happen next?</p>	<p>What is a different choice you can make?</p>
<p>There is a spelling test tomorrow, but you also have a big soccer game and want to practice.</p>	<p>Forecast for this choice:</p>  <p>What might happen next?</p>	<p>What is a different choice you can make?</p>
<p>You do not understand the directions and want to check with the teacher if you have it right.</p>	<p>Forecast for this choice:</p>  <p>What might happen next?</p>	<p>What is a different choice you can make?</p>

STOP

What negative choice did I make?

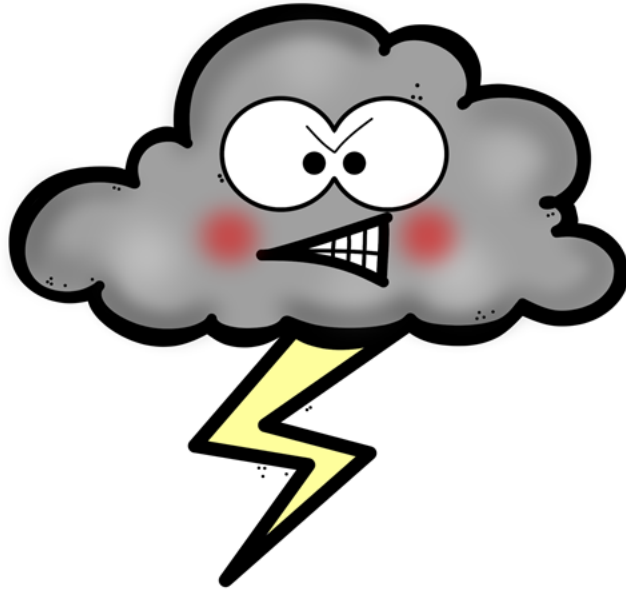
THINK



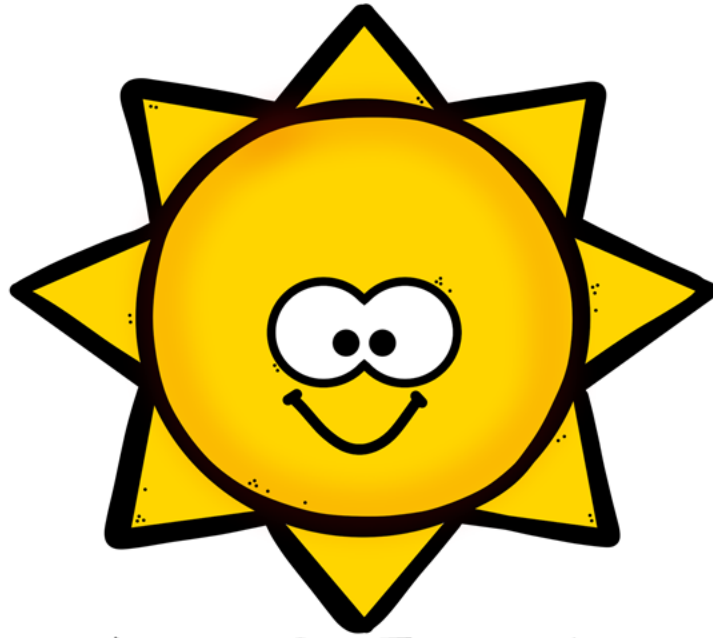
What happened because of this choice?

CHOOSE

What positive choice could I have made instead?




STORMY (NEGATIVE) FORECAST




SUNNY (POSITIVE) FORECAST



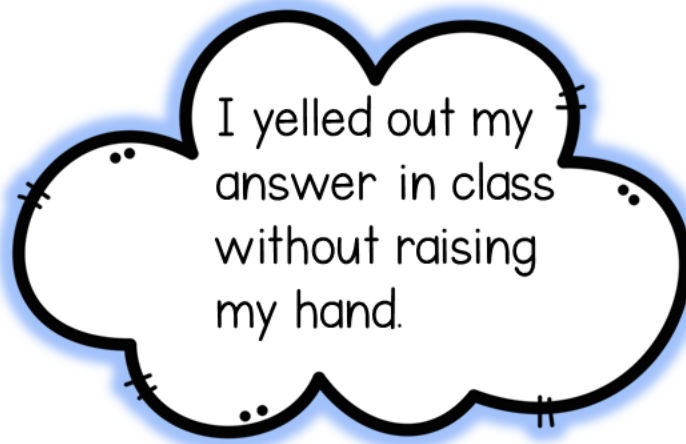
CLOUDY (UNSURE) FORECAST



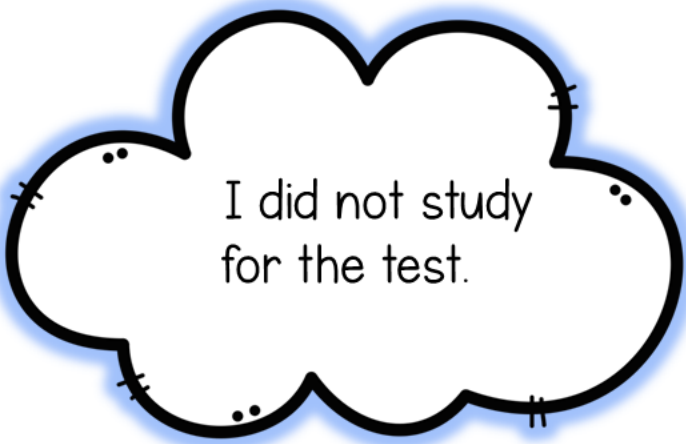
I stayed up
past my
bedtime.



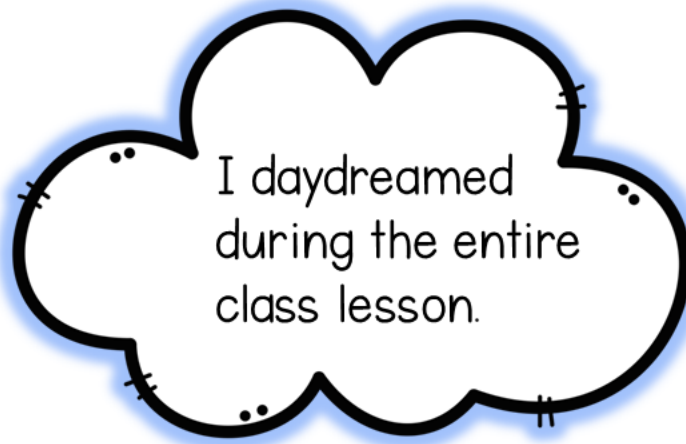
I played video
games until
late last night.



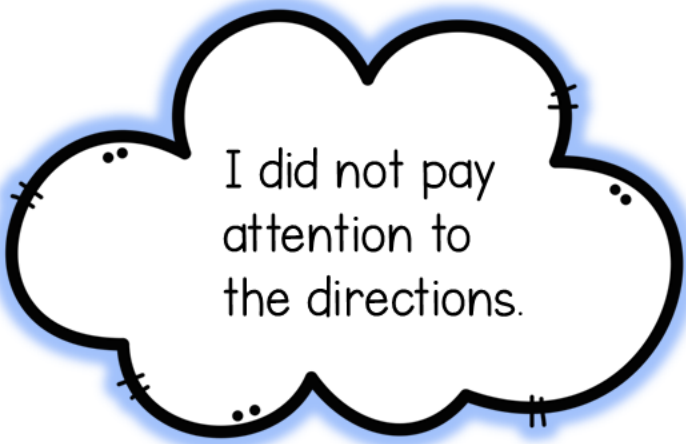
I yelled out my
answer in class
without raising
my hand.




I did not study
for the test.




I daydreamed
during the entire
class lesson.




I did not pay
attention to
the directions.



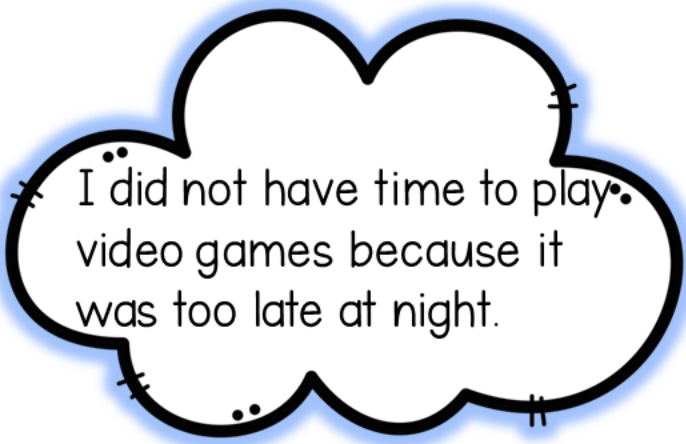
I forgot my
agenda at
home.



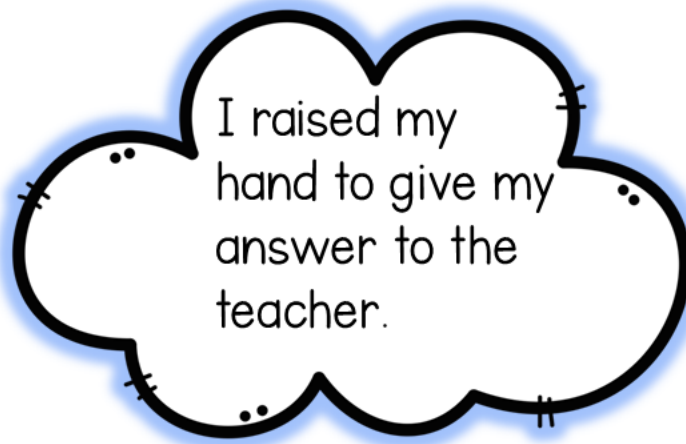
I called my
friend a mean
name.



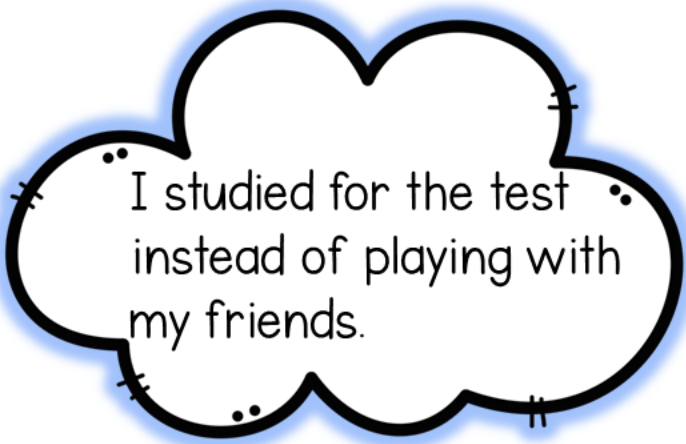
I went to
bed right at
my bedtime.



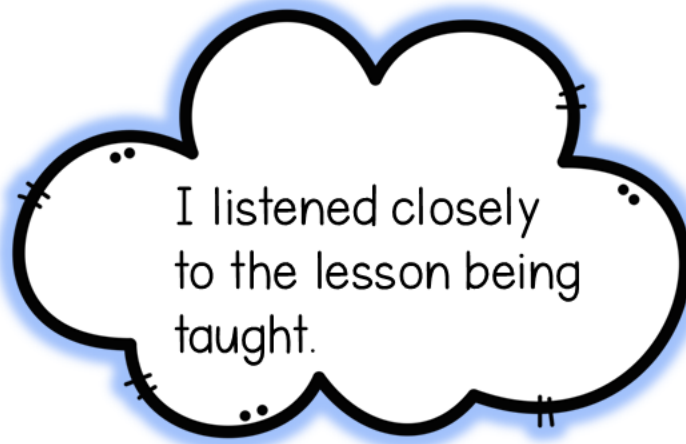
I did not have time to play
video games because it
was too late at night.




I raised my
hand to give my
answer to the
teacher.




I studied for the test
instead of playing with
my friends.



I listened closely
to the lesson being
taught.



I listened to
the directions
carefully.



I check my
backpack for my
agenda every day.



I apologized
to my friend.

I cut in front
of someone in
the lunch line.

I made up an excuse
for not doing my
homework.

I passed a note
to my friend
during class.

I was disrespectful
when my teacher
corrected me.

I was playing with stuff
in my desk and missed
the whole lesson.

I got angry when I
lost recess for
breaking a class rule.

I lied to my parents
about the grade I
got on my test.

I told my teacher I
understood the lesson
when I did not.

I waited
patiently for
my turn.

I was honest when
asked if I forgot to do
my homework.

I waited to tell my
friend something until
after the lesson.

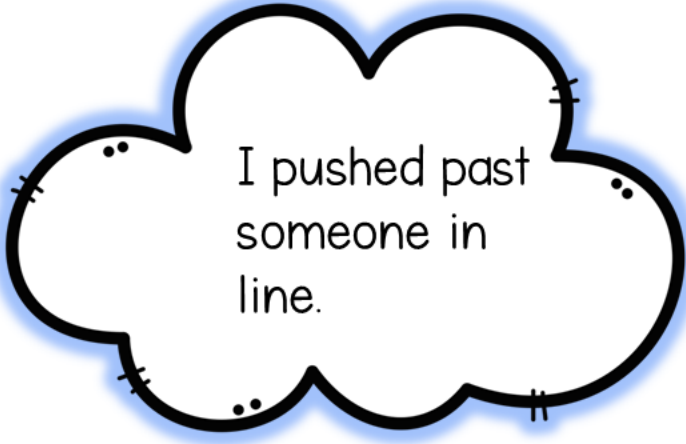
I was respectful when
my teacher corrected me.

I completed all of my
homework without being
reminded to do so.

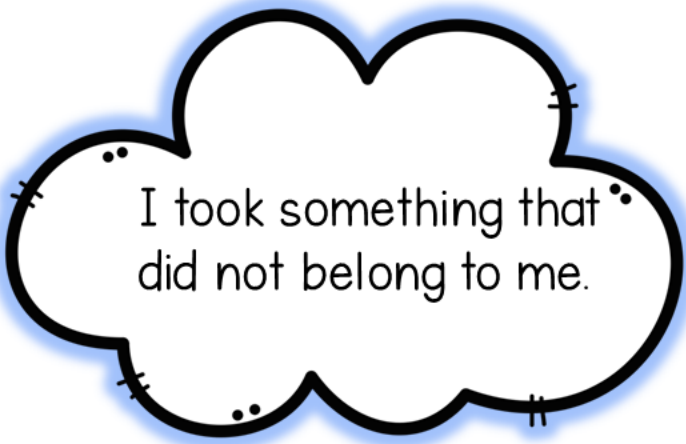
I started my
classwork as soon
as it was assigned.

When I got angry,
I counted to 10 to
cool down.

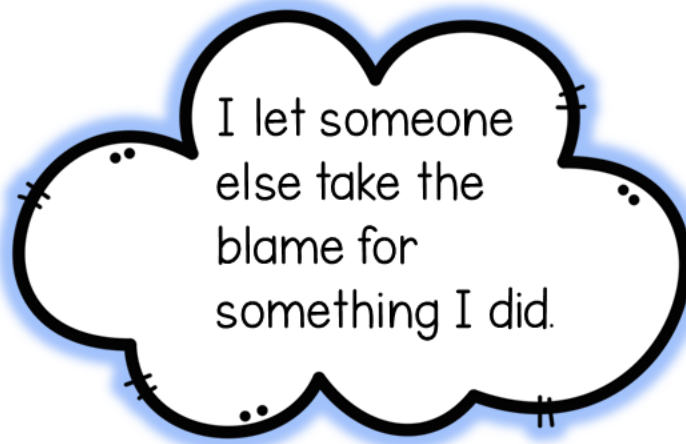
I asked for help when
I did not understand
what was taught.



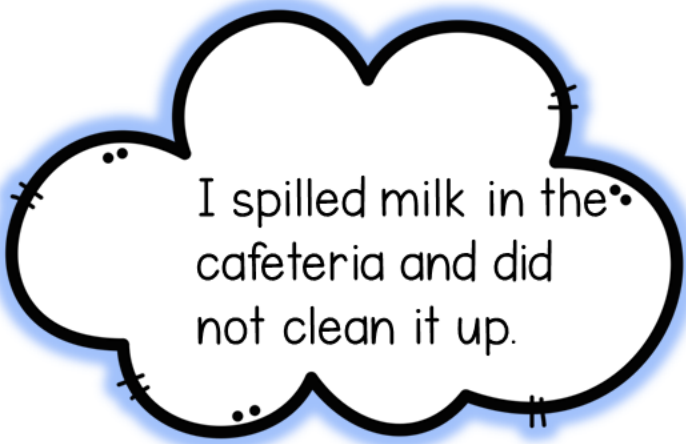
I pushed past
someone in
line.




I took something that
did not belong to me.



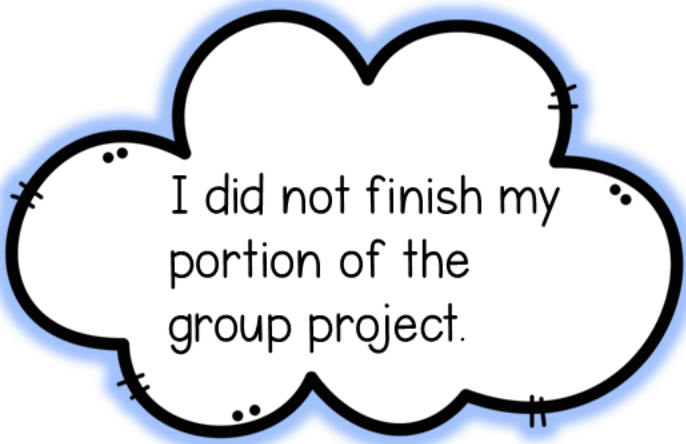
I let someone
else take the
blame for
something I did.



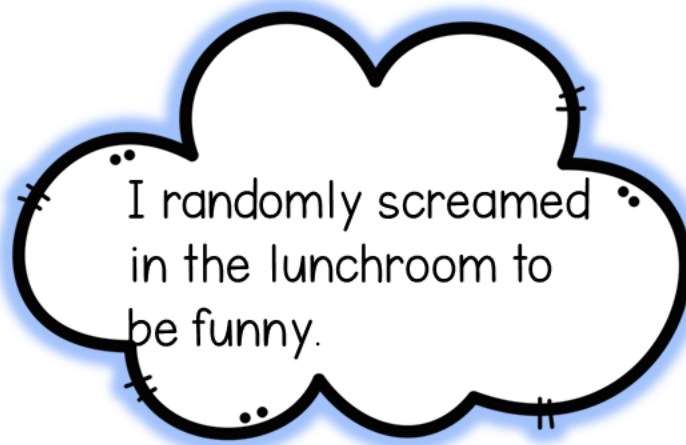
I spilled milk in the
cafeteria and did
not clean it up.



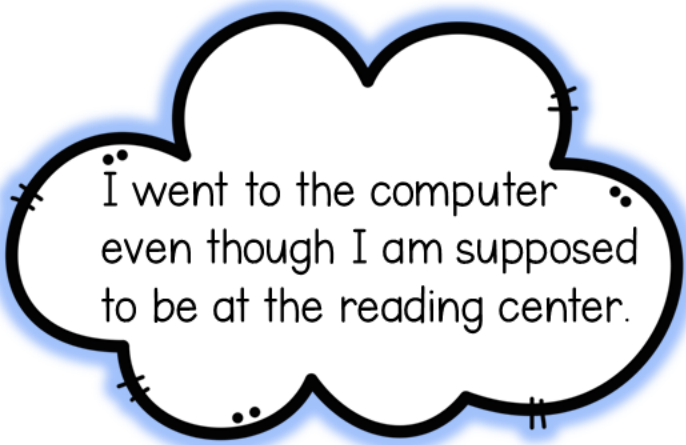
I did not clean my
room and I promised
my mom I would.



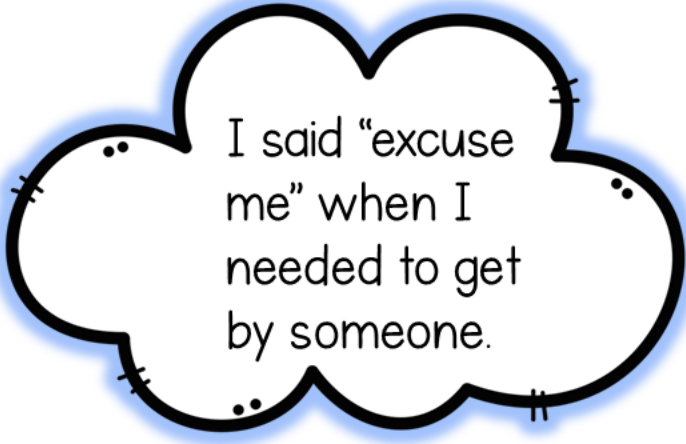
I did not finish my
portion of the
group project.



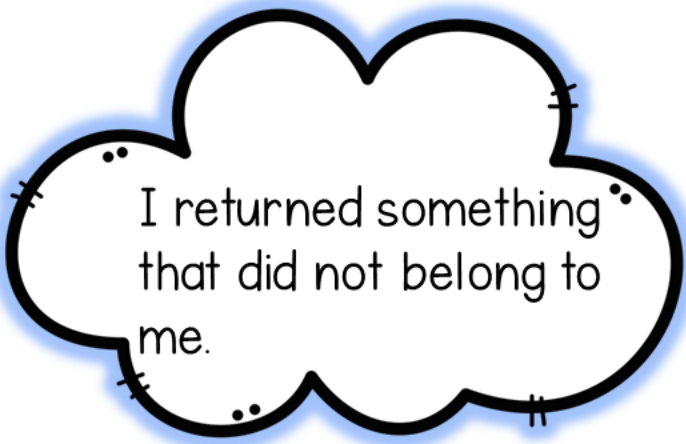
I randomly screamed
in the lunchroom to
be funny.




I went to the computer
even though I am supposed
to be at the reading center.




I said "excuse me" when I needed to get by someone.




I returned something that did not belong to me.




I was accountable for my actions.




I clean up after myself in the cafeteria.



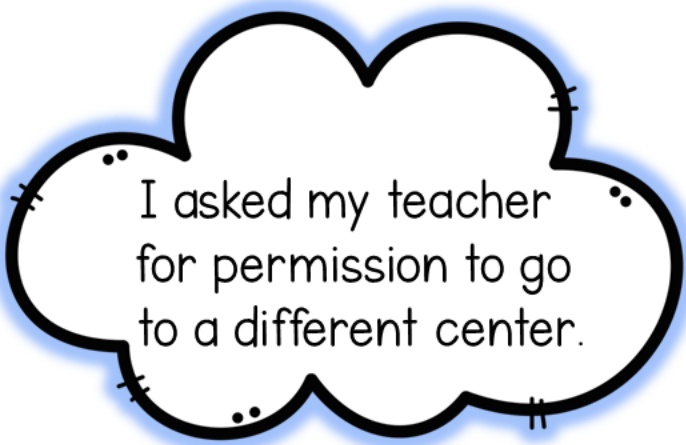
I cleaned my room because I promised my mom I would.



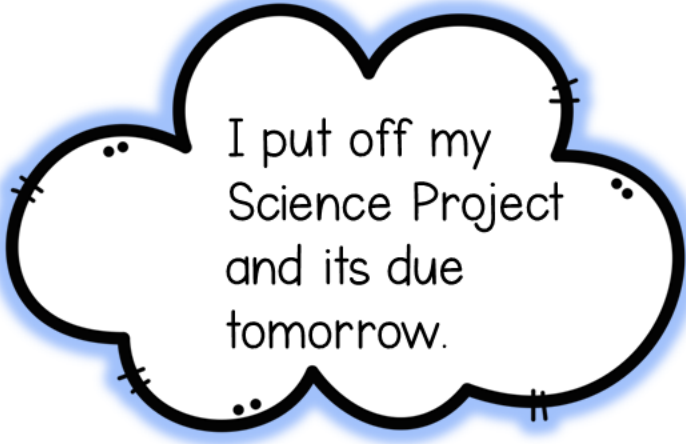
I completed my portion of the group project on time.



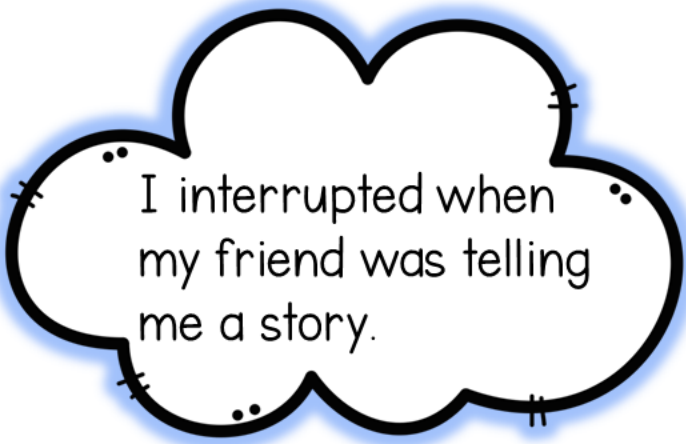
I follow the lunchroom rules even if others do not.



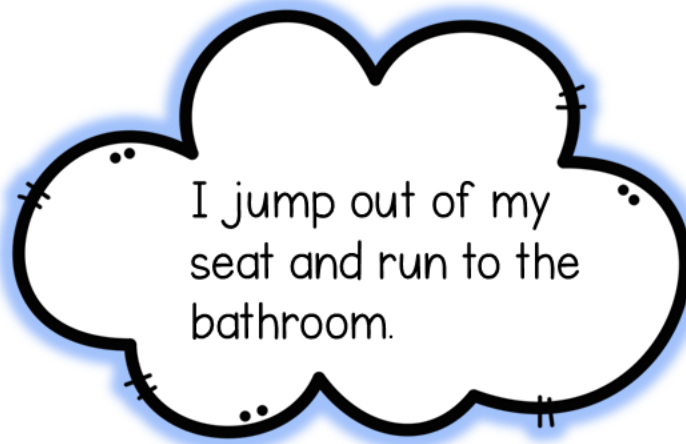
I asked my teacher for permission to go to a different center.



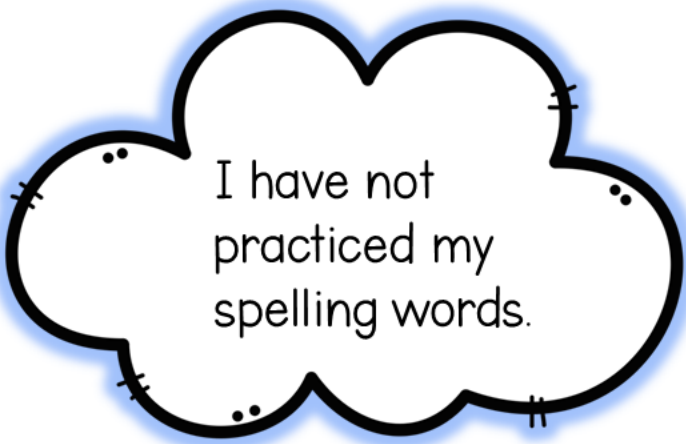
I put off my
Science Project
and its due
tomorrow.




I interrupted when
my friend was telling
me a story.



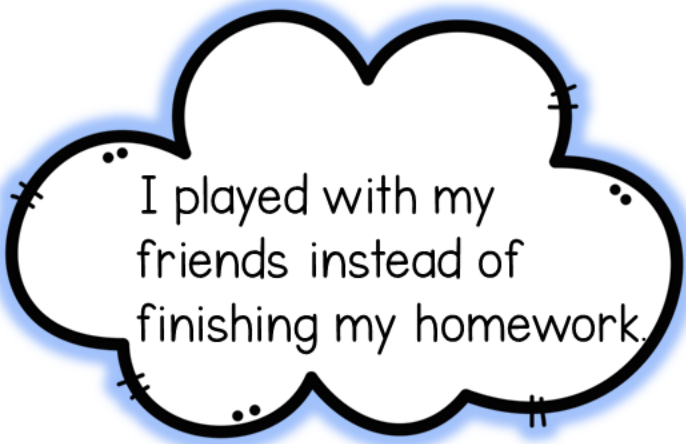
I jump out of my
seat and run to the
bathroom.



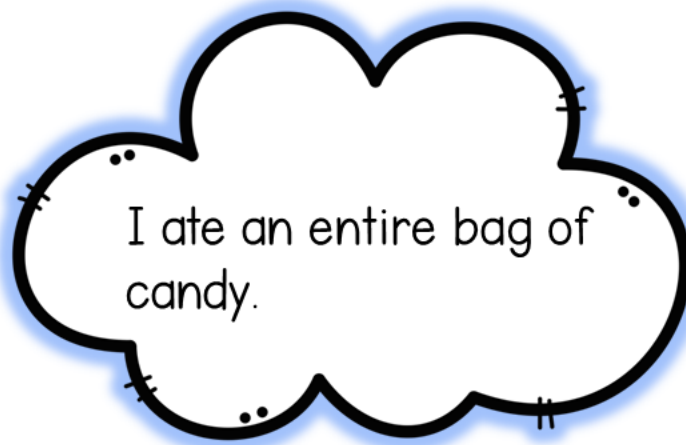
I have not
practiced my
spelling words.




I stayed out past
my curfew.




I played with my
friends instead of
finishing my homework.




I ate an entire bag of
candy.



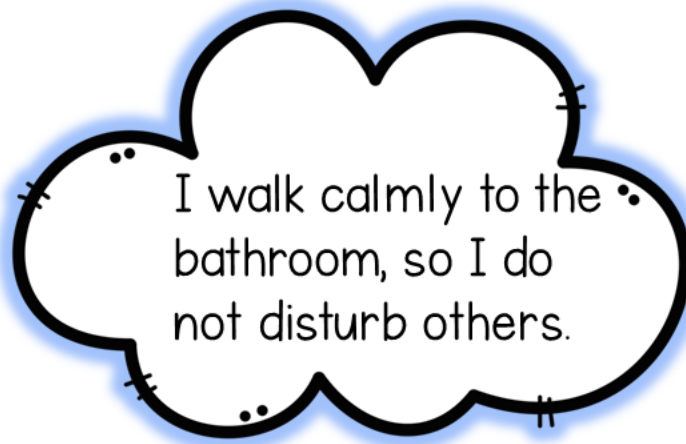
I yelled at my
little brother to
leave me alone.



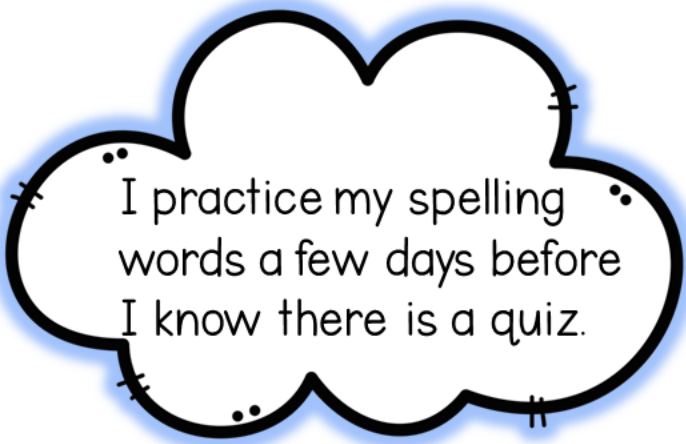
I worked on my project little by little so it would be done on time.



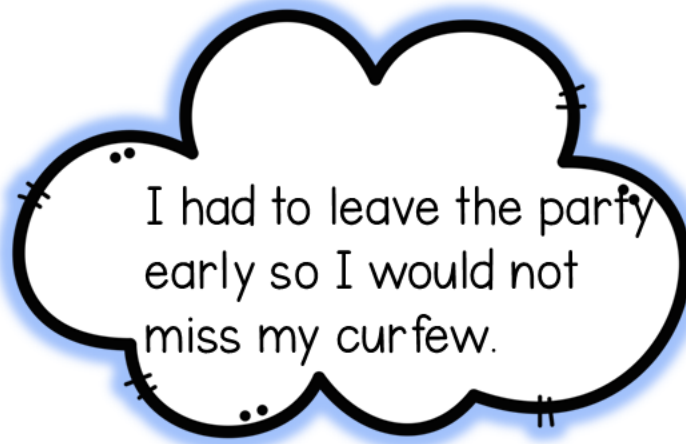
I listen when my friends talk.



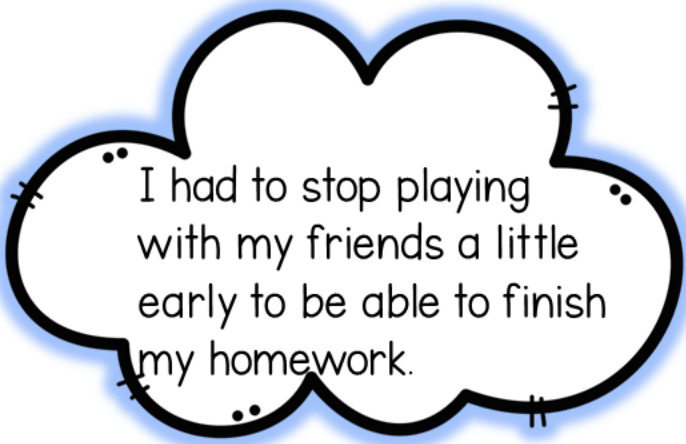
I walk calmly to the bathroom, so I do not disturb others.



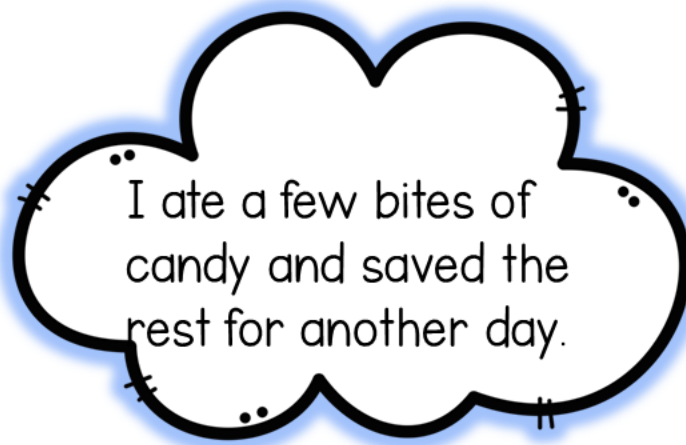
I practice my spelling words a few days before I know there is a quiz.



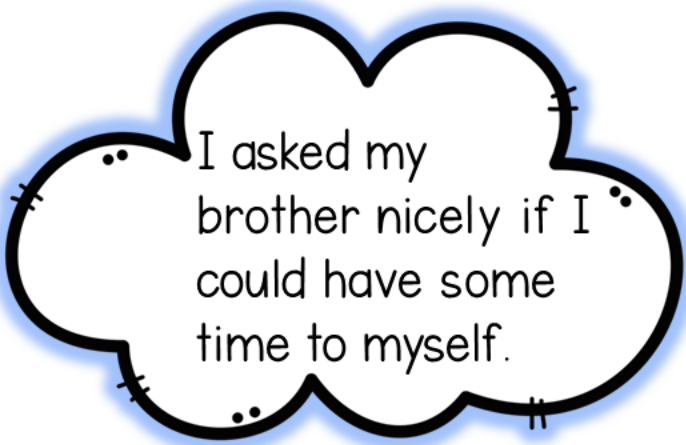
I had to leave the party early so I would not miss my curfew.



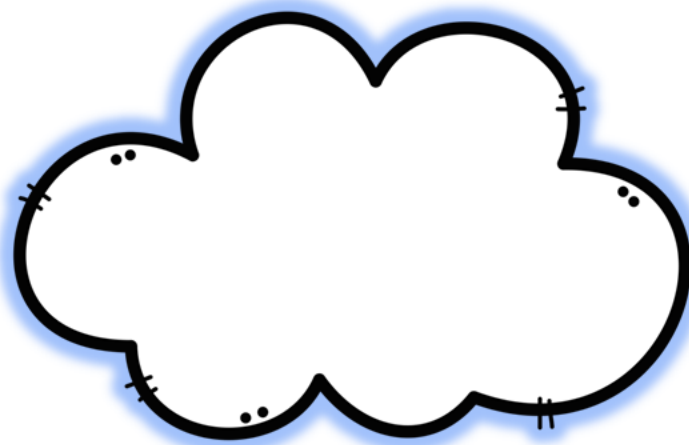
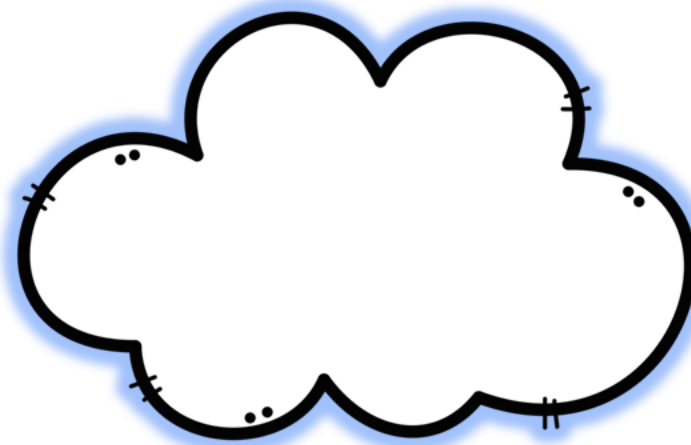
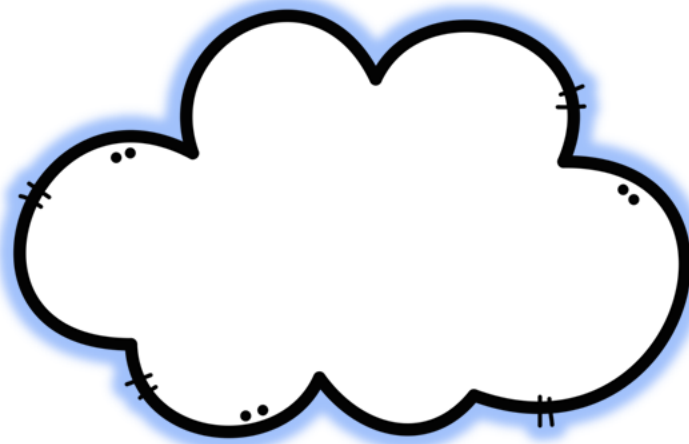
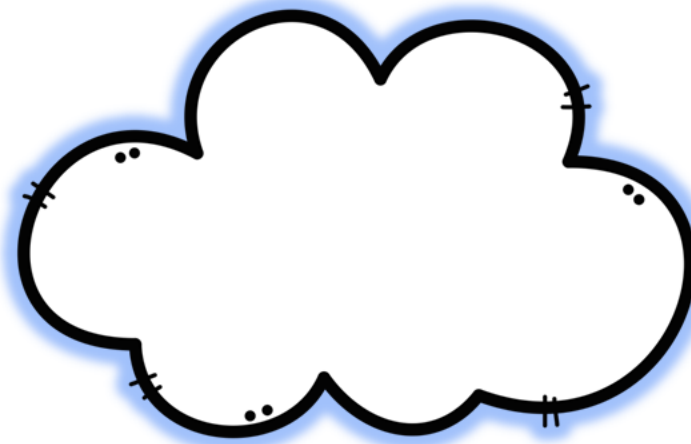
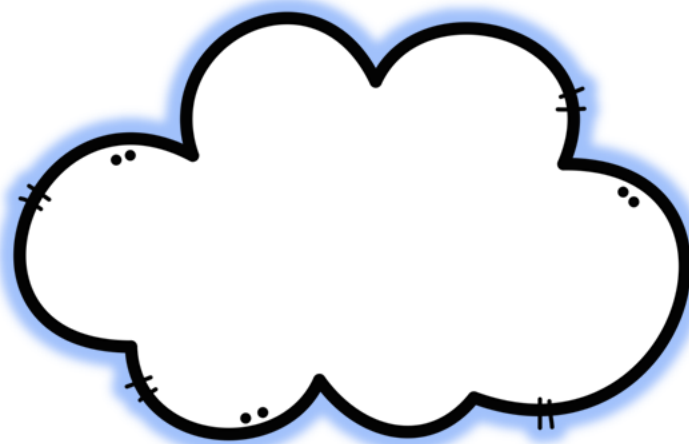
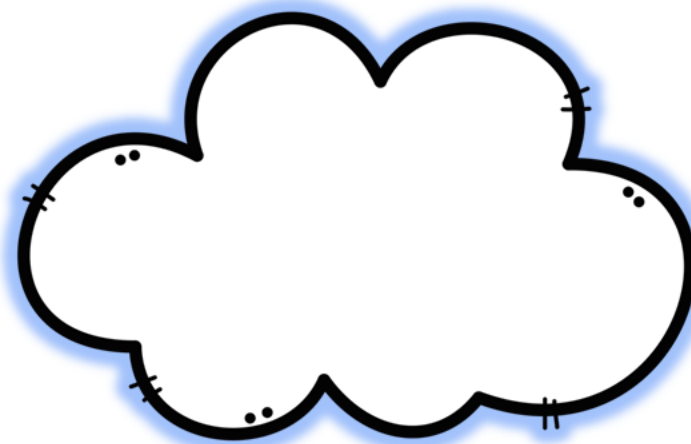
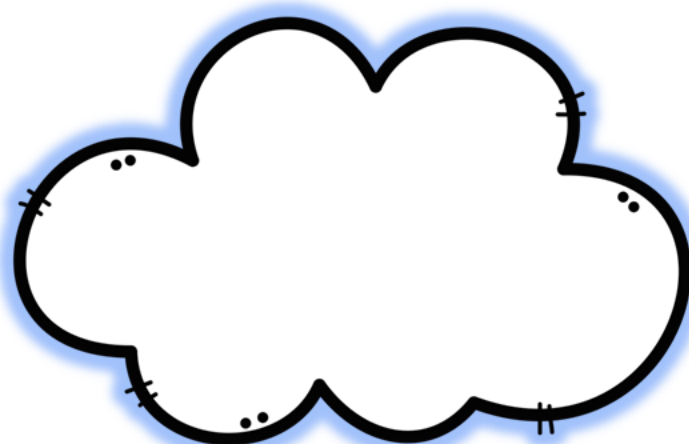
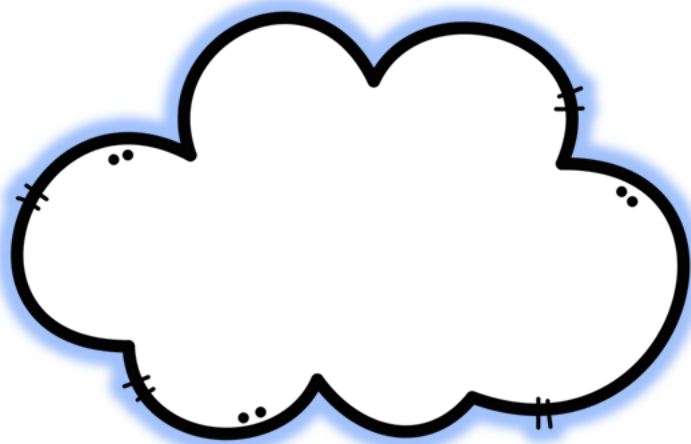
I had to stop playing with my friends a little early to be able to finish my homework.



I ate a few bites of candy and saved the rest for another day.



I asked my brother nicely if I could have some time to myself.



SESSION 7

Goal Setting Plays

SMALL GROUP
Counseling 
SUCCESS SKILLS

Session Objective:

- *Students will set a goal and create a plan to achieve that goal.
- *Students will identify negative behaviors that prevent goal completion.

Materials:

- *Printout of Types of goal reaching fouls.
- *Printout of sports balls/fouls and sorting cards (cut out in advance).
- *goal reaching plays handouts (one per student).

Guiding Questions

- *why are setting goals important to being successful?
- *Why is it important to recognize behaviors that prevent us from reaching our goals?

Session Details (about 30 min):

*Welcome students, summarize the skills covered so far, review group rules. Say "In sports, scoring goals are very important to winning a game. In life, setting goals are important to be successful. Let's start by thinking of goals we would like to set in different areas in our life." Pass out one per student the "goal setting" handout (let students pick which sport theme they like). Have students complete it and then pick one goal to focus on. After, pass out the "goal reaching plays" handouts. Say "Now that we picked one goal to focus on, we are going to break it down into smaller tasks, that way our goal is reachable. We also need to select a realistic deadline for each task to be completed by." Assist students coming up with this. "Great, we have a plan of how we are going to accomplish this goal. Now, we need to try to predict any obstacles to goal completion. Think of 3 possible obstacles you may have and come up with solutions. Have students work on completing the next 2 goal reaching plays pages.

Place each of the balls on the table and a pile of the sorting cards. Discuss the different types of goal reaching fouls using the handout. Say "goal reaching fouls are thoughts and behaviors that keep us from achieving our goals. If we are able to recognize these, then we can prevent ourselves from doing them. One popular foul is called procrastination, this means putting something off until later. Another foul is called doubting yourself, this is about not believing in yourself. The next foul is discounting the goal, this means telling yourself that the goal is not really as important to you as you thought and acting like it is not important. Another common foul is called making excuses, which is about coming up with any reason for not working on your goal. The last foul is not being realistic, this means not looking at your goal, or the world, accurately. It's not being practical, when we set unrealistic goals, it can be discouraging. It is better to set small attainable goals with a well thought out plan. Let's practice recognizing these fouls, take turns picking up a card and read what is on it, then decide which ball (or foul) it is and place it under that ball (sorting)." Guide the discussion using the questions on the card. Thank students for participating, tell them next session they will be learning to change thoughts.

ASCA Standards Alignment:

- *Mindset: Belief in using abilities to their fullest to achieve high-quality results and outcomes. (M 5)
- *Behavior: Learning Strategies: Identify long and short term academic, career, and social/emotional goals. (B-LS 7)
- *Behavior: Self-management skills: Demonstrate perseverance to achieve long and short term goals. (B-SMS 5)

SEL Competencies:

- *Self-management: self-discipline, self-motivation, goal setting.
- *Responsible decision making: Identifying problems, analyzing situations, solving problems.

GOAL SETTING



ONE THING I WOULD LIKE TO IMPROVE IN SCHOOL IS:



ONE THING I WOULD LIKE TO IMPROVE AT HOME IS:



ONE HOBBY OR SPORT I WOULD LIKE TO IMPROVE AT IS:



ONE SKILL I WOULD LIKE TO DEVELOP IS:



PICK ONE GOAL
TO FOCUS ON:

GOAL SETTING



ONE THING I WOULD LIKE TO IMPROVE IN SCHOOL IS:



ONE THING I WOULD LIKE TO IMPROVE AT HOME IS:



ONE HOBBY OR SPORT I WOULD LIKE TO IMPROVE AT IS:



ONE SKILL I WOULD LIKE TO DEVELOP IS:



PICK ONE GOAL
TO FOCUS ON:

GOAL SETTING



ONE THING I WOULD LIKE TO IMPROVE IN SCHOOL IS:



ONE THING I WOULD LIKE TO IMPROVE AT HOME IS:



ONE HOBBY OR SPORT I WOULD LIKE TO IMPROVE AT IS:



ONE SKILL I WOULD LIKE TO DEVELOP IS:



PICK ONE GOAL
TO FOCUS ON:

GOAL SETTING



ONE THING I WOULD LIKE TO IMPROVE IN SCHOOL IS:



ONE THING I WOULD LIKE TO IMPROVE AT HOME IS:



ONE HOBBY OR SPORT I WOULD LIKE TO IMPROVE AT IS:



ONE SKILL I WOULD LIKE TO DEVELOP IS:



PICK ONE GOAL
TO FOCUS ON:

GOAL SETTING



ONE THING I WOULD LIKE TO IMPROVE IN SCHOOL IS:



ONE THING I WOULD LIKE TO IMPROVE AT HOME IS:



ONE HOBBY OR SPORT I WOULD LIKE TO IMPROVE AT IS:



ONE SKILL I WOULD LIKE TO DEVELOP IS:

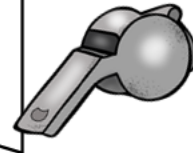


PICK ONE GOAL
TO FOCUS ON:

GOAL REACHING



PLAYS



MY GOAL: _____

BREAK IT DOWN INTO SMALLER TASKS

TASK 1:

TASK 2:

TASK 3:

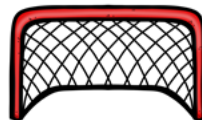
DUE: _____

DUE: _____

DUE: _____

POSSIBLE OBSTACLES:

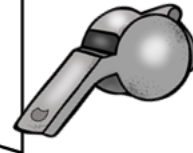
POSSIBLE SOLUTIONS:



GOAL REACHING



PLAYS



MY GOAL: _____



WHAT DO I NEED
TO COMPLETE MY
GOAL?

WHO CAN HELP ME
REACH MY GOAL?

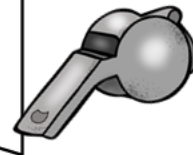


WHAT WILL
MOTIVATE ME TO
REACH MY GOAL?

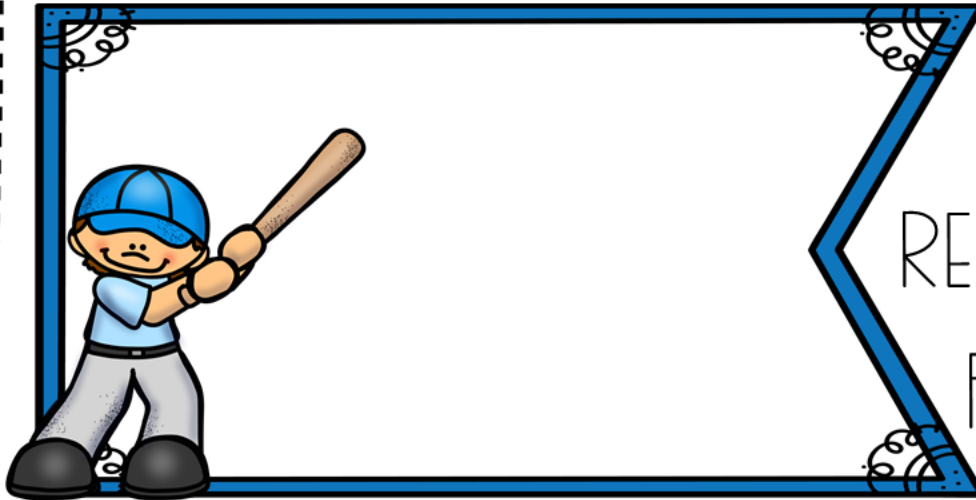
GOAL REACHING



PLAYS

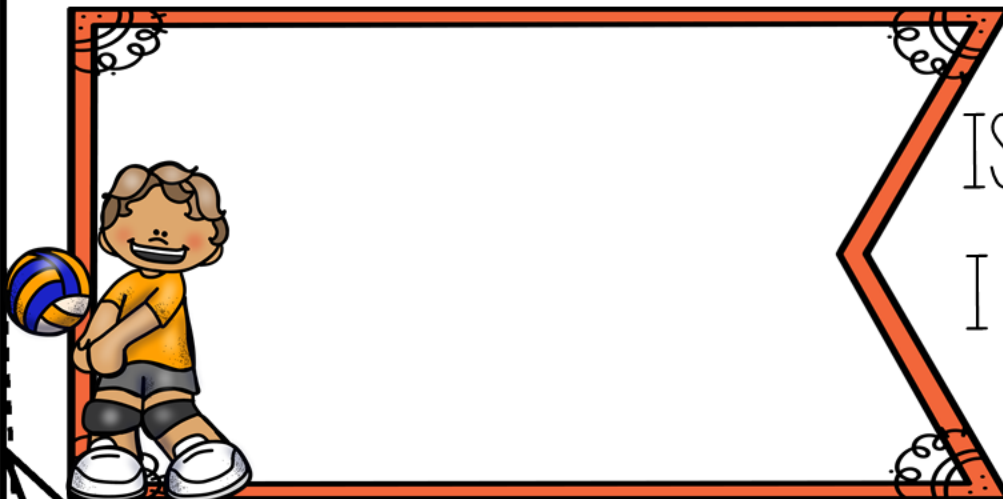


MY GOAL: _____



WHAT IS A
REALISTIC DEADLINE
FOR THIS GOAL?

HOW WILL I KNOW
THE GOAL IS
COMPLETED?



IS THIS SOMETHING
I CAN REASONABLY
ACHIEVE?

GOAL REACHING

FOULS



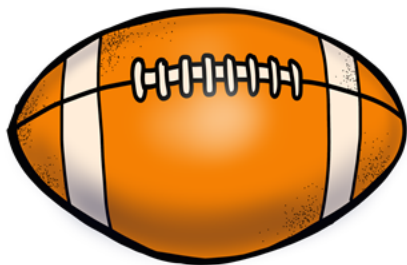
PROCRASTINATING



DOUBTING YOURSELF



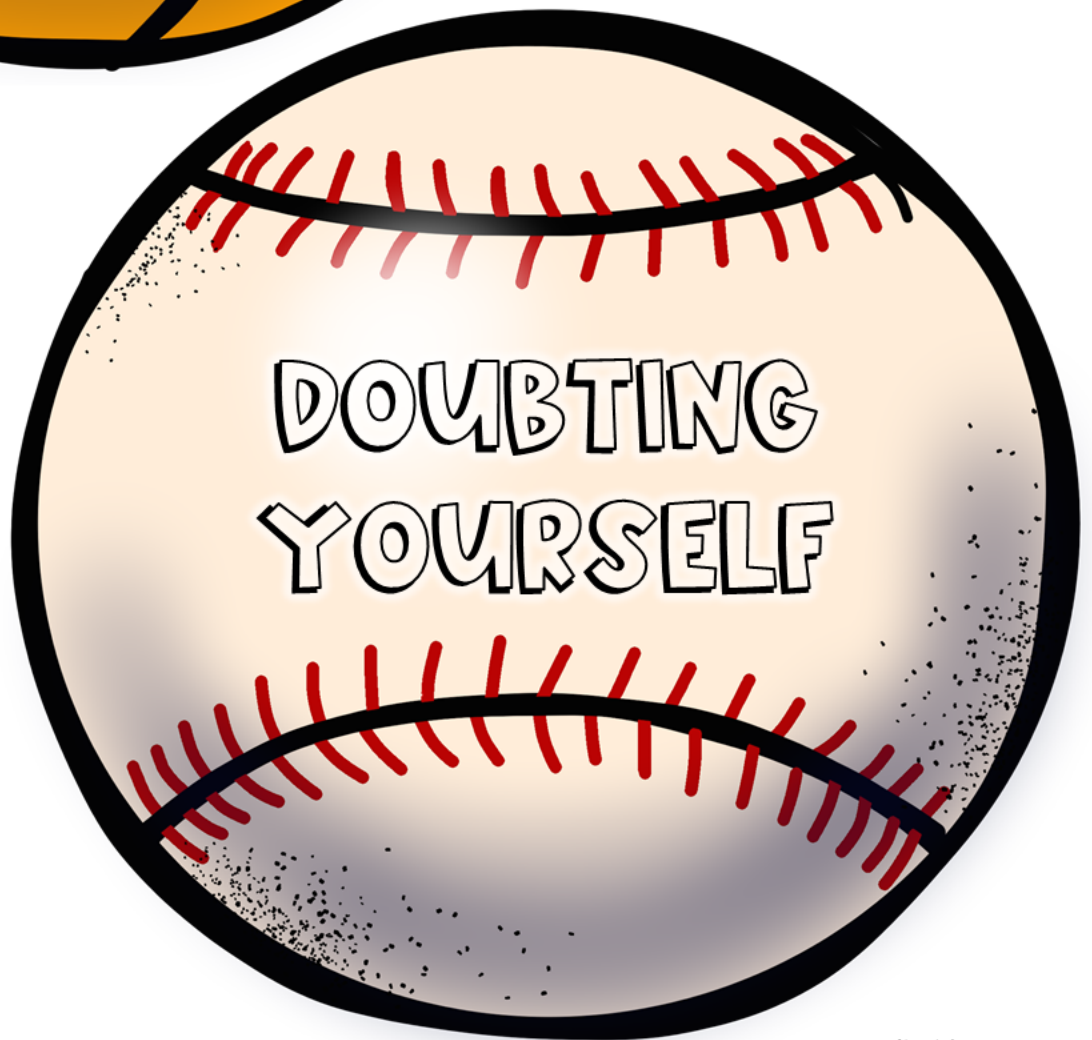
DISCOUNTING THE GOAL



MAKING EXCUSES



NOT BEING REALISTIC









I AM NOT TALENTED
ENOUGH TO MAKE THIS
GOAL HAPPEN.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I REALLY DO NOT CARE
IF I WIN, I ONLY
ENTERED BECAUSE MY
FRIEND DID.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I KNOW I AM GOING TO
FAIL BECAUSE EVERYONE
IS AGAINST ME.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I CAN'T DO IT BECAUSE
THERE IS TOO MUCH
GOING ON RIGHT NOW.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I WILL GET AROUND TO
IT WHEN I FIND THE
TIME.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I AM TOO SCARED TO
FAIL SO I WILL NOT
EVEN TRY.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I DO NOT THINK MUCH
WILL CHANGE EVEN IF
I ACHIEVE THE GOAL.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I WILL PROBABLY ACHIEVE
THIS GOAL WITHOUT
WORKING HARD ON IT.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I CAN'T PRACTICE FOR
MY GOAL BECAUSE I AM
TOO DISTRACTED.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I WILL WORK ON THIS
GOAL TOMORROW. I AM
TOO BUSY RIGHT NOW.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I CAN'T REACH MY GOAL
BECAUSE NO ONE IS
HELPING ME.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I CAN'T DO IT BECAUSE
IT'S TOO HARD.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I MIGHT AS WELL GIVE
UP BECAUSE I HAVE
NEVER ACHIEVED A GOAL,
I SET FOR MYSELF.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I WILL NEVER
COMPLETE THE GOAL IN
TIME, I MIGHT AS WELL
GIVE UP.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



NO ONE ELSE IS
REACHING THIS GOAL,
SO I DON'T NEED TO
EITHER.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I CAN REACH THIS GOAL IF
I CRAM IT ALL IN LAST
MINUTE.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I DOUBT I CAN REACH
THIS GOAL BECAUSE THE
WORLD IS AGAINST ME.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I CAN COMPLETE THIS
GOAL IN HALF THE TIME.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I CAN'T REACH MY GOAL
BECAUSE I DON'T HAVE
WHAT OTHERS HAVE.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



THIS IS JUST NOT THE
RIGHT TIME TO WORK ON
THIS GOAL, MAYBE LATER.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I AM NOT SMART
ENOUGH TO BE ABLE TO
COMPLETE THIS GOAL.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I WOULD BE ABLE TO
REACH MY GOAL IF IT
WASN'T FOR THE BIG
GAME BEING ON.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I HAVEN'T CHECKED ON
MY GOAL COMPLETION,
BUT I AM SURE I WILL
STILL REACH IT.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I WILL START ON THIS
GOAL RIGHT AFTER MY
FAVORITE SHOWS END.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I DO NOT CARE ABOUT
THIS GOAL, I JUST DID IT
BECAUSE MY PARENTS
WANT ME TO.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I AM JUST NOT STRONG
ENOUGH TO COMPLETE
THIS GOAL.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I HAVE 10 GOALS RIGHT
NOW THAT I AM
FOCUSED ON.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



THIS GOAL IS NOT REALLY
AS IMPORTANT TO ME AS
I THOUGHT IT WAS.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I REALLY WANTED TO
COMPLETE THIS GOAL, BUT
SOMETHING CAME UP.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



THINGS WILL BE JUST
FINE EVEN IF I DON'T
ACCOMPLISH THIS
GOAL.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I AM NOT SURE ABOUT
THIS GOAL. IT MIGHT BE
TOO MUCH FOR ME.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I WILL FOCUS MORE ON
THIS GOAL NEXT YEAR.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



THIS GOAL IS SILLY, I DO NOT KNOW WHY I EVEN SET IT IN THE FIRST PLACE.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I DO NOT ACTUALLY THINK I CAN ACHIEVE THIS GOAL.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



THIS GOAL IS IMPOSSIBLE FOR ANYONE TO REACH.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I DO NOT EVEN CARE IF I COMPLETE THIS GOAL OR NOT.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



OTHERS CAN REACH THIS GOAL EASILY, FOR ME IT IS TOO DIFFICULT.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



I WILL PROBABLY REACH THIS GOAL EVENTUALLY.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



EVEN IF I WORK REALLY HARD AT THIS, I WILL NOT ACHIEVE IT.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



MY TEACHER WANTED ME TO DO THIS, I DO NOT CARE ABOUT IT.

WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?



WHAT KIND OF GOAL REACHING FOUL IS THIS?
WHY IS IT HARMFUL TO REACHING A GOAL?

ANSWER KEY

1. DOUBTING YOURSELF
2. DISCOUNTING THE GOAL
3. NOT BEING REALISTIC
4. MAKING EXCUSES
5. PROCRASTINATION
6. DOUBTING YOURSELF
7. DISCOUNTING THE GOAL
8. NOT BEING REALISTIC
9. MAKING EXCUSES
10. PROCRASTINATION
11. MAKING EXCUSES
12. DOUBTING YOURSELF
13. DOUBTING YOURSELF
14. MAKING EXCUSES
15. DISCOUNTING THE GOAL
16. PROCRASTINATION
17. NOT BEING REALISTIC
18. NOT BEING REALISTIC
19. MAKING EXCUSES
20. PROCRASTINATION
21. DOUBTING YOURSELF
22. MAKING EXCUSES
23. NOT BEING REALISTIC
24. PROCRASTINATION
25. DISCOUNTING THE GOAL
26. DOUBTING YOURSELF
27. NOT BEING REALISTIC
28. DISCOUNTING THE GOAL
29. PROCRASTINATION
30. DISCOUNTING THE GOAL
31. MAKING EXCUSES
32. PROCRASTINATION
33. DISCOUNTING THE GOAL
34. DOUBTING YOURSELF
35. NOT BEING REALISTIC
36. DISCOUNTING THE GOAL
37. DOUBTING YOURSELF
38. PROCRASTINATION
39. DOUBTING YOURSELF
40. DISCOUNTING THE GOAL

SESSION 8

Flip the Thought Flop

SMALL GROUP
Counseling 
SUCCESS SKILLS

Session Objective:

*Students will practice changing negative self-statements into positive self-statements.

Materials:

- *Flip flop handouts.
- *Giant flip flop cut out, pasted back to back and laminated.
- *Pencils or dry erase markers if laminated.

Guiding Questions:

- *Why is negative thinking harmful to our success?
- *Why is positive thinking helpful to our success?

Session Details (about 30 min):

*Greet students and review group rules and skills covered already: organization, time management, using self-control to make good choices, motivation, and setting goals. There are 3 options for this activity. The first is using the flip flop pages, the second is to use the handouts or you could use the giant flip flops. If you use the giant flip flops, you will need to glue and laminate the matching flip flops together so it is double sided. On one side have the students come up with a negative thought they often think and then have them flip it and change it to be positive.

*Say "Have you ever heard of the saying "you are your own worst enemy?" that basically means that sometimes we have thoughts and then act on those thoughts and it is harmful to our own success. When we are aware of our negative thoughts and can then question them and turn them to be positive, we can help lead ourselves to be more successful." "We are going to practice questioning our own thoughts, here are some questions we can ask ourselves when we have a negative thought." Review the "ask yourself" handout with the students. "Now we are going to apply those questions to some common negative thoughts that people have. We need to flip the negative thought flop to be positive. You will see on the flip flop handouts on one side of the flip flop it says negative and the other side it says positive. Let's go through each negative thought and try to make it positive. Remember to ask yourself the questions we just talked about to help guide your responses." Allow the students time to complete and then review as a group what they put down. You would do the same for the other handouts if you choose to use those instead. On the blank pages, have the students come up with their own negative thoughts and turn them to be positive.

*Thank students for a great session, discuss that next session will be the last session for the group and they will be playing a game.

ASCA Standards Alignment:

*Mindset: Self-confidence in ability to succeed. (M 2)

*Behavior: Self-Management Skills:
Demonstrate effective coping skills when faced with a problem. (B-SMS 7)

SEL Competencies:

*Self-awareness: recognizing strengths, self-confidence, accurate self-perception.



When you have a negative thought
ask yourself.....



Can you work harder to do this?



Are you being too hard on yourself?



Are you being irrational or
exaggerating?

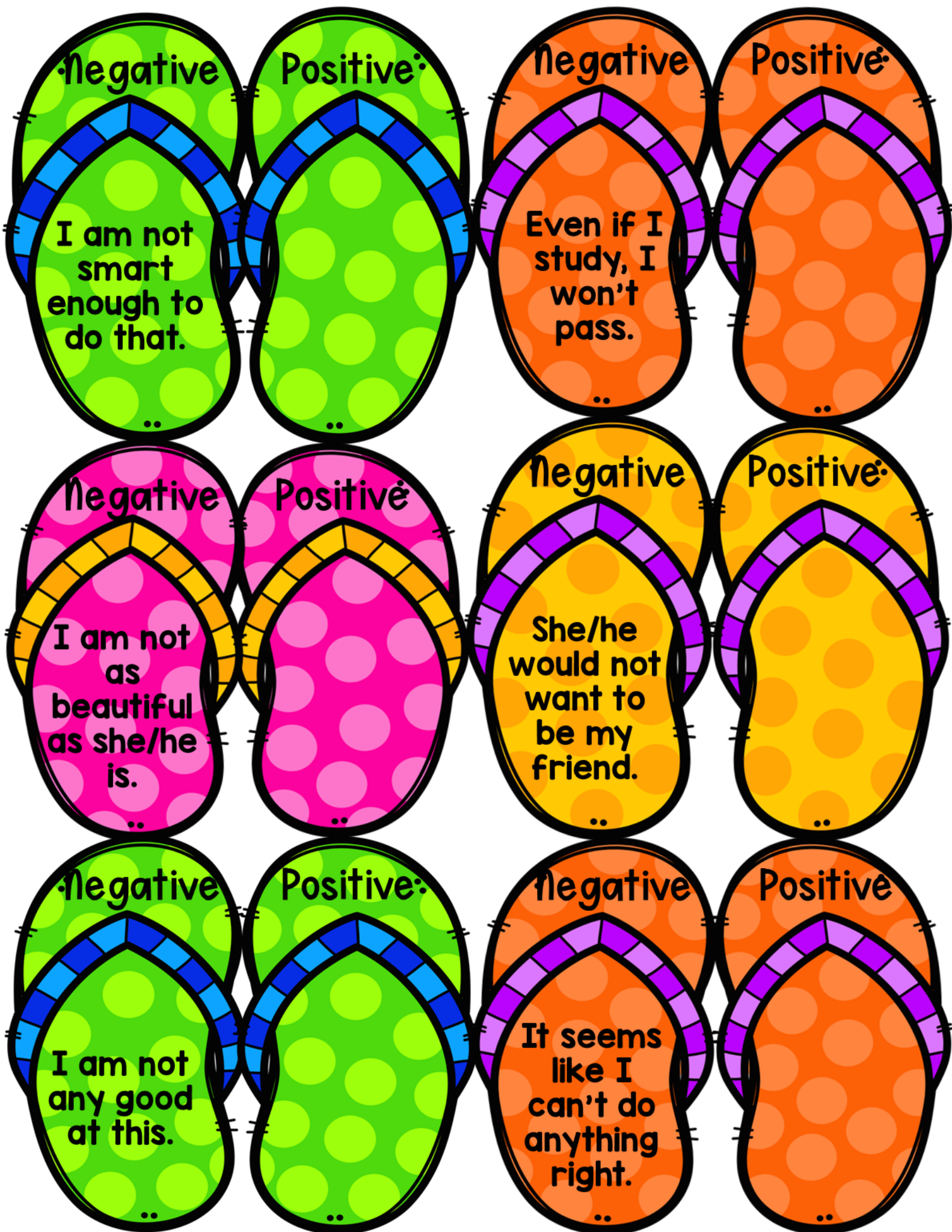


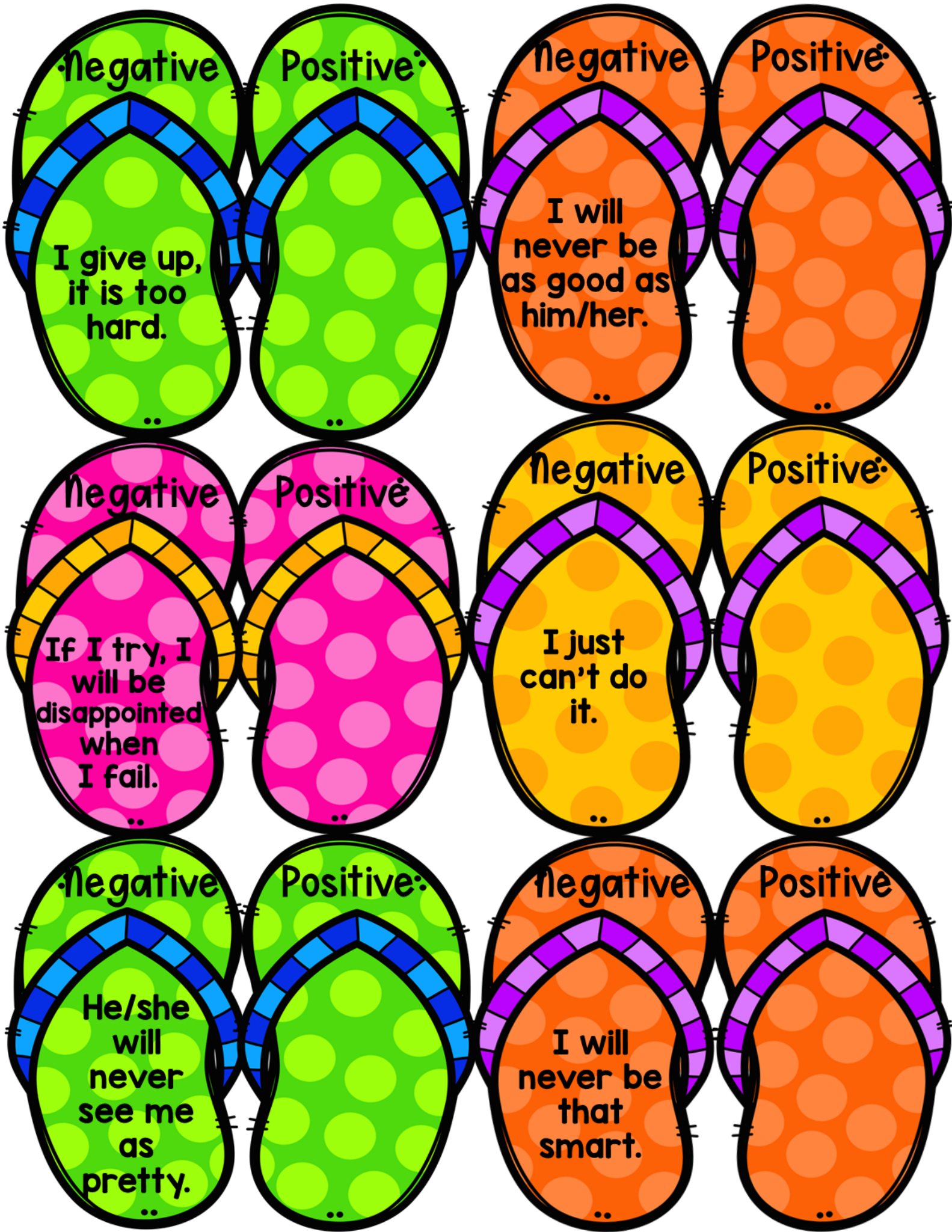
Are you assuming something bad
will happen?

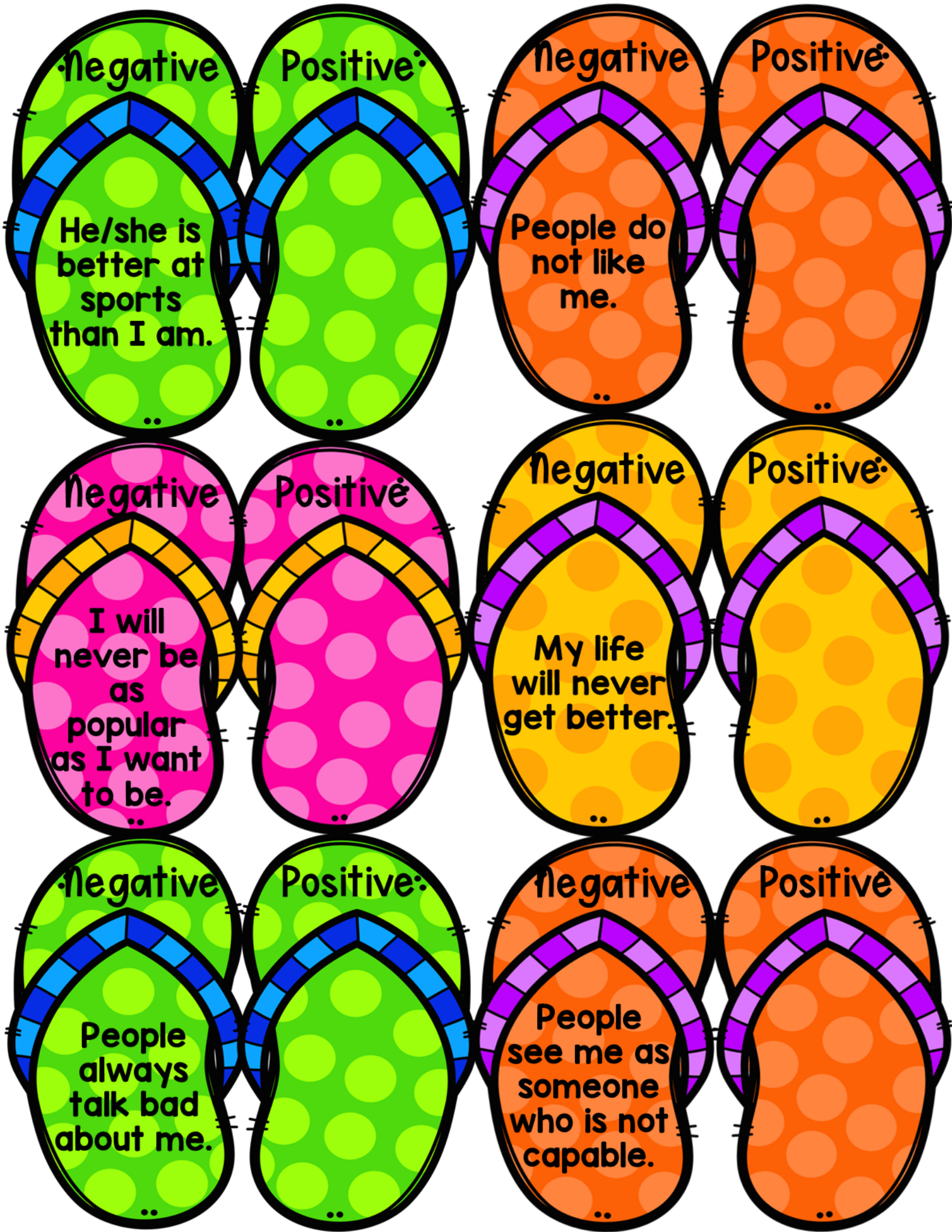


Are you capable of doing this but
lack the motivation?









Negative

Positive:

He/she is better at sports than I am.

..

..

Negative

Positive:

People do not like me.

..

..

Negative

Positive:

I will never be as popular as I want to be.

..

..

Negative

Positive:

My life will never get better.

..

..

Negative

Positive:

People always talk bad about me.

..

..

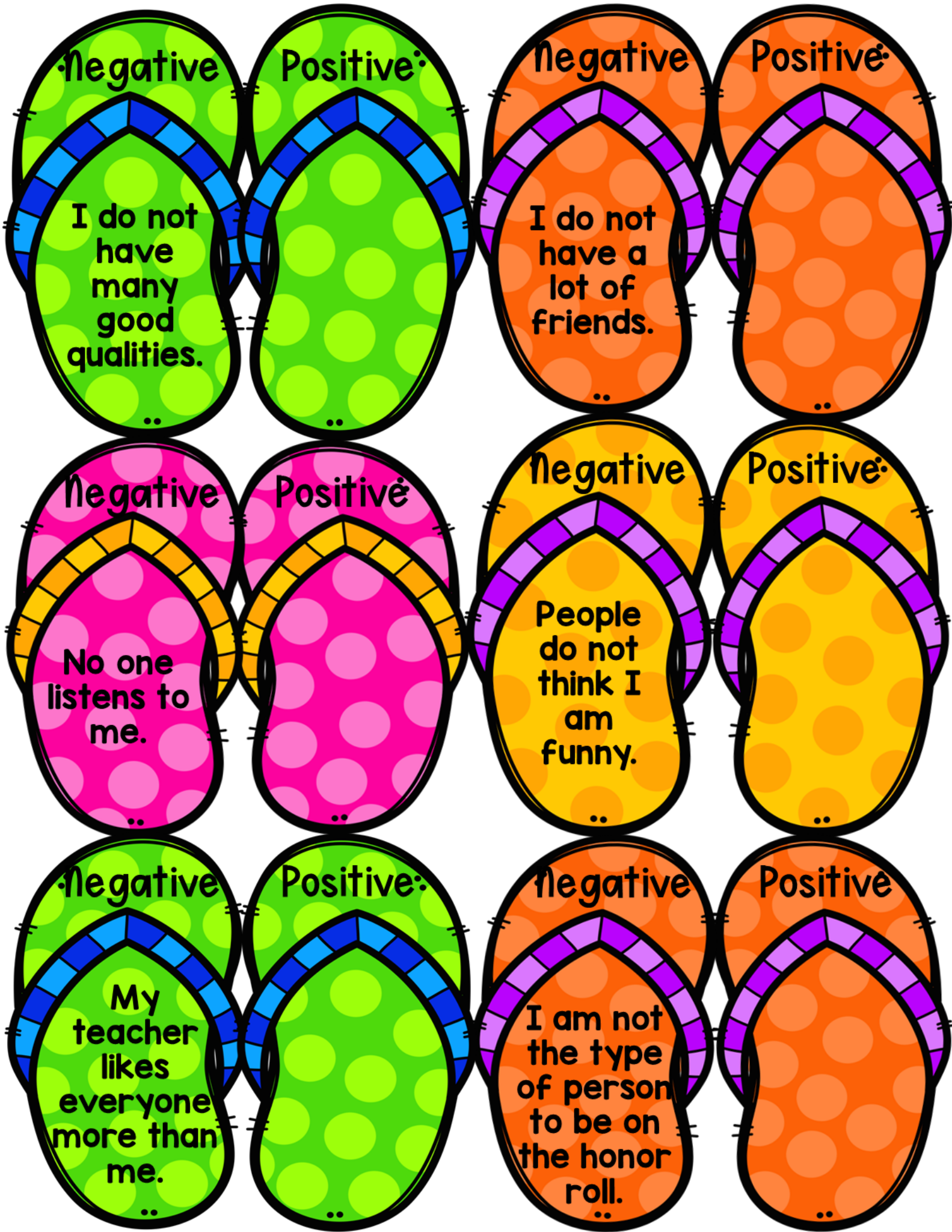
Negative

Positive

People see me as someone who is not capable.

..

..



Negative

Positive:

I do not have many good qualities.

..

..

Negative

Positive:

I do not have a lot of friends.

..

..

Negative

Positive:

No one listens to me.

..

..

Negative

Positive:

People do not think I am funny.

..

..

Negative

Positive:

My teacher likes everyone more than me.

..

..

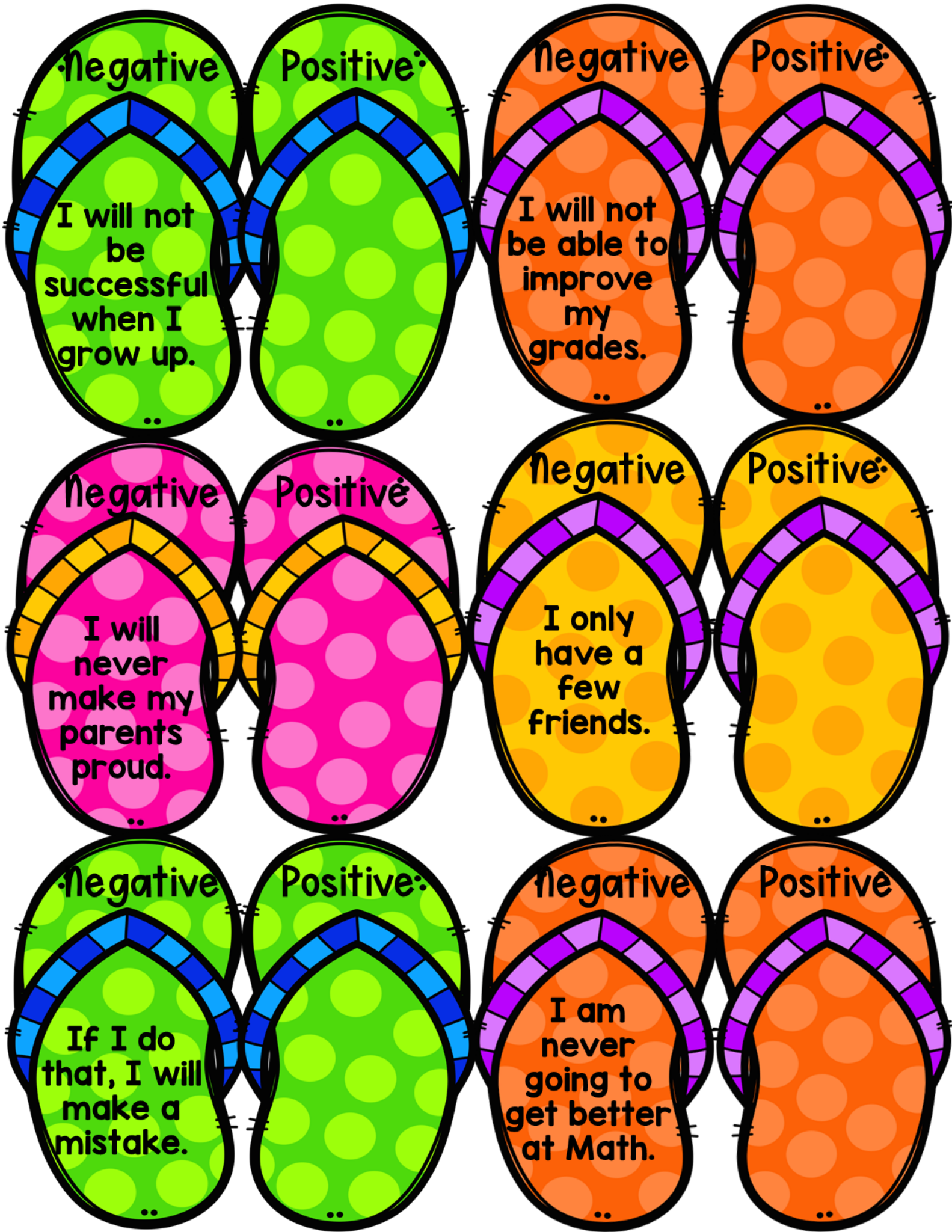
Negative

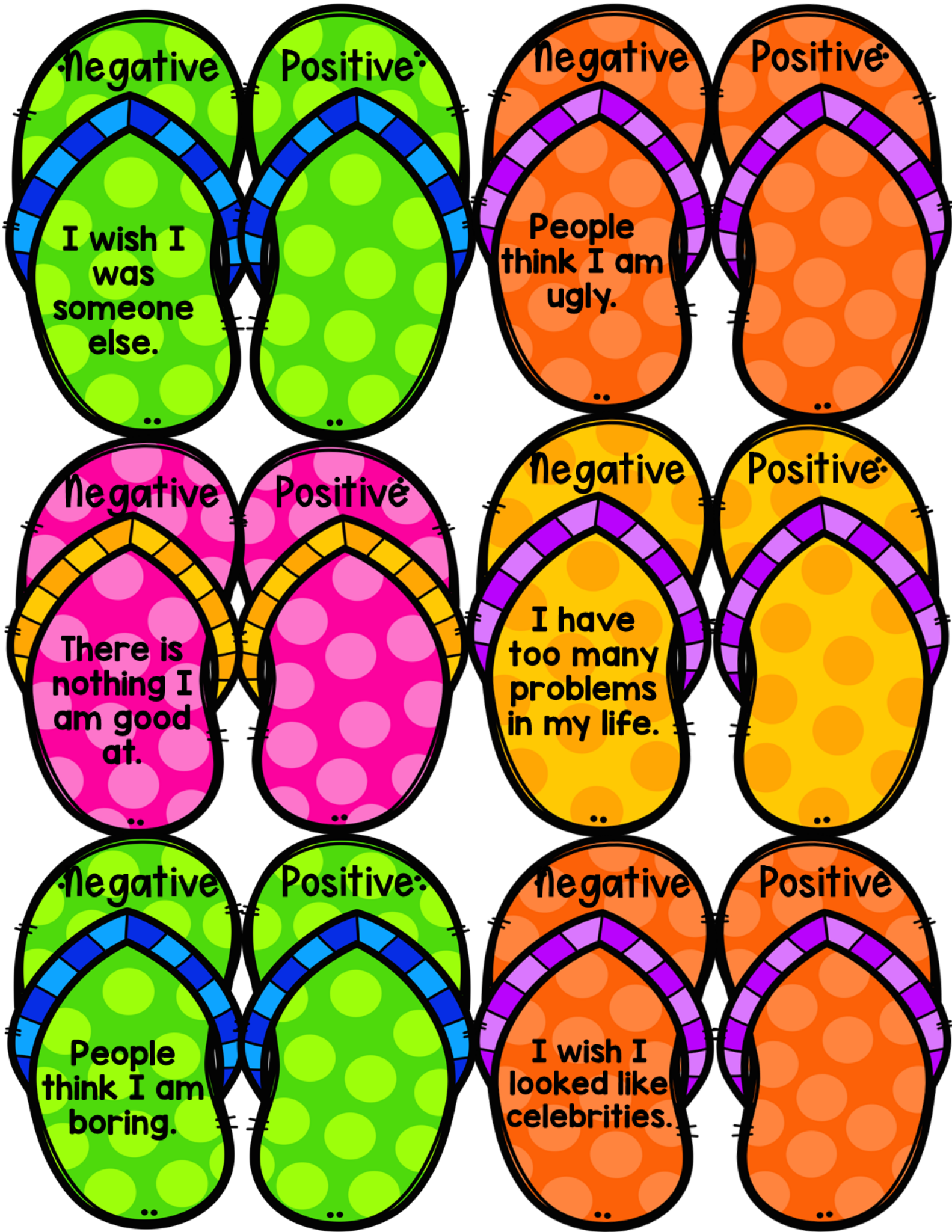
Positive

I am not the type of person to be on the honor roll.

..

..





Negative

Positive:

I wish I was someone else.

..

..

Negative

Positive:

People think I am ugly.

..

..

Negative

Positive:

There is nothing I am good at.

..

..

Negative

Positive:

I have too many problems in my life.

..

..

Negative

Positive:

People think I am boring.

..

..

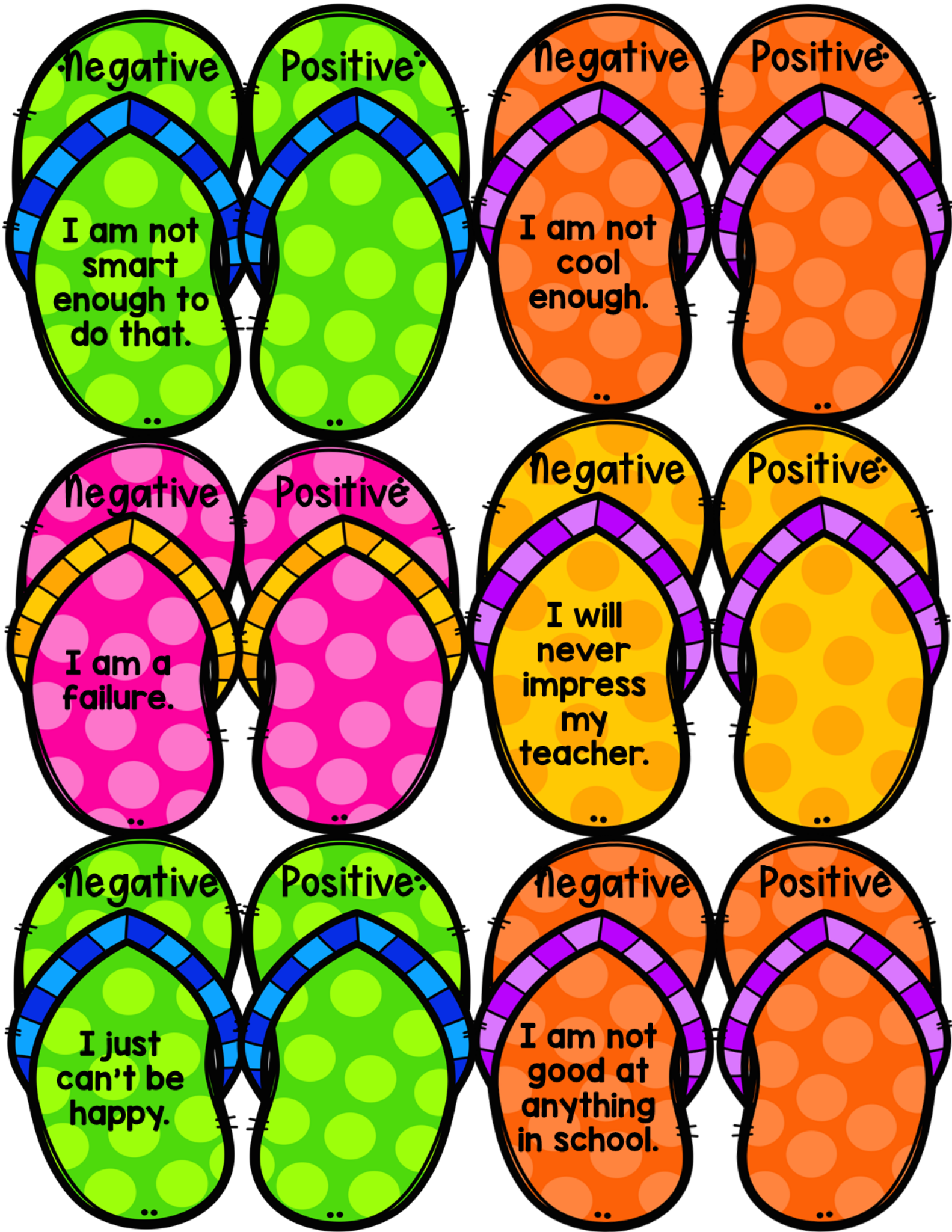
Negative

Positive

I wish I looked like celebrities.

..

..



Negative

Positive:

I am not smart enough to do that.

Negative

Positive:

I am not cool enough.

Negative

Positive:

I am a failure.

Negative

Positive:

I will never impress my teacher.

Negative

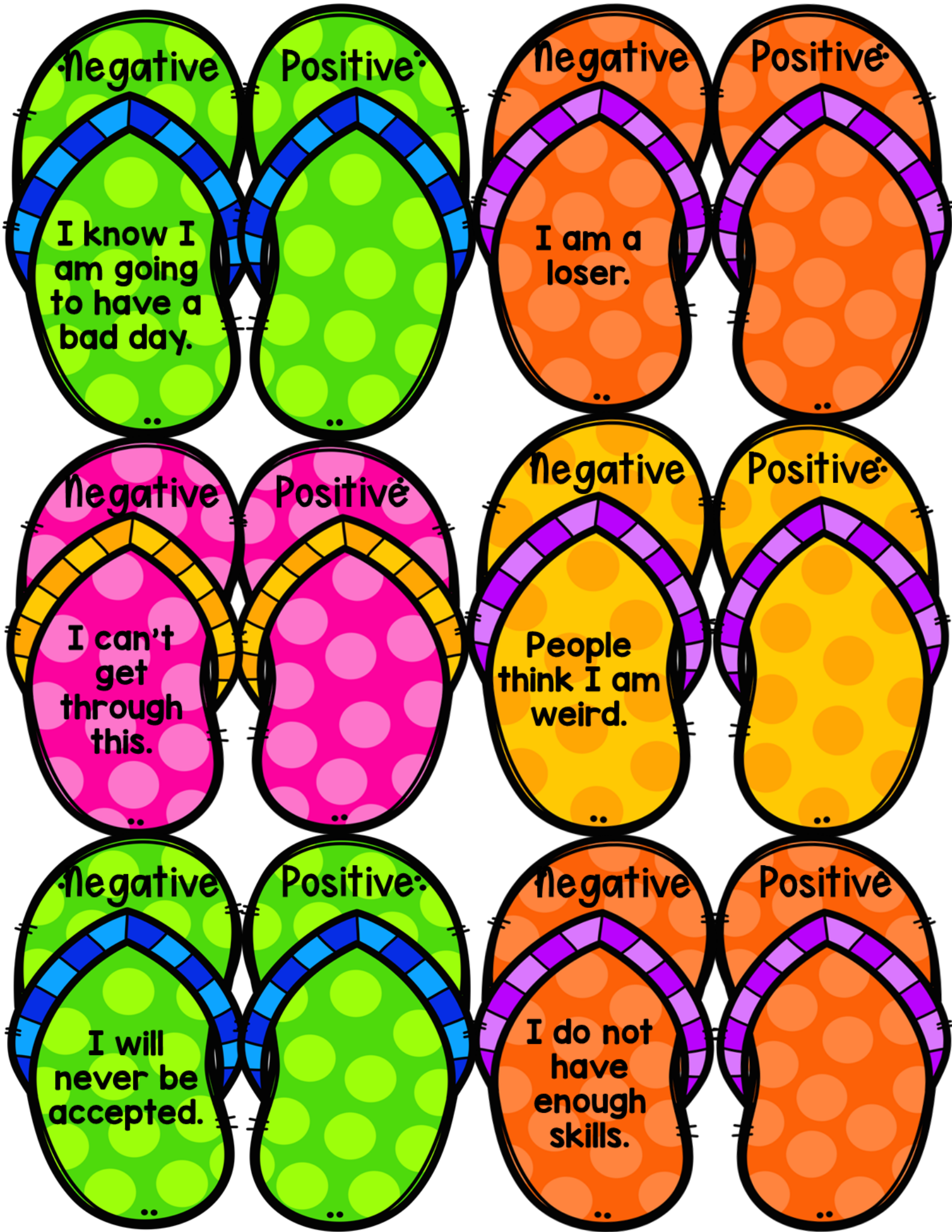
Positive:

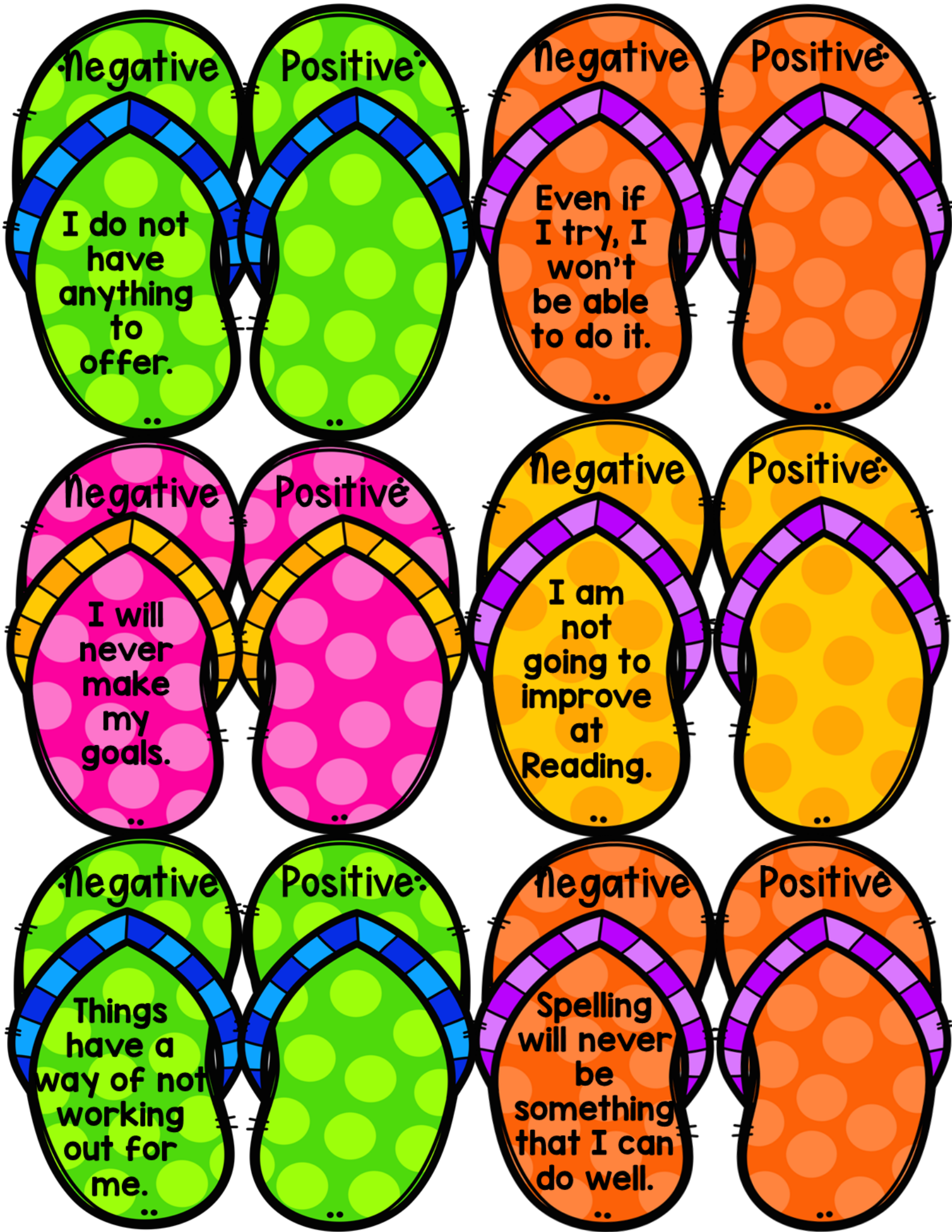
I just can't be happy.

Negative

Positive:

I am not good at anything in school.





Negative

Positive:

I do not
have
anything
to
offer.

Negative

Positive:

Even if
I try, I
won't
be able
to do it.

Negative

Positive:

I will
never
make
my
goals.

Negative

Positive:

I am
not
going to
improve
at
Reading.

Negative

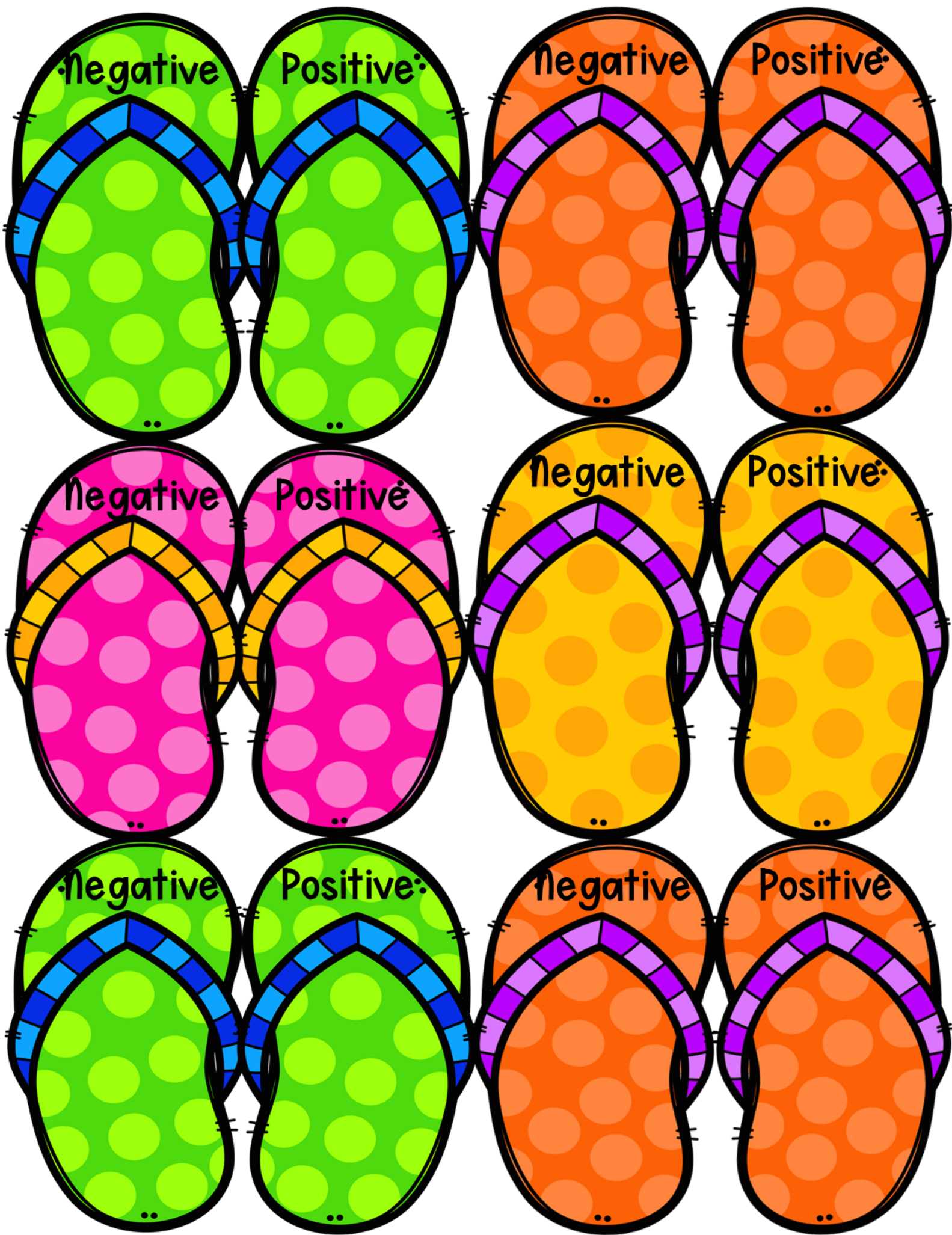
Positive:

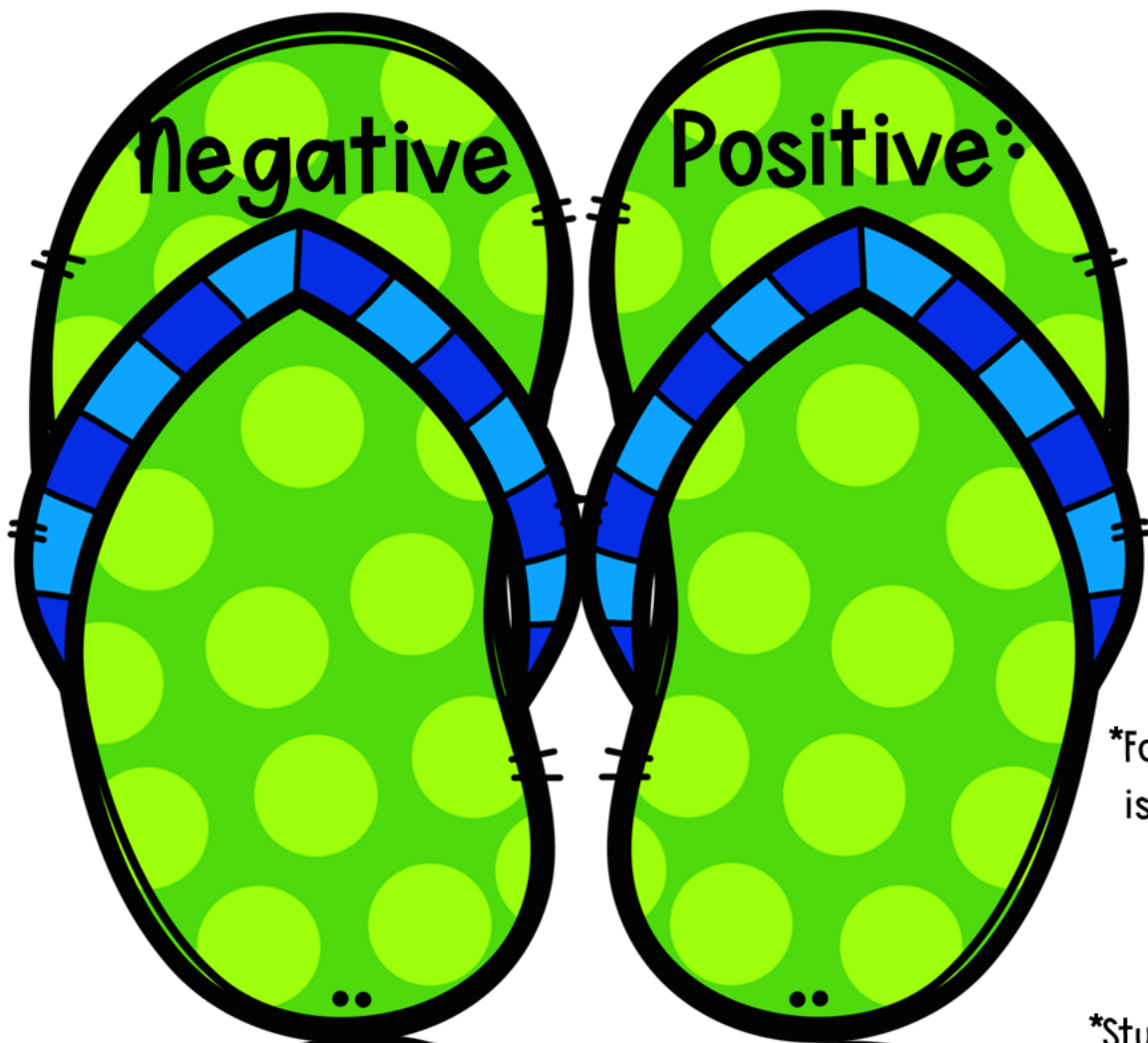
Things
have a
way of not
working
out for
me.

Negative

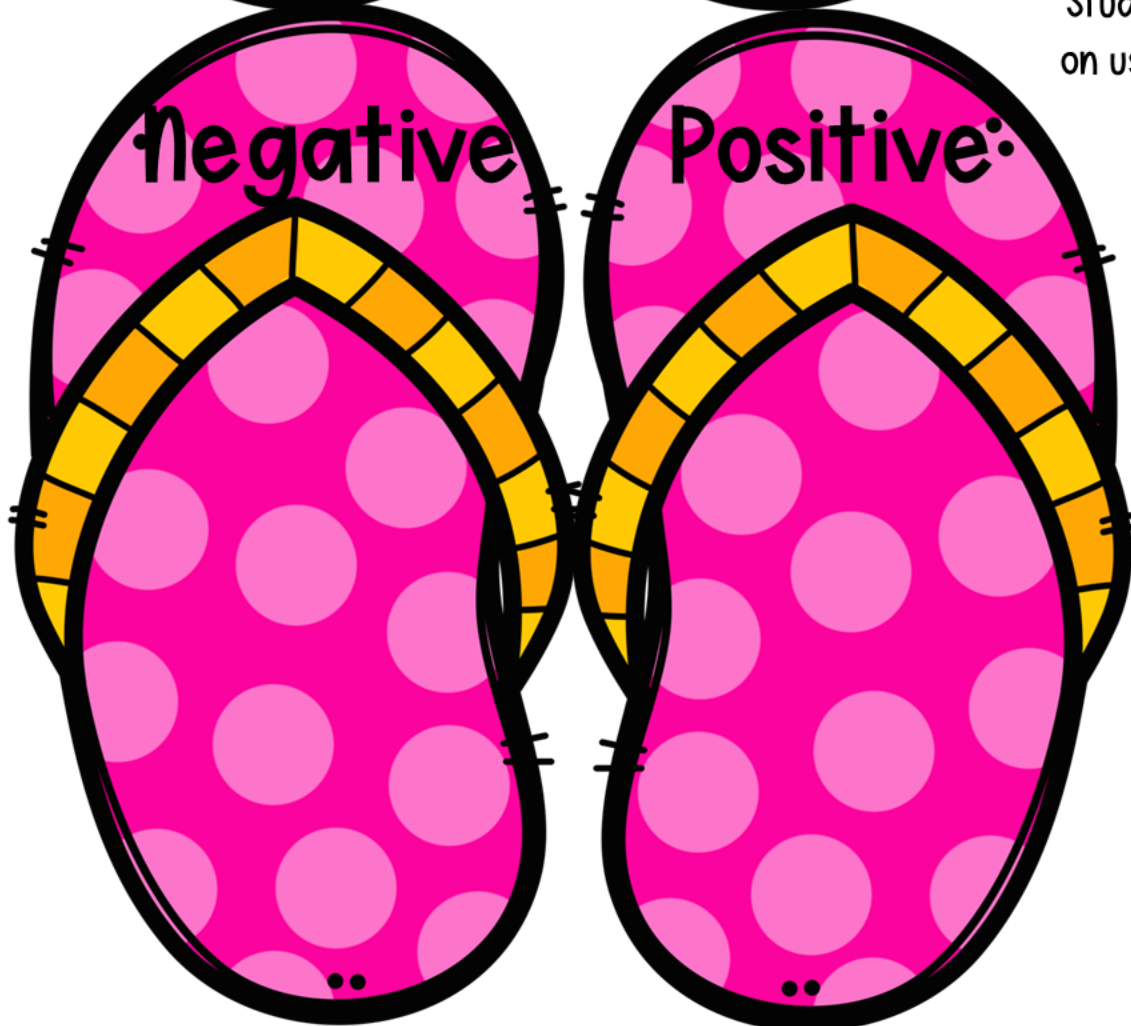
Positive

Spelling
will never
be
something
that I can
do well.





- *Cut out.
- *Fold in half so it is double sided.
- *Glue/tape together.
- *Laminate.
- *Students can write on using dry erase markers.





Negative Thought Flop

**I am not smart
enough to do
that.**



**I am not as
beautiful as
she/he is.**



**She/he would not
want to be my
friend.**



**I am not any
good at this.**



**It seems like I can't
do anything right.**





Negative Thought Flop

**Even if I study,
I won't pass.**



**I will never be
as good as
him/her.**



**I just can't
do it.**



**He/she will never
see me as
pretty.**



**If I try, I will be
disappointed when
I fail.**





Negative Thought Flop

I give up, it is too hard.



I will never be that smart.



People do not like me.



My life will never get better.



People see me as someone who is not capable.





Negative Thought Flop

He/she is better
at sports than I
am.



I will never be as
popular as I want
to be.



I am not the
type of person
to be on the
honor roll.



People always talk
bad about me.



My teacher likes
everyone more
than me.



Positive Thought Flip



Negative Thought Flop

**I do not have
a lot of
friends.**



*** I do not have many
good qualities.**



**People do not
think I am funny.**



**No one listens to
me.**



**If I do that, I
will make a
mistake.**





Negative Thought Flop

**I will not be
successful when I
grow up.**



**I only have a
few friends.**



**I will never make my
parents proud.**



**I will not be able to
improve my
grades.**



**I am never going
to get better at
Math.**





Negative Thought Flop



Positive Thought Flip

There is nothing I am good at.

I wish I was someone else.



People think I am boring.



I have too many problems in my life.



I wish I looked like celebrities.





Negative Thought Flop



Positive Thought Flip

People think I am ugly.



I will never impress my teacher.



I am not cool enough.



I am not good at anything in school.



I just can't be happy.





Negative Thought Flop

**I am not smart
enough to do that.**



**People think I am
weird.**



I am a failure.



**I do not have
enough skills.**



**I will never be
accepted.**





Negative Thought Flop

I know I am going to have a bad day.



I can't get through this.



I am a loser.



I will never make my goals.



I do not have anything to offer.





Flip the
THOUGHT
Flop



Negative Thought Flop

Even if I try, I
won't be able to do
it.



Positive Thought Flip



* I feel like I am set
up to fail.



Things have a way of
not working out for
me.



Spelling will never
be something that I
can do well.



* I am not going to
improve at Reading.





Negative Thought Flop



Positive Thought Flip











SESSION 9

Road to Success

SMALL GROUP
Counseling 
SUCCESS SKILLS



Session Objective:

*Students will identify ways to overcome obstacles that prevent goal completion.

Materials:

*Printout of driver tips and game rules.

*Printout of game cards, pieces, and tokens (cut out in advance).

*Printout of game board (4 pages that are to be glued or taped together to resemble a game board)

Guiding Questions

*How is learning to overcome obstacles important to reaching our goals?

*Why is it important to persevere when life is difficult?

Session Details (about 30 min):

*Say "Welcome back to the group, as I mentioned in our previous session, today is the last session our group will be meeting for. We have learned so much together and I will miss meeting with all of you. For our last session, I wanted to re-cap all of what we have discussed and in a fun way, so we are going to play a game. When you are on a road or journey to complete a goal or succeed at something, there are often bumps along the road. Things that happen and can either help or hurt our progress. Learning how to overcome those obstacles is called having perseverance. Let's play a game where we are going to practice persevering despite difficulties that come our way. The game we are playing is the road to success, each of us will have a race car and we will be trying to complete a goal which is the finish line. There will be roadblocks and detours along our road just like there are in life when trying to accomplish a goal. In order to overcome those obstacles, we will need 4 driver tips. (Show the driver tip handout). These are strategies to persevere in difficult times. The first is to find a creative route, this means to come up with a way to deal with the difficulty by problem-solving. The second driver tip is to change your destination. This tip is because sometimes our goals are too unrealistic or need to be readjusted in order to be successful. The third driver tip is to ask for help. This could be from a teacher, parent, coach, mentor, family member or anyone who is in a position to help you reach your goal. The fourth and final tip is to keep going and not give up. Goals are hard to achieve, we may be discouraged at times and we just need to push through it.

*Follow the game rules handout to play the game. Engage discussion when a student selects a driver tip. "Why did you choose that tip?" "Who would you ask for help if that was you?" "How would you encourage yourself to keep going?" "How would you adjust the goal to be successful?" "Tell me more about the creative route you would take."

*Have students complete the Post-Survey before they leave group.

ASCA Standards Alignment:

*Mindset: Belief in using abilities to their fullest to achieve high-quality results and outcomes. (M 5)

*Behavior: Self-management skills: Demonstrate perseverance to achieve long and short term goals. (B-SMS 5)

*Behavior: Self-management skills: Demonstrate ability to overcome barriers to learning. (B-SMS 6)

SEL Competencies:

*Self-management: self-discipline, self-motivation, goal setting.

*Responsible decision making: Identifying problems, analyzing situations, solving problems.

DRIVER TIPS



STRATEGIES TO OVERCOME OBSTACLES



CREATIVE ROUTES

THINK OF CREATIVE WAYS TO OVERCOME THE OBSTACLE.



CHANGE YOUR DESTINATION

CHANGE YOUR GOAL TO A SIMILAR GOAL THAT DOES NOT HAVE THIS OBSTACLE.



ASK FOR HELP

ASK SOMEONE TO HELP YOU OVERCOME THIS OBSTACLE.



KEEP GOING!

STAY POSITIVE AND DON'T GIVE UP, KEEP WORKING ON THE GOAL DESPITE THE OBSTACLE.

GAME RULES



*EACH PLAYER PICKS A RACE CAR.

*PLACE RACE CARS ON START.  **START** 

*FIRST PLAYER MOVES TO THE FIRST (RED) ROAD BLOCK SIGN AND PICKS UP A ROADBLOCK GAME CARD.







*PLAYER MUST SUCCESSFULLY SOLVE THE OBSTACLE USING ONE OF THE DRIVER TIPS OTHERWISE THEY MUST REMAIN AT THAT ROADBLOCK FOR THEIR NEXT TURN.

*IF THEY ANSWER SUCCESSFULLY, THEY GET THE DRIVER TIP TOKEN OF THE TIP THEY USED, MOVE TO THE (BLUE) DETOUR, AND PICK UP A DETOUR CARD.



*DETOUR CARDS ARE RANDOM LIFE EVENTS THAT CAN EITHER HELP OR HURT GOAL COMPLETION. THE PLAYER MOVES THEIR CAR BASED ON WHAT THE DETOUR CARD SAYS, AND THIS IS THE END OF THEIR TURN.

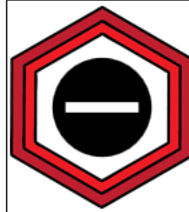
*PLAYERS COLLECT DRIVER TIP TOKENS     WHEN THEY USE A TIP SUCCESSFULLY. ALL PLAYERS MUST COLLECT AT LEAST ONE OF EACH OF THE DRIVER TIP TOKENS BEFORE THEY REACH THE FINISH LINE TO COMPLETE THE GOAL AND WIN THE GAME.





YOU ARE SUPPOSED TO WORK ON AN IMPORTANT PROJECT TONIGHT, BUT YOUR FAVORITE SHOW IS ON.

HOW CAN YOU OVERCOME THIS OBSTACLE?



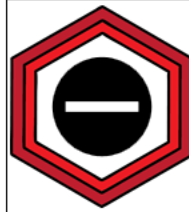
YOU ARE SUPPOSED TO STUDY FOR A TEST YOU HAVE TOMORROW, BUT YOUR FRIEND INVITED YOU OVER TO PLAY A NEW VIDEO GAME.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU WANT TO BE IN AN AFTER-SCHOOL CLUB, BUT YOU TAKE THE BUS HOME AND CANNOT STAY AFTER SCHOOL.

HOW CAN YOU OVERCOME THIS OBSTACLE?



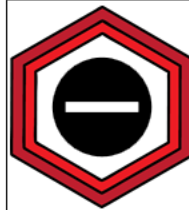
YOU WANT TO BE ON THE BASKETBALL TEAM, BUT YOU THINK YOU ARE TOO SHORT.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU WANT TO LEARN HOW TO PLAY THE GUITAR, BUT YOUR PARENTS CANNOT AFFORD TO BUY YOU ONE.

HOW CAN YOU OVERCOME THIS OBSTACLE?



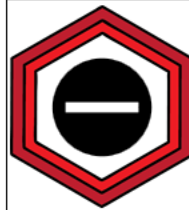
YOU WANT TO MAKE THE HONOR ROLL, BUT YOUR GRADES ARE TOO LOW.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU WANT TO WIN A SCIENCE FAIR AWARD, BUT YOU THINK YOUR PROJECT IS NOT GOOD ENOUGH.

HOW CAN YOU OVERCOME THIS OBSTACLE?



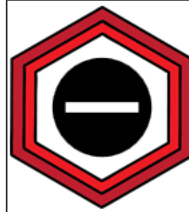
YOU WANT TO LEARN HOW TO CODE BUT YOU DO NOT HAVE A COMPUTER AT HOME.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU NEED TO STUDY BUT YOUR SISTER IS ALWAYS BEING REALLY LOUD AND DISTRACTING YOU.

HOW CAN YOU OVERCOME THIS OBSTACLE?



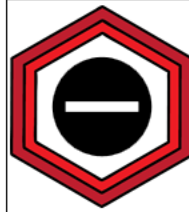
YOU NEED TO RESEARCH A PROJECT, BUT YOUR COMPUTER IS BROKEN.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU WANT TO BE ON THE DANCE TEAM BUT CANNOT GET THE ROUTINE DOWN.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU WANT TO LEARN A SECOND LANGUAGE BUT ARE UNSURE HOW TO DO THIS.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU WANT TO LEARN HOW TO PLAY MORE SONGS ON THE PIANO, BUT YOU DO NOT HAVE MORE SHEET MUSIC.

HOW CAN YOU OVERCOME THIS OBSTACLE?



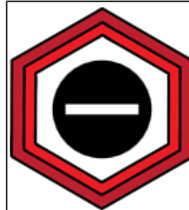
YOU WANT TO IMPROVE YOUR MATH GRADE, BUT MATH IS REALLY HARD FOR YOU.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU WANT TO LEARN MORE SKATEBOARDING SKILLS, BUT YOUR MOM DOES NOT LIKE SKATEBOARDING.

HOW CAN YOU OVERCOME THIS OBSTACLE?



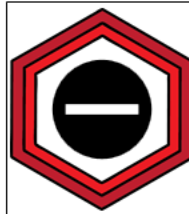
YOU WANT TO START YOUR OWN ONLINE BLOG, BUT YOU'RE NOT ALLOWED TO BE ONLINE FOR MORE THAN AN HOUR.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU WANT TO BE A SINGER, BUT YOU NEED TO IMPROVE YOUR VOICE SKILLS.

HOW CAN YOU OVERCOME THIS OBSTACLE?



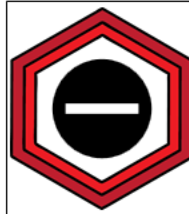
YOU NEED TO READ 15 BOOKS THIS SEMESTER TO REACH YOUR CLASS GOAL AND THE DEADLINE IS VERY SOON.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU NEED TO LEARN YOUR SPELLING WORDS, BUT YOU HAVE A LOT OF HOMEWORK TONIGHT.

HOW CAN YOU OVERCOME THIS OBSTACLE?



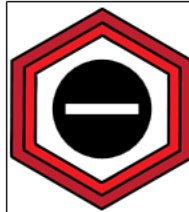
YOU HAVE TWO BIG PROJECTS DUE SOON AND YOUR FAMILY IS GOING ON VACATION THIS WEEK.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU WANT TO IMPROVE YOUR SNOWBOARDING SKILLS, BUT YOU LIVE IN A PLACE WHERE IT DOES NOT SNOW.

HOW CAN YOU OVERCOME THIS OBSTACLE?



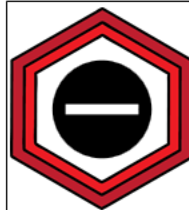
YOU WANT TO MAKE MORE FRIENDS, BUT YOU ARE TOO SHY TO APPROACH PEOPLE.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU HAVE A LOT OF HOMEWORK TONIGHT THAT YOU NEED TO DO BUT YOUR BEST FRIEND CALLED TO TALK AND SAID ITS IMPORTANT.

HOW CAN YOU OVERCOME THIS OBSTACLE?



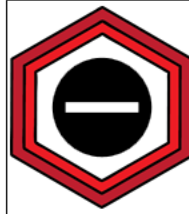
YOU WANT TO GET YOUR ALLOWANCE FOR DOING YOUR CHORES, BUT YOU HAVE A LOT GOING ON THIS WEEK.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU WANT TO IMPROVE YOUR PUBLIC SPEAKING SKILLS, BUT YOU GET VERY NERVOUS WHEN YOU SPEAK IN FRONT OF OTHERS.

HOW CAN YOU OVERCOME THIS OBSTACLE?



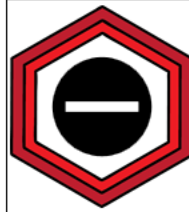
YOU NEED TO DO WELL ON A PRESENTATION YOU HAVE TOMORROW, BUT YOU ALSO WANT TO STAY UP LATE TO WATCH YOUR FAVORITE SHOW.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU WANT TO WIN THE BASEBALL GAME, BUT YOUR TEAMMATES ARE NOT PRACTICING AS HARD AS THEY NEED TO.

HOW CAN YOU OVERCOME THIS OBSTACLE?



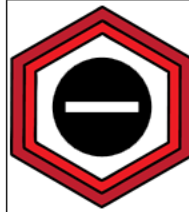
YOU WANT TO WIN THE AWARD FOR MOST IMPROVED BUT THERE ARE TWO OTHER STUDENTS WHO MIGHT GET IT.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU WANT TO BE A SAFETY PATROL, BUT YOU MISSED THE DEADLINE FOR APPLYING.

HOW CAN YOU OVERCOME THIS OBSTACLE?



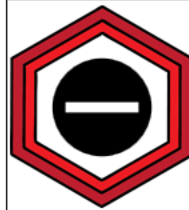
YOU WANT TO PLAY IN THE NEXT BIG FOOTBALL GAME, BUT YOU JUST SPRAINED YOUR ANKLE.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU WANT TO SELL THE MOST GIRL SCOUT COOKIES IN YOUR TROUPE BUT SO FAR YOU HAVE NOT SOLD MANY.

HOW CAN YOU OVERCOME THIS OBSTACLE?



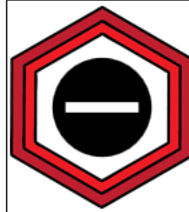
YOU WANT TO BEAT THE SCHOOL RECORD FOR RUNNING A MILE, BUT YOU ARE NOT ANYWHERE CLOSE TO BEATING IT.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU WANT TO IMPROVE YOUR READING LEVEL, BUT READING IS HARD FOR YOU AND YOU ARE UNSURE HOW TO IMPROVE.

HOW CAN YOU OVERCOME THIS OBSTACLE?



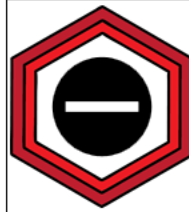
YOU WANT TO IMPROVE YOUR VOCABULARY BUT THAT MEANS SPENDING EXTRA TIME EVERY NIGHT STUDYING AND YOU DON'T WANT TO SPEND MORE TIME ON SCHOOL STUFF.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU WANT TO LEARN GYMNASTICS, BUT YOUR PARENTS CAN NOT AFFORD TO PUT YOU IN A CLASS.

HOW CAN YOU OVERCOME THIS OBSTACLE?



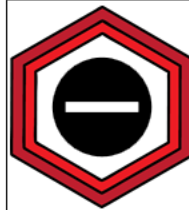
YOU WANT TO LEARN ANOTHER LANGUAGE, BUT YOU DO NOT KNOW ANYONE THAT SPEAKS ANOTHER LANGUAGE.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU WANT TO IMPROVE YOUR SCIENCE GRADE, BUT YOU FAILED THE LAST TWO TESTS.

HOW CAN YOU OVERCOME THIS OBSTACLE?



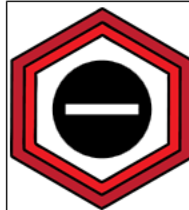
YOU WANT TO BE CAPTAIN OF THE TEAM, BUT YOU DID NOT GET ENOUGH VOTES FROM OTHER TEAMMATES.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU WANT TO SAVE MORE MONEY TO BUY A NEW TOY YOU REALLY WANT BUT YOU DID NOT EARN YOUR ALLOWANCE FOR THE LAST 2 WEEKS.

HOW CAN YOU OVERCOME THIS OBSTACLE?



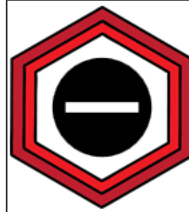
YOU WANT TO BE ON THE MORNING ANNOUNCEMENTS, BUT YOU ARE TOO NERVOUS ABOUT MESSING UP.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU WANT TO IMPROVE YOUR MATH GRADE, BUT YOU ARE HAVING TROUBLE LEARNING DIVISION.

HOW CAN YOU OVERCOME THIS OBSTACLE?



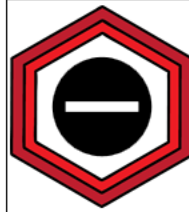
YOU WANT TO BE FRIENDS WITH ONE OF YOUR CLASSMATES, BUT SHE SEEMS TO NOT BE INTERESTED IN BEING YOUR FRIEND.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU WANT TO LEARN HOW TO ROLLERBLADE, BUT YOU DO NOT OWN ROLLERBLADES.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU WANT TO LEARN HOW TO MAKE YOUR OWN COMPUTER GAME, BUT THEY DO NOT HAVE A PROGRAMING CLASS IN YOUR SCHOOL.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU WANT TO IMPROVE YOUR TYPING SKILLS, BUT YOU ONLY HAVE COMPUTER CLASS ONCE A WEEK.

HOW CAN YOU OVERCOME THIS OBSTACLE?



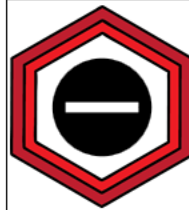
YOU WANT TO GET BETTER AT COMPLETING YOUR CLASSWORK, BUT YOU GET VERY DISTRACTED BY THE PERSON NEXT TO YOU.

HOW CAN YOU OVERCOME THIS OBSTACLE?



YOU WANT TO HAVE LESS FIGHTS WITH OTHER STUDENTS, BUT THEY MAKE YOU SO ANGRY.

HOW CAN YOU OVERCOME THIS OBSTACLE?

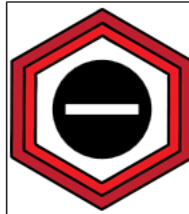


YOU WANT TO FOCUS ON ONE SPORT TO IMPROVE BUT YOU ARE ON THREE DIFFERENT SPORTS TEAMS.

HOW CAN YOU OVERCOME THIS OBSTACLE?



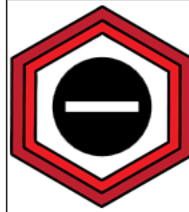
**HOW CAN YOU OVERCOME THIS
OBSTACLE?**



**HOW CAN YOU OVERCOME THIS
OBSTACLE?**



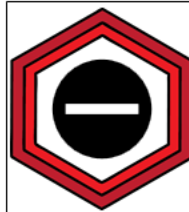
**HOW CAN YOU OVERCOME THIS
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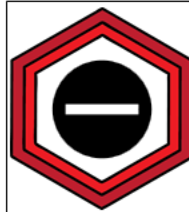
**HOW CAN YOU OVERCOME THIS
OBSTACLE?**



**HOW CAN YOU OVERCOME THIS
OBSTACLE?**



**HOW CAN YOU OVERCOME THIS
OBSTACLE?**



**HOW CAN YOU OVERCOME THIS
OBSTACLE?**



YOU START TO DOUBT
YOUR OWN ABILITIES.

**MOVE BACKWARD
ONE ROAD BLOCK**



YOU FEEL CONFIDENT
IN YOUR ABILITY TO
REACH YOUR GOAL.

**MOVE FORWARD
ONE ROAD BLOCK**



YOU LOSE FOCUS ON
YOUR GOAL.

**MOVE BACKWARD
ONE ROAD BLOCK**



YOU TRACK YOUR
GOAL PROGRESS
DAILY.

**MOVE FORWARD
ONE ROAD BLOCK**



YOU ARE SCARED OF
FAILING SO YOU DECIDE
TO JUST GIVE UP NOW.

**MOVE BACKWARD
ONE ROAD BLOCK**



YOU ARE NERVOUS TO
FAIL BUT PUSH
THROUGH IT
ANYWAYS.

**MOVE FORWARD
ONE ROAD BLOCK**



YOU NEED HELP BUT DO
NOT SEEK IT OUT.

**MOVE BACKWARD
ONE ROAD BLOCK**



YOU SEEK OUT HELP
WHEN YOU NEED IT.

**MOVE FORWARD
ONE ROAD BLOCK**



YOU PUT OFF WORKING
ON YOUR GOAL AND THE
DUE DATE IS HERE.

**MOVE BACKWARD
ONE ROAD BLOCK**



YOU PLAN OUT YOUR
GOAL COMPLETION SO
THAT YOU CAN MEET THE
DUE DATE ON TIME.

**MOVE FORWARD
ONE ROAD BLOCK**



YOU LET THE OBSTACLES
GET IN YOUR WAY OF
COMPLETING YOUR
GOAL.

**MOVE BACKWARD
ONE ROAD BLOCK**



YOU OVERCOME THE
OBSTACLES THAT GOT
IN YOUR GOAL
COMPLETION WAY.

**MOVE FORWARD
ONE ROAD BLOCK**



YOUR GOAL IS
UNREALISTIC, EVEN WITH
HARD WORK IT WILL BE
TOO DIFFICULT.

**MOVE BACKWARD
ONE ROAD BLOCK**



YOUR GOAL IS REALISTIC
AND SOMETHING YOU
CAN ACHIEVE WITH HARD
WORK.

**MOVE FORWARD
ONE ROAD BLOCK**



YOUR GOAL LACKS A
DEADLINE.

**MOVE BACKWARD
ONE ROAD BLOCK**



YOUR GOAL HAS A
DEADLINE AND A PLAN
TO REACH THAT
DEADLINE.

**MOVE FORWARD
ONE ROAD BLOCK**



SOMETHING
UNEXPECTED THROWS
YOUR GOAL OFF.

**MOVE BACKWARD
ONE ROAD BLOCK**



SOMETHING
UNEXPECTED HELPS
YOU MOVE CLOSER
TO YOUR GOAL.

**MOVE FORWARD
ONE ROAD BLOCK**



YOU GET DISCOURAGED
WITH YOUR GOAL.

**MOVE BACKWARD
ONE ROAD BLOCK**



YOU KEEP THINKING
POSITIVE ABOUT
REACHING YOUR GOAL.

**MOVE FORWARD
ONE ROAD BLOCK**



YOU ARE UNSURE HOW
TO EVEN START TO
REACH YOUR GOAL.

**MOVE BACKWARD
ONE ROAD BLOCK**



YOU HAVE A GOOD
STARTING POINT FOR
YOUR GOAL.

**MOVE FORWARD
ONE ROAD BLOCK**



YOU START TO
DISCOUNT YOUR GOAL
AND ACT LIKE IT DOES
NOT MATTER.

**MOVE BACKWARD
ONE ROAD BLOCK**



YOU NEVER LOSE
SIGHT OF YOUR GOAL
AND WHY IT IS
IMPORTANT.

**MOVE FORWARD
ONE ROAD BLOCK**



YOU HAVE TOO MANY GOALS YOU ARE FOCUSING ON AT ONE TIME.

**MOVE BACKWARD
ONE ROAD BLOCK**



YOU FULLY FOCUS ON ONE GOAL AT A TIME TO GIVE IT YOUR ALL.

**MOVE FORWARD
ONE ROAD BLOCK**



YOU MAKE A BAD CHOICE THAT PUTS YOU BEHIND ON YOUR GOAL.

**MOVE BACKWARD
ONE ROAD BLOCK**



YOU MAKE A GOOD CHOICE THAT PUTS YOU FURTHER ALONG ON YOUR GOAL.

**MOVE FORWARD
ONE ROAD BLOCK**



YOU MAKE UP EXCUSES TO NOT WORK ON YOUR GOAL.

**MOVE BACKWARD
ONE ROAD BLOCK**



YOU ARE ACCOUNTABLE FOR YOUR ACTIONS TOWARDS YOUR GOAL.

**MOVE FORWARD
ONE ROAD BLOCK**



YOU START TO PROCRASTINATE AND PUT OFF YOUR GOAL.

**MOVE BACKWARD
ONE ROAD BLOCK**



YOU CHOOSE NOT TO PROCRASTINATE, AND GET THINGS DONE ON TIME.

**MOVE FORWARD
ONE ROAD BLOCK**



**MOVE BACKWARD
ONE ROAD BLOCK**



**MOVE FORWARD
ONE ROAD BLOCK**



**MOVE BACKWARD
ONE ROAD BLOCK**



**MOVE FORWARD
ONE ROAD BLOCK**



**MOVE BACKWARD
ONE ROAD BLOCK**



**MOVE FORWARD
ONE ROAD BLOCK**

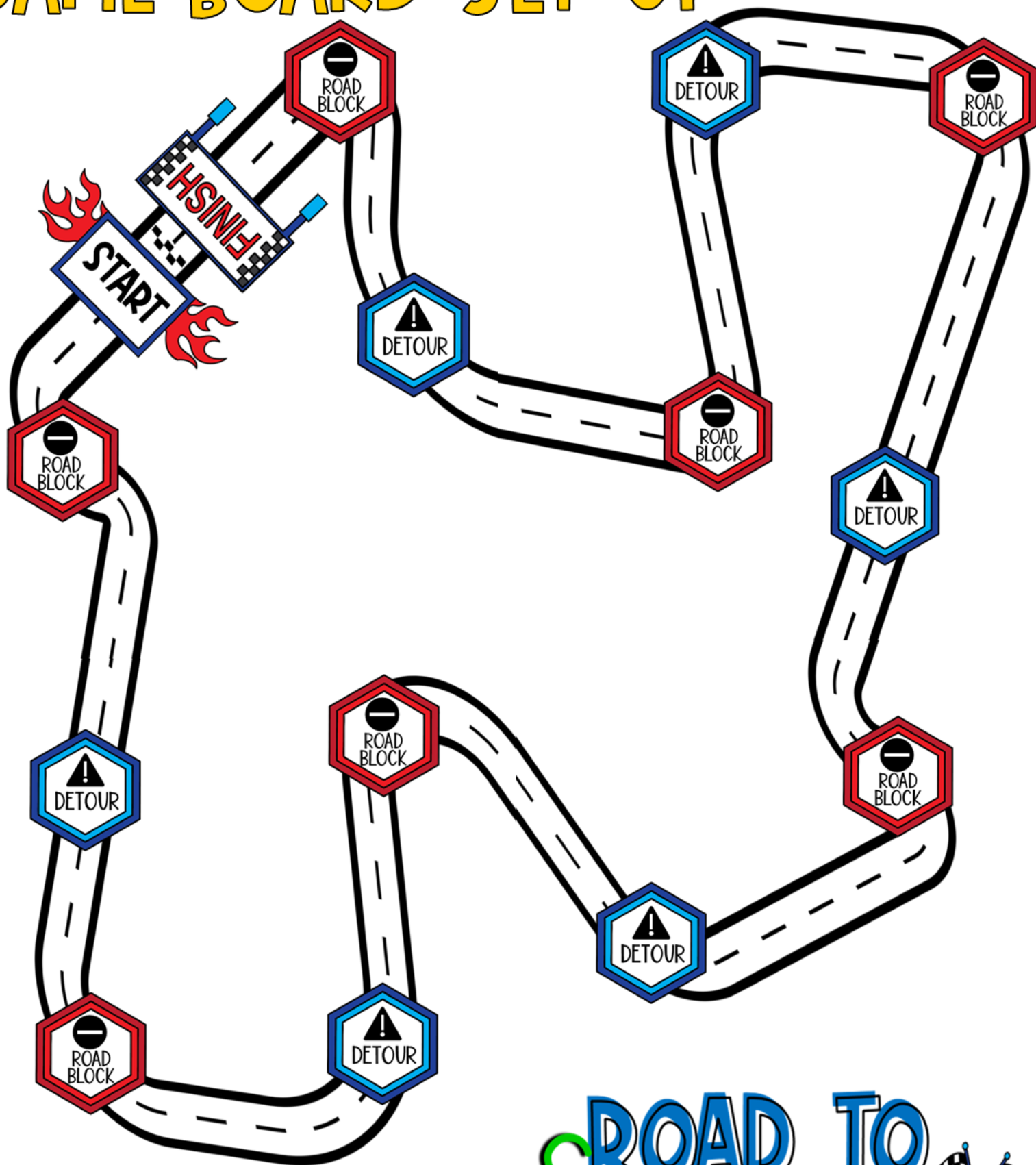


**MOVE BACKWARD
ONE ROAD BLOCK**



**MOVE FORWARD
ONE ROAD BLOCK**

GAME BOARD SET UP

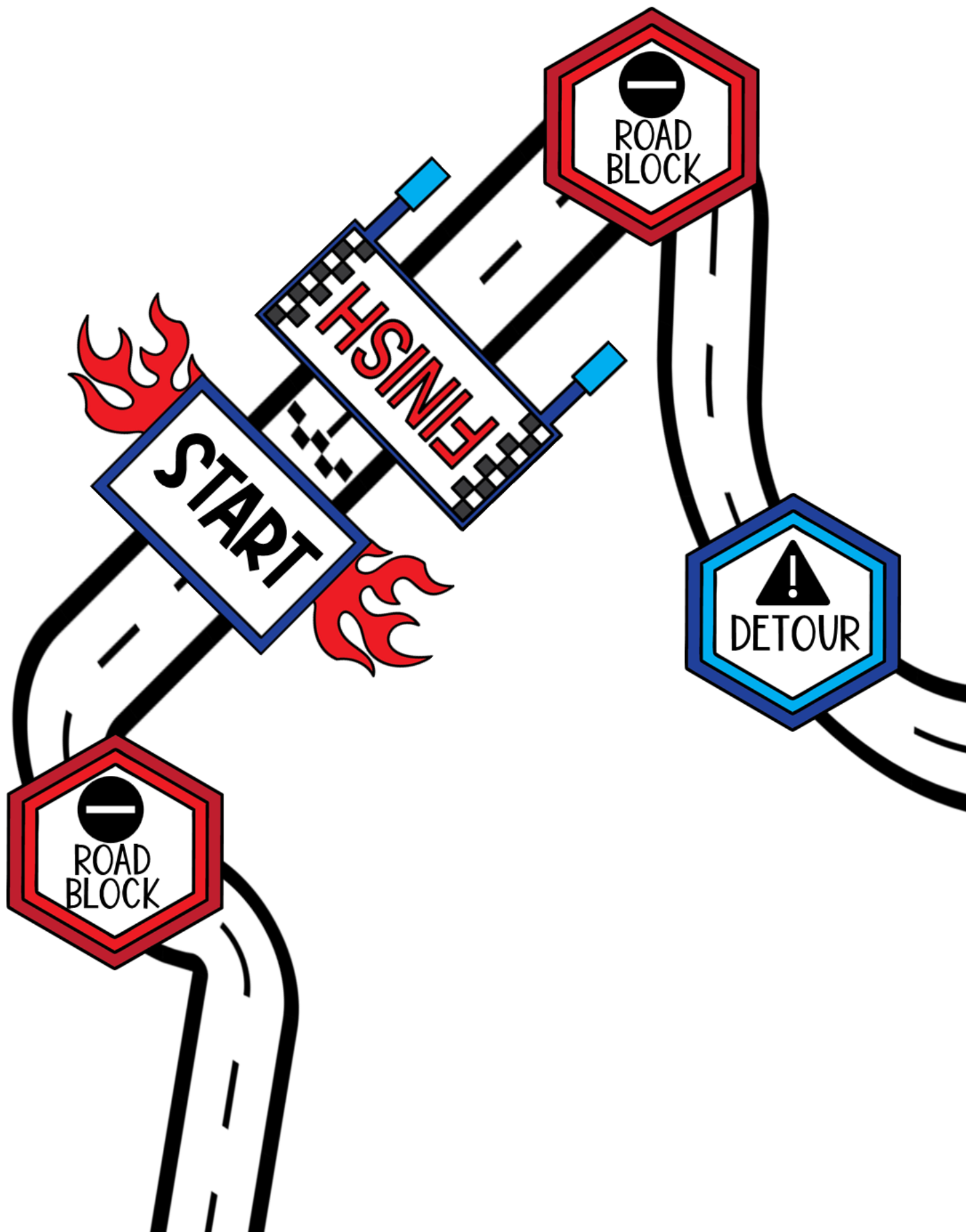


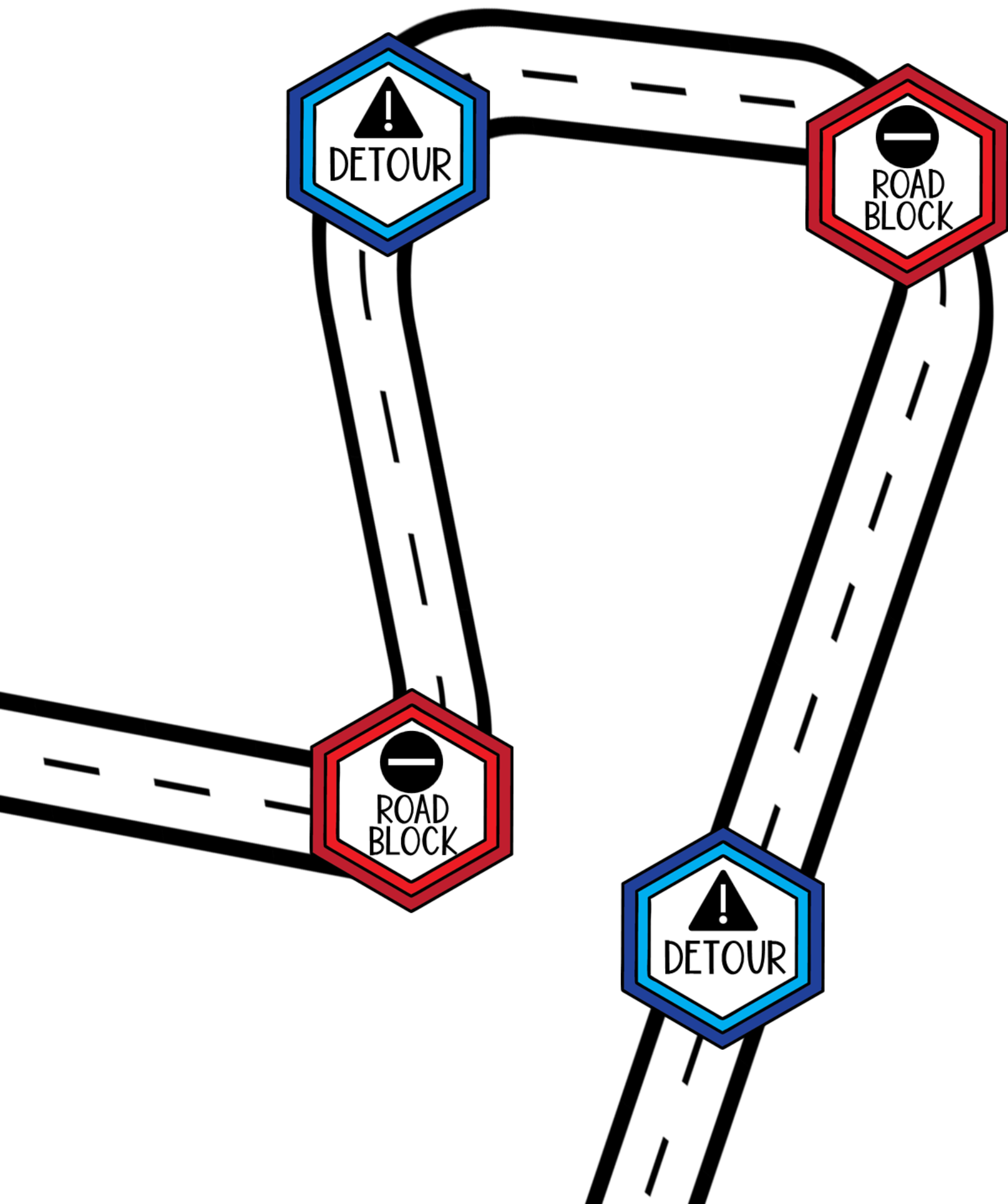
PLACE
"ROAD BLOCK"
GAME CARDS
HERE

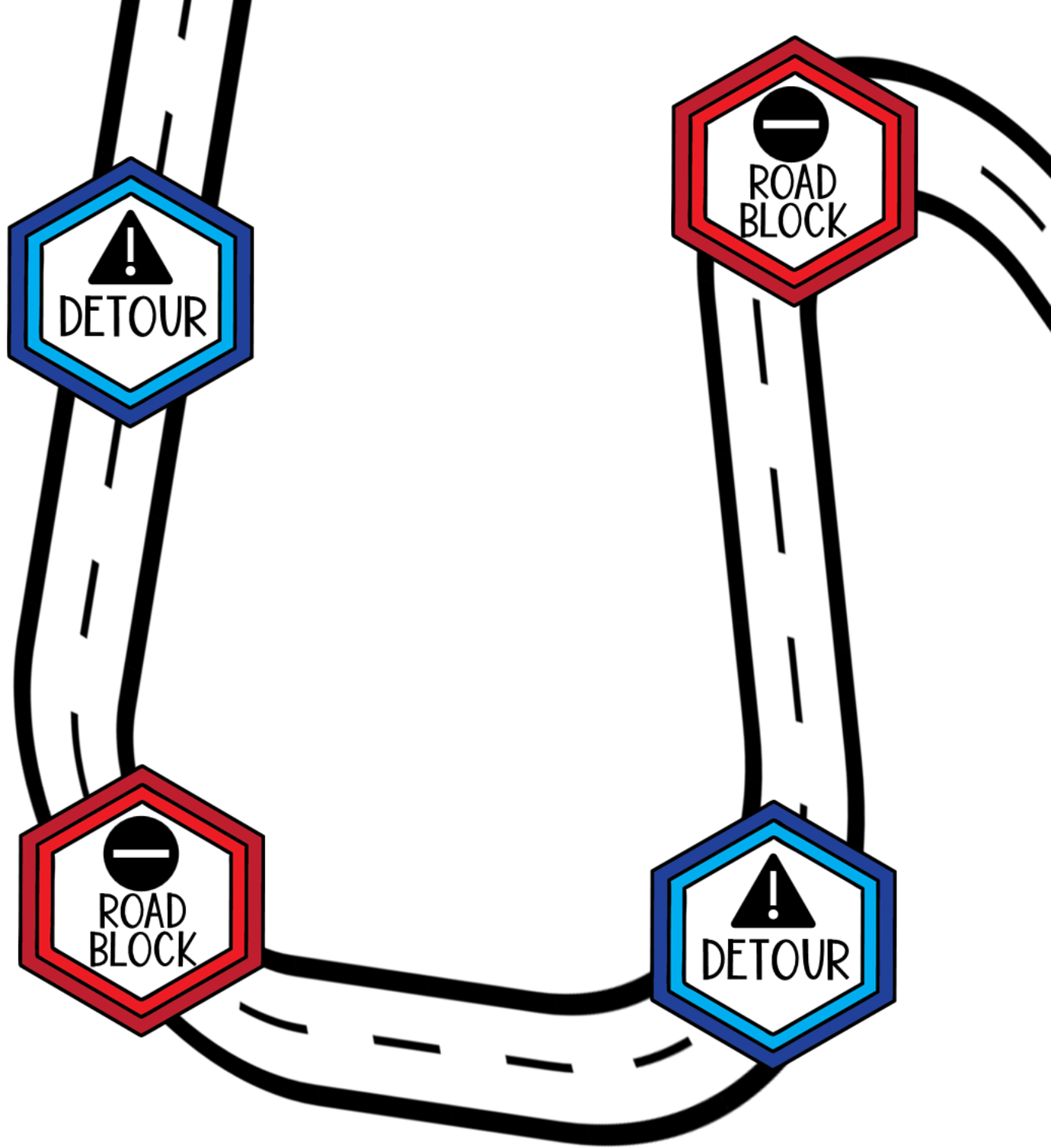


PLACE
"DETOUR"
GAME CARDS
HERE





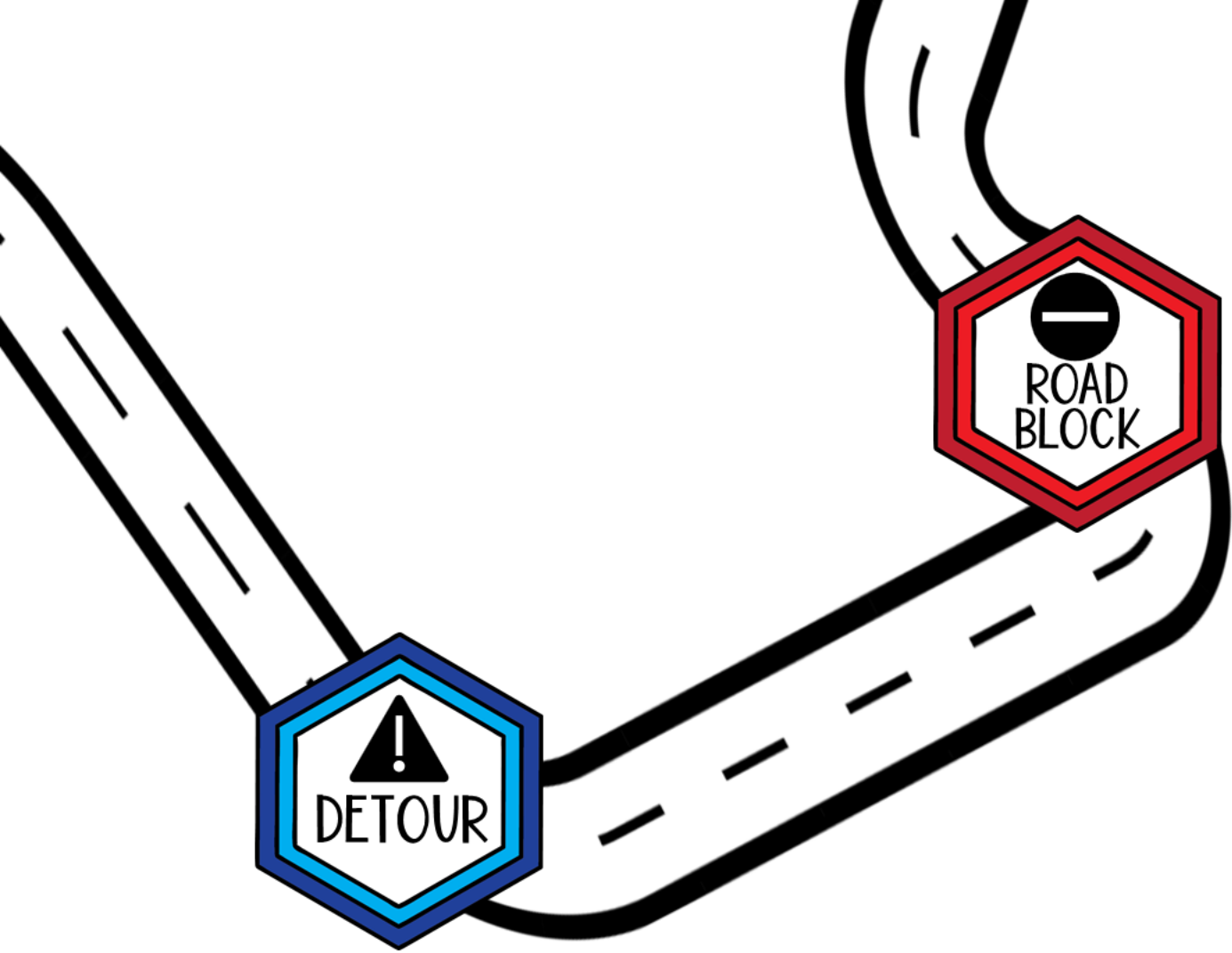




PLACE
"ROAD BLOCK"
GAME CARDS
HERE



PLACE
"DETOUR"
GAME CARDS
HERE

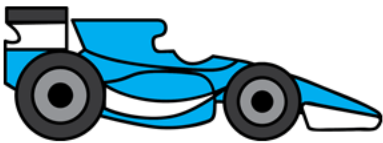
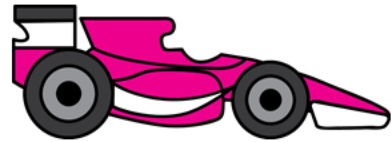
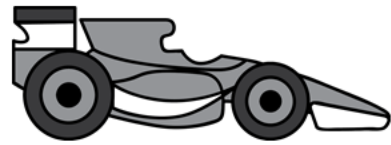


ROAD TO
Success



The word "ROAD TO" is in large, blue, blocky letters with a white outline. Below it, the word "Success" is written in a green, cursive script. The text is positioned above a grey road surface with white dashed lines. To the right of the text, there are two crossed checkered flags on poles.

GAME PIECES



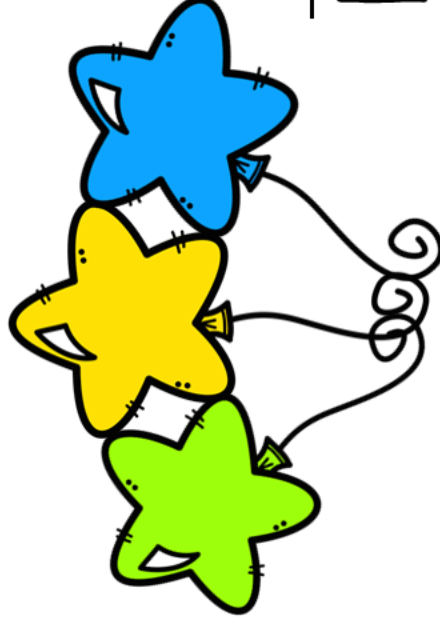
DRIVER TIP TOKENS



This Certificate is awarded to

for being a

SUCCESS SKILLS SUPERSTAR



Signature

Date

GOOGLE SLIDES

Your resource comes with digital versions for use in Google Slides via Google Classroom. Follow these steps to upload your resource.

1 Click on each link  [Tools for Success](#) [Time Thieves](#)
[Organization Station](#) [Flip the Thought Flop](#) [Motivation Mountain](#)
[Forecast your choices](#) [Goal Setting Plays](#) [Road to Success](#)

2 You will be prompted to make a copy of the resource. Click on the blue box that says “Make a copy” and the resource will go directly into your Google drive.

Google Drive

Copy document

Would you like to make a copy of Career Interest Inventory?

Make a copy



3 Go to your Google Drive and locate the copy of the file. You can rename the file at this point or add/delete slides.

4 Next, go to your Google Classroom and add an assignment. Select the Google Drive Symbol and select the resource you want to assign.

5 From here, you should see a grey box that says “Students can view file.” Click the grey box. A dropdown menu should appear. Select, “Make a copy for each student.”

YOU HAVE TO MAKE A COPY FOR EACH STUDENT!

Otherwise they will all be editing the same file.

Click “Assign” in the top right corner if you’re ready to post!

This product is meant to be used in “edit” mode (not “presentation” mode). Edit mode is the only mode that allows drag & drop and writing in text boxes.

Helpful links for using Google Classroom:

[Teacher Tips for using Google Classroom \(TPT blog\)](#)

[Getting Started with Google Classroom \(youtube video\)](#)



Thank you for supporting my little shop!

Hi there! I'm Ashley- a School Counselor, curriculum developer, blogger, and mama to two young boys. I have a passion for creating fun and engaging resources for Counseling and Social Emotional Learning.

Access my
Freebie Library



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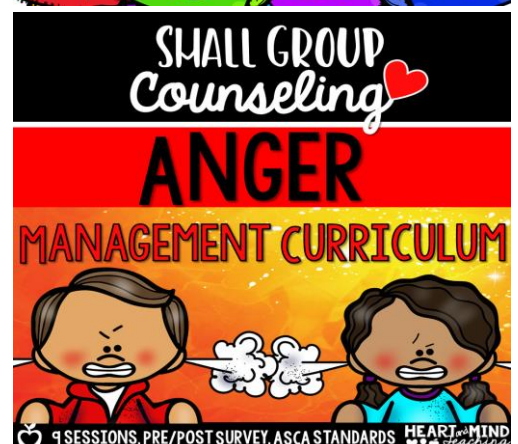
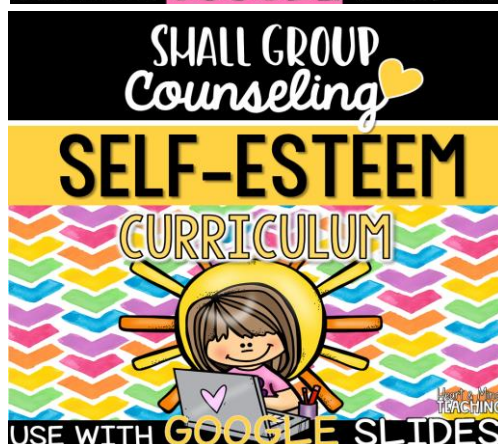
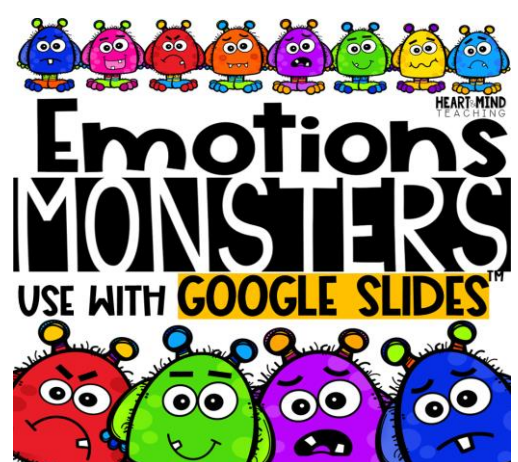
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heartandmindteaching@gmail.com



CREDITS

