

# ASCA Mindsets and Behaviors for Student Success Addressed by the Building Champions Program

## **Category 1: Mindset Standards**

School counselors encourage the following mindsets for all students:

- Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being (MS-1)
- Self-confidence in ability to succeed (MS-2)
- Sense of belonging in the school environment (MS-3)
- Belief in using abilities to their fullest to achieve high-quality results and outcomes (MS-4)
- Positive attitude toward work and learning (MS-5)

## **Category 2: Behavior Standards**

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

### ***Learning Strategies***

- Demonstrate critical-thinking skills to make informed decisions (LS-1)
- Gather evidence and consider multiple perspectives to make informed decisions (LS-9)

### ***Self-Management Skills***

- Demonstrate ability to assume responsibility (SM-1)
- Demonstrate self-discipline and self-control (SM-2)
- Demonstrate ability to delay immediate gratification for long-term rewards (SM-4)
- Demonstrate effective coping skills when faced with a problem (SM-7)
- Demonstrate personal safety skills (SM-9)
- Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities (SM-10)

### ***Social Skills***

- Use effective oral and written communication skills and listening skills (SS-1)
- Create positive and supportive relationships with other students (SS-2)
- Create relationships with adults that support success (SS-3)
- Demonstrate empathy (SS-4)
- Demonstrate ethical decision making and social responsibility (SS-5)
- Use effective collaboration and cooperation skills (SS-6)
- Use leadership and teamwork skills to work effectively in diverse teams (SS-7)
- Demonstrate advocacy skills and ability to assert self, when necessary (SS-8)
- Demonstrate social maturity and behaviors appropriate to the situation and environment (SS-9)

## OPTION 1

# Goal Setting

### LEARNING OBJECTIVES

- Each boy will understand why it is important to set personal goals.
- Boys will be able to define a SMART goal.
- Boys will write SMART goals.
- Boys will create their own SMART goal.

### KEY CONCEPT

Goal setting is an important concept for creating change that results in success. SMART goals help ensure that the goal-setting process results in success. Setting SMART goals hold us accountable for their attainment and makes goals that seem impossible achievable.

### MATERIALS

- Breaking a Sweat Questions (2.1), copied and cut apart and placed in a bowl or jar
- SMART Goals poster (2.2), reproduced and hung in the classroom
- A copy for each boy:
  - Goal Setting (2.3)
  - Writing SMART Goals (2.4)
  - My SMART Plan for Success (2.5)
  - Lesson 2 Exit Slip (from Appendix A)
- Writing utensils

### PROCEDURE

#### Warm-up

Have the boys draw Breaking a Sweat Questions and answer them. You may have the boys either answer their own question or ask the person on their right. To add interest, questions may also be written on craft sticks.

## Activity

1. Direct students' attention to the SMART Goals poster and give each student a Goal Setting handout. Discuss and share examples of SMART goals.
2. Have students complete the Writing SMART Goals worksheet and go over as a group.
3. Have students complete their own SMART goal on the My SMART Plan for Success worksheet.

## Discussion

Ask the boys the following questions:

- Do you think you will be more likely to achieve your goal because it is a SMART goal?
- Why is it important to put time limits on goals?
- Why does a goal need to be relevant?
- Why do you need to evaluate your goals?
- Do you think people make goals that are too big and then give up on them?
- How will you feel if you meet your goal?

## Evaluation

### STUDENT

- Give each student a Lesson 2 Exit Slip to fill out, share, and hand in before leaving.

### LEADER

- Was each boy able to write his own SMART goal?
- Did each boy understand the importance of setting goals?

## OPTION 2

# Positive Mindset

### LEARNING OBJECTIVES

- Boys will learn the difference between a positive and negative mindset.
- Boys will understand that they can choose their thought patterns and focus their minds on positive thinking.
- Boys will practice changing a negative mindset into a positive mindset.
- Boys will understand the importance of looking at difficult situations from a positive mindset.

### KEY CONCEPT

A positive mindset can have many benefits. Developing a positive mindset can help people cope more easily with daily life and look for solutions rather than dwelling on problems, see opportunities, believe in themselves and their abilities, and inspire and motivate others.

### MATERIALS

- Whiteboard or poster board and marker
- A copy for each boy:
  - Positive Mindset (6.2)
  - Lesson 6 Exit Slip (from Appendix A)
- Writing utensils

### PROCEDURE

#### Warm-up

1. Ask the boys to stand at the front of the room and to refrain from talking. When they are all standing and quiet, ask them to line up from smallest to tallest. When they are done, ask them to line up by:
  - Birthday
  - Shoe size
  - Number of pets they own

## Courage Scenarios

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

*Read over each situation and determine if it is or is not an example of courage.*

1. You saw your friend take money out of someone else's backpack in the locker room during PE class. He told you he'd split the money with you if you didn't tell. After PE was over, the person whose locker it was noticed the money was missing. Now your PE teacher is confronting your class, trying to find out who took the money. You decide to tell the PE teacher who took the money when nobody else is around.
2. Your dog is very old and very sick. The vet tells you and your parents he must be put down. You ask for a few minutes with your dog to say goodbye.
3. You were told that you wouldn't be able to go to Jack's birthday party if you didn't keep your room clean for the week.
4. All your friends are going to sleepaway camp. Your parents said that you could go as well, but you've never been away from home before and are afraid to be away for so long.
5. Caden knows he has a lot of homework, but he doesn't know how he will get it all done and go to baseball practice.
6. You are new to a school and haven't made any friends yet. You try out for the football team, even though you have never played before and worry that you won't be good enough.
7. Doug's friends are going over to Nick's house to watch a horror movie marathon. You get nightmares every time you see scary movies, but you don't want to miss out on a night of hanging out with your friends. You decide to go to Nick's.