

Vaping, Drugs and Alcohol Intervention Program

A curriculum for teens to help them understand their behaviors can have serious consequences and develop goals and objectives for self-value and healthy futures.

Developed by: Bryan Wright

Grades Targeted: 6-12

ALIGNMENT OF INSTRUCTIONAL CONTENT TO WISCONSIN-APPROVED STANDARDS

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PHASE ONE: Defining your destination

PHASE TWO: Minding the Media

PHASE THREE: Short Cuts VS. Skill Sets)

PHASE FOUR: Brains, Bodies Dope and Dopamine

PHASE FIVE: Building self resilience with refusal skills

PHASE SIX: Send off for a life of purpose

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ABOUT ALIGNED STANDARDS:

- School Counselor Standards are ASCA Mindsets & Behavior - 6th Grade-Adult - (WCSCM Standards)
- Informational Technology Standards (ITLs) are based on *Grades 6th - 12th bands*
- Social Emotional Literacies (S-E-Ls) are *based on Grades 6th - 8th bands*

PHASE ONE: Defining Your Destination

<h2 style="text-align: center;">PHASE ONE: Defining Your Destination</h2>		
ACTIVITIES: <ol style="list-style-type: none"> 1. <i>Road Map To Success</i> 2. <i>Chance VS. Choice</i> 3. <i>It's Your Future Protect It</i> <p>Begin: Define vocabulary End: Discussion questions and follow-up questions</p>		THEMES Long Term Vision Overcoming Obstacles Positive Attitude Shift Defining Success Creating a Future Worth Protecting Making the Right Choices
<u>SCHOOL COUNSELOR STANDARD(S)</u>	<u>ITL (Information Technology Literacy) STANDARD(S)</u>	<u>S-E-L (Social Emotional Literacy) Competencies</u>
Behavior – Learning Strategy 7. Identify long-and short-term academic, career and social/emotional goals. (A1, A2, A3, B1, B2, C1, E1, F1, G1, G3, H1, H2, I1, I2, I4, I5) Behavior – Learning Strategy 10. Participate in enrichment and extracurricular activities. (C1, G4, H2)	Empowered Learner <i>EL1: Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals.</i> <i>(EL1.b.3.m)</i> Computational Thinker <i>CT1: Students develop and employ strategies for understanding and solving problems.</i> <i>(CT1.a.3.m)</i> Digital Citizen <i>DC1: Students recognize the right, responsibilities, and opportunities of living, learning, and working an interconnected digital world.</i> <i>DC2: Students will demonstrate an understanding of and respect for the rights and obligations of using and</i>	Emotional Development Domain <u>Social Awareness</u> <i>5. Learners will be able to provide support and encouragement to others through perspective taking, empathy, and appreciation for diversity.</i>
Mindset 6: Positive attitude toward work and learning (D1, I3) Behavior – Self Management Skill 1. Demonstrate ability to assume responsibility. (Can be applied to all WCSCM Standards) Behavior –Self Management Skill 5. Demonstrate perseverance to achieve long- and short-term goals. (A1, A2, A3, B1, B2, D1, E1, F1)		Self-Concept Domain <u>Self-Awareness</u> <i>8. Learners will be able to self-reflect on their values and beliefs and how their behaviors relate to those values and beliefs.</i>

<p>Behavior - Social Skills 2. Create positive and supportive relationships with other students. (C1, D1, D2, F2, G2, G4, H2, I3, I4)</p> <p>Behavior - Social Skills 6. Use effective collaboration and cooperation skills. (A1, A2, A3, C1, D1, D2, G2, G3, H2, I3, I4)</p> <p>Behavior - Social Skills 7. Use leadership and teamwork skills to work effectively in diverse teams. (A1, A2, A3, B1, C1, D1, D2, G2, G3, H2, I3, I4)</p>	<p><i>sharing intellectual property.</i> (DC1.a.8.m, DC2.a.3.m, DC2.c.8.m)</p> <p>Knowledge Constructor <i>KC1: Students critically curate a variety of digitals and resources and diverse resources.</i> (KC1.a.9.m, KC1.b.5.m)</p> <p><i>KC2: Students produce creative artifacts and make meaningful learning experiences from curated knowledge for themselves and others.</i> (KC2.b.5.m, KC2.b.6.m)</p>	
<p>Mindset 2: Self confidence in ability to succeed. (A1, A2, A3, E1)</p> <p>Behavior – Self-Management Skill 4. Demonstrate ability to delay immediate gratification for long-term rewards. (A2, B1, C1, E1, F1, G3, H1, H2, I1, I2, I4)</p> <p>Behavior - Social Skills 8. Demonstrate advocacy skills and ability to assert self, when necessary. (A1, A2, A3, C1, E1, F1, G2, G3, G4, I3, I4)</p>	<p>Innovative Designer <i>ID1: Students use a variety of digital tools and resources to identify and solve authentic problems using design thinking.</i> (ID1.b.3.m)</p> <p>Creative Communicator <i>CC1: Students communicate clearly and express themselves for a variety of purposes using the platforms, tols, styles, formats, and digital media appropriate to their goals.</i> (CC1.a.3.m)</p> <p>Global Collaborator <i>GC1: Students use digital tools to broaden their perspective and enrich their learning with culturally responsive practices by collaborating and working effectively with local and global teams.</i> (GC1.a.3.m)</p> <p><i>GC2: Students use digital tools to connect with a global network of learners and engage with issues that impact local and global communities.</i> (GC2.b.3.m)</p>	<p style="text-align: center;">Social Competence Domain</p> <p><u>Social Awareness</u> 12. Learners will be able to show respect for other people’s perspectives.</p> <p><u>Relationship Skills</u> 16. Learners will be able to use active listening and assertive, clear communication when expressing thoughts and ideas.</p> <p>17. Learners will be able to recognize and respond appropriately to constructive feedback.</p> <p>18. Learners will be able to work cooperatively and productively in a group and overcome setbacks and disagreements.</p> <p><u>Decision Making</u> 20. Learners will be able to generate a variety of solutions and outcomes to a problem with consideration of wellbeing for oneself and others.</p> <p><u>Decision Making/Social Awareness/Relationship Skills</u> 24. Learners will be able to, with adult guidance, create an action plan that addresses a need in the classroom, school, or community. WMELS Domain II C EL.2</p> <p>Social Awareness/Relationship Skills</p>

		<i>23. Learners will be able to attempt a new skill when encouraged and supported by a safe and secure environment. WMEELS Domain IV A EL.2</i>
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PHASE TWO: Minding the Media

<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. <i>Marketing 101 We're Being Tricked</i> 2. <i>Culture We Are Submerged In</i> 3. <i>Influenced or Influencer</i> <p>Begin: Define vocabulary End: Discussion questions and follow-up questions</p>		<p>THEMES</p> <p>Being an Influencer Consumerism Maslow's Hierarchy of Needs Culture and Social Norms Problem-solving/solutions and outcomes Self-concept Pressure Influence</p>
<p><u>SCHOOL COUNSELOR STANDARD(S)</u></p>	<p><u>ITL (Information Technology Literacy) STANDARD(S)</u></p>	<p><u>S-E-L (Social Emotional Literacy) Competencies</u></p>
<p>Behavior – Learning Strategy 1. Demonstrate critical thinking skills to make informed decisions. (Can be applied to all WCSCM Standards)</p> <p>Behavior – Learning Strategy 9. Gather evidence and consider multiple perspectives to make informed decisions. (Can be applied to all WCSCM Standards)</p> <p>Behavior- Social Skill 7. Use leadership and teamwork skills to work effectively in diverse teams. (A1, A2, A3, B1, C1, D1, D2, G2, G3, H2, I3, I4)</p>	<p>Empowered Learner <i>EL1: Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals. (EL1.c.3.m)</i></p> <p><i>EL2: Students understand the fundamental concepts of technology operations and demonstrate the ability to choose, use, and troubleshoot technologies. (EL2.a.3.m)</i></p> <p>Digital Citizen <i>DC1: Students recognize the right, responsibilities, and opportunities of living, learning, and working an interconnected digital world. (DC1.a.7.m, DC1.a.8.m, DC1.a.9.m, DC1.b.8.m, DC1.b.9.m)</i></p> <p><i>DC2: Students will demonstrate and understanding of</i></p>	<p style="text-align: center;">Emotional Development Domain</p> <p><u>Social Awareness</u> <i>5. Learners will be able to provide support and encouragement to others through perspective taking, empathy, and appreciation for diversity.</i></p> <p><i>6. Learners will be able to recognize expressions of empathy in society and communities.</i></p>
<p>Mindset 1. Belief in development of whole self, including a healthy balance of mental, social, emotional</p>	<p><i>DC2: Students will demonstrate and understanding of</i></p>	<p style="text-align: center;">Self-Concept Domain</p> <p><u>Self-Awareness/Social-Awareness</u> <i>9. Learners will be able to identify how family and</i></p>

<p>and physical well-being. (F1, G4)</p> <p>Behavior - Learning Strategy 2. Demonstrate Creativity.</p> <p>Behavior - Social Skills 6. Use effective collaboration and cooperation skills. (A1, A2, A3, C1, D1, D2, G2, G3, H2, I3, I4)</p> <p>Behavior - Social Skills 7. Use leadership and teamwork skills to work effectively in diverse teams. (A1, A2, A3, B1, C1, D1, D2, G2, G3, H2, I3, I4)</p>	<p><i>and respect for the rights and obligations of using and sharing intellectual property. (DC2.c.9.m)</i></p> <p>Knowledge Constructor <i>KC1: Students critically curate a variety of digital tools and diverse resources. (KC1.a.7.m, KC1.a.9.m, KC1.b.5.m, KC1.b.6.m)</i></p> <p><i>KC2: Students produce creative artifacts and make meaningful learning experiences from curated knowledge for themselves and others. (KC2.a.3.m, KC2.b.5.m, KC2.b.6.m)</i></p> <p>Innovative Designer <i>ID1: Students use a variety of digital tools and resources to identify and solve authentic problems using design thinking. (ID1.a.3.m)</i></p>	<p><i>culture impact their thoughts and actions.</i></p>
<p>Behavior – Learning Strategy 1. Demonstrate critical thinking skills to make informed decisions. (Can be applied to all WCSCM Standards)</p>	<p>Global Collaborator <i>GC1: Students use digital tools to broaden their perspective and enrich their learning with culturally responsive practices by collaborating and working effectively with local and global teams. (GC1.a.3.m)</i></p> <p><i>GC2: Students use digital tools to connect with a global network of learners and engage with issues that impact local and global communities (GC2.b.3.m)</i></p>	<p style="text-align: center;">Social Competence Domain</p> <p><u>Social Awareness</u> <i>14. Learners will be able to identify discrimination of individuals and groups based upon perceived differences.</i></p> <p><u>Decision Making</u> <i>20. Learners will be able to generate a variety of solutions and outcomes to a problem with consideration of wellbeing for oneself and others.</i></p> <p><u>Social Awareness</u> <i>21. Learners will be able to identify how social norms for behavior vary across different settings and within different cultures.</i></p> <p><u>Decision Making and Relationship Skills</u> <i>22. Learners will be able to identify the impact of their decisions on personal safety and relationships.</i></p>

PHASE THREE: Short Cuts VS. Skill Sets

ACTIVITIES: <ol style="list-style-type: none"> 1. <i>Drug of Choice</i> 2. <i>Healthier Ways to Cope and Communicate</i> 3. <i>Retrain Your Brain</i> <p>Begin: Define vocabulary End: Discussion questions and follow-up questions</p>		THEMES Short Cuts Skill Sets Cope Retrain Your Brain Resilience Problem Solving
<u>SCHOOL COUNSELOR STANDARD(S)</u>	<u>ITL (Information Technology Literacy) STANDARD(S)</u>	<u>S-E-L (Social Emotional Literacy) Competencies</u>
<p>Mindset 1. Belief in development of whole self, including a healthy balance of mental, social, emotional and physical well-being. (F1, G4)</p> <p>Behavior – Self-Management Skill 2. Demonstrate self-discipline and self-control. (Can be applied to all WCSCM Standards)</p> <p>Behavior -Social Skills 5. Demonstrate ethical decision-making and social responsibility (A1,A2, A3, B1, B2, C1, E1, I3)</p>	<p>Empowered Learner <i>EL1: Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals. (EL1.a.6.m)</i></p> <p>Digital Citizen <i>DC1: Students recognize the right, responsibilities, and opportunities of living, learning, and working an interconnected digital world. (DC1.a.7.m, DC1.a.8.m, DC1.a.9.m, DC1.b.9.m)</i></p> <p><i>DC2: Students will demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. (DC2.c.8.m, DC2.c.9.m)</i></p>	<p style="text-align: center;">Emotional Development Domain</p> <p><u>Self-Management</u> <i>2. Learners will be able to express their emotions in an appropriate and respectful manner using a variety of modalities (e.g., verbal and nonverbal).</i></p> <p><i>3. Learners will be able to identify what triggers a strong emotion and apply an appropriate calming or coping strategy to defuse the emotional trigger.</i></p> <p><u>Social Awareness</u> <i>6. Learners will be able to recognize expressions of empathy in society and communities..</i></p>
<p>Mindset 1. Belief in development of whole self, including a healthy balance of mental, social, emotional and physical well-being.</p>	<p>Knowledge Constructor <i>KC1: Students critically curate a variety of digital tools and diverse resources. (KC1.a.9.m, KC1.b.6.m)</i></p>	<p style="text-align: center;">Self-Concept Domain</p> <p><u>Self-Awareness</u> <i>7. Learners will be able to use optimism and a “growth mind set” to recognize strengths in self in order to describe and prioritize personal skills and interests they</i></p>

<p>(F1, G4)</p> <p>Behavior – Learning Strategy 1. Demonstrate critical thinking skills to make informed decisions. (Can be applied to all WCSCM Standards)</p> <p>Behavior – Learning Strategy 7. Identify long-and short-term academic, career and social/emotional goals. (A1, A2, A3, B1, B2, C1, E1, F1, G1, G3, H1, H2, I1, I2, I4, I5)</p> <p>Behavior - Self-Management Skills 5. Demonstrate perseverance to achieve long and short-term goals (A1, A2, A3, B1, B2, D1, E1, F2)</p> <p>Behavior - Self-Management Skills 7. Demonstrate effective coping skills when faced with a problem. (A1, A2, A3, B1, B2, D1,D2, E1, F1, G2, G3, I3)</p> <p>Behavior – Social Skills 4. Demonstrate Empathy. (A2, D2, I3)</p>	<p><i>KC2: Students produce creative artifacts and make meaningful learning experiences from curated knowledge for themselves and others. (KC2.b.5.m)</i></p> <p>Innovative Designer <i>ID1: Students use a variety of digital tools and resources to identify and solve authentic problems using design thinking. (ID1.b.3.m)</i></p> <p>Computational Thinker <i>CT1: Students develop and employ strategies for understanding and solving problems. (CT1.a.3.m, CT1.c.3.m)</i></p> <p>Creative Communicator <i>CC1: Students communicate clearly and express themselves for a variety of purposes using the platforms, tols, styles, formats, and digital media appropriate to their goals. (CC1.a.3.m)</i></p> <p><i>CC2: Students publish and present content customized for their audience(s), purpose(s), and task(s). (CC2.a.3m)</i></p>	<p>want to develop.</p> <p><u>Self-Awareness/Self-Management</u> 11. Learners will be able to identify successes and challenges, and how they can learn from them.</p>
<p>Mindset 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes. (Can be applied to all WCSCM Standards)</p> <p>Mindset 6: Positive attitude toward work and learning (D1, I3)</p> <p>Behavior – Learning Strategy 1. Demonstrate critical thinking skills to make informed decisions.</p>	<p>Global Collaborator <i>GC1: Students use digital tools to broaden their perspective and enrich their learning with culturally responsive practices by collaborating and working effectively with local and global teams. (GC1.a.3.m, GC1.b.3.m)</i></p> <p><i>GC2: Students use digital tools to connect with a global network of learners and engage with issues that impact local and global communities (GC2.a.3.m)</i></p>	<p style="text-align: center;">Social Competence Domain</p> <p><u>Social Awareness</u> 12. Learners will be able to show respect for other people’s perspectives.</p> <p>13. Learners will be able to reflect how cross-cultural experiences can influence their ability to build positive relationships.</p> <p><u>Relationship Skills</u> 15. Learners will be able to recognize the emotional, physical, social, and other costs of negative relationships.</p>

<p>(Can be applied to all WCSCM Standards)</p> <p>Behavior – Self Management Skill 1. Demonstrate ability to assume responsibility. (Can be applied to all WCSCM Standards)</p> <p>Behavior – Self-Management Skill 2. Demonstrate self-discipline and self-control. (Can be applied to all WCSCM Standards)</p> <p>Behavior -Social Skills 5. Demonstrate ethical decision-making and social responsibility (A1,A2, A3, B1, B2, C1, E1, I3)</p> <p>Behavior – Social Skill 9. Demonstrate social maturity and behaviors appropriate to the situation and the environment. (Can be applied to all WCSCM Standards)</p>	<p>Global Collaborator</p> <p><i>GC1: Students use digital tools to broaden their perspective and enrich their learning with culturally responsive practices by collaborating and working effectively with local and global teams.</i></p> <p><i>GC2: Students use digital tools to connect with a global network of learners and engage with issues that impact local and global communities.</i></p>	<p><u><i>Decision Making/Social Awareness/Relationship Skills</i></u></p> <p><i>24. Learners will be able to, with adult guidance, create an action plan that addresses a need in the classroom, school, or community.</i></p>

PHASE FOUR: Brains, Body, Dope and Dopamine

ACTIVITIES:

1. *Your Brain is Freaking Amazing*
2. *Warning Real Side Effects May Occur*
3. *Paying for Results*

Begin: Define vocabulary

End: Discussion questions and follow-up questions

THEMES

Drug
Neurons
Dopamine
Addiction
Perception
Process
Thought pattern
Side Effects

SCHOOL COUNSELOR STANDARD(S)

ITL (Information Technology Literacy) STANDARD(S)

S-E-L (Social Emotional Literacy) Competencies

Mindset 1. Belief in development of whole self, including a healthy balance of mental, social, emotional and physical well-being.
(F1, G4)

Mindset 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.
(Can be applied to all WCSCM Standards)

Behavior - Social Skills 2. Create positive and supportive relationships with other students.
(C1, D1, D2, F2, G2, G4, H2, I3, I4)

Behavior - Social Skills 6. Use effective collaboration and cooperation skills.
(A1, A2, A3, C1, D1, D2, G2, G3, H2, I3, I4)

Empowered Learner

EL1: Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals.
(EL1.a.5.m, EL1.a.6.m, EL1.b.3.m, EL1.d.3.m)

Digital Citizen

DC1: Students recognize the right, responsibilities, and opportunities of living, learning, and working an interconnected digital world.
(DC1.a.8.m)

DC2: Students will demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
(DC2.a.3.m, DC2.c.8.m)

Emotional Development Domain

Social Awareness

6. Learners will be able to recognize expressions of empathy in society and communities.

<p>Behavior - Social Skills 6. Use effective collaboration and cooperation skills. (A1, A2, A3, C1, D1, D2, G2, G3, H2, I3, I4)</p>	<p>Knowledge Constructor <i>KC2: Students produce creative artifacts and make meaningful learning experiences from curated knowledge for themselves and others. (KC2.a.3.m, KC2.b.5.m, KC2.b.6.m)</i></p> <p>Innovative Designer <i>ID1: Students use a variety of digital tools and resources to identify and solve authentic problems using design thinking. (ID1.a.3.m, ID1.b.3.m)</i></p>	<p>Self-Concept Domain <u>Self-Awareness</u> 7. Learners will be able to use optimism and a “growth mind set” to recognize strengths in self in order to describe and prioritize personal skills and interests they want to develop.</p> <p>8. Learners will be able to self-reflect on their values and beliefs and how their behaviors relate to those values and beliefs.</p>
<p>Behavior – Learning Strategy 1. Demonstrate critical thinking skills to make informed decisions. (Can be applied to all WCSCM Standards)</p> <p>Behavior – Learning Strategy 9. Gather evidence and consider multiple perspectives to make informed decisions. (Can be applied to all WCSCM Standards)</p> <p>Behavior - Social Skills 6. Use effective collaboration and cooperation skills. (A1, A2, A3, C1, D1, D2, G2, G3, H2, I3, I4)</p> <p>Behavior -Social Skills 7. Use leadership and teamwork skills to work effectively in groups (A1, A2, A3, B1, C1, D1, D2, G2, G3, H2, I3, I4)</p>	<p><i>ID2: Students use a variety of technologies within a design process to create new, useful, and imaginative solutions. (ID2a.3.m, ID2.b.3.m)</i></p> <p>Computational Thinker <i>CT1: Students develop and employ strategies for understanding and solving problems. (CT1.c.3.m)</i></p> <p>Creative Communicator <i>CC1: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. (CC.1.a.3.m, CC1.c.3.m)</i></p> <p><i>CC2: Students publish and present content customized for their audience(s), purpose(s), and task(s). (CC2.a.3.m)</i></p> <p>Global Collaborator <i>GCI: Students use digital tools to broaden their perspective and enrich their learning with culturally responsive practices by collaborating and working effectively with local and global teams. (GCI.a.3.m, GCI.b.3.m, GCI.c.3.m)</i></p>	<p>Social Competence Domain <u>Social Awareness</u> 12. Learners will be able to show respect for other people’s perspectives.</p> <p><u>Relationship Skills</u> 19. Learners will be able to apply negotiation skills and conflict resolution skills to resolve differences.</p>

	<i>GC2: Students use digital tools to connect with a global network of learners and engage with issues that impact local and global communities. (GC2.a.3.m)</i>	
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PHASE FIVE: Self Resilience and Refusal Skills

ACTIVITIES:

1. *Under Pressure*
2. *Establishing Healthy Boundaries*
3. *Saying Yes to "Success"*

Begin: Define vocabulary

End: Discussion questions and follow-up questions

THEMES

- Boundary
- Delayed Gratification
- Pressure
- Resilience
- Rationalization
- Justification
- Mindset
- Perspective
- Decisions
- Feedback
- Active listen
- Self Aware
- Impact future

<u>SCHOOL COUNSELOR STANDARD(S)</u>	<u>ITL (Information Technology Literacy) STANDARD(S)</u>	<u>S-E-L (Social Emotional Literacy) Competencies</u>
<p>Behavior - Social Skills 4. Demonstrate empathy (A2, D2, I3)</p> <p>Behavior - Social Skills 5. Demonstrate ethical decision-making and social responsibility (A2, D2, I3)</p>	<p>Empowered Learner <i>EL1: Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals. (EL1.a.6.m, EL1.d.3.m)</i></p> <p><i>EL2: Students understand the fundamental concepts of technology operations and demonstrate the ability to choose, use, and troubleshoot current technologies. (EL2.a.3.m)</i></p>	<p style="text-align: center;">Emotional Development Domain</p> <p><u>Social Awareness</u> <i>5. Learners will be able to provide support and encouragement to others through perspective taking, empathy, and appreciation for diversity.</i></p>
<p>Mindset 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.</p>	<p>Digital Citizen <i>DC1: Students recognize the right, responsibilities, and</i></p>	<p style="text-align: center;">Self-Concept Domain</p> <p><u>Self-Awareness</u> <i>8. Learners will be able to self-reflect on their values and beliefs and how their behaviors relate to those</i></p>

<p>(Can be applied to all WCSCM Standards)</p> <p>Behavior - Learning Strategy 1. Demonstrate critical-thinking skills to make informed decisions (Can be applied to all WCSCM Standards)</p> <p>Behavior - Learning Strategy 7. Identify long and short-term academic, career and social/emotional goals (A1, A2, A3, B1, B2, E1, F1, G1, H1, H2, I1, I2, I4, I5)</p> <p>Behavior – Self-Management Skill 9. Demonstrate personal safety skills. (F1)</p> <p>Behavior – Self-Management Skill 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities. (A1, A2, A3, B1, G1, H2, I2, I4)</p> <p>Behavior – Social Skill 1. Use effective oral and written communication skills and listening skills. (A1, A2, A3, B1, B2, C1, D2, G2, H1, H2, I1, I2, I4)</p>	<p><i>opportunities of living, learning, and working an interconnected digital world.</i> (DC1.a.7.m, DC1.b.8.m)</p> <p><i>DC2: Students will demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</i> (DC2.a.3.m)</p> <p>Knowledge Constructor <i>KC1: Students critically curate a variety of digital tools and diverse resources.</i> (KC1.a.7.m, KC1.a.8.m, KC1.b.5.m)</p> <p>Innovative Designer <i>ID1: Students use a variety of digital tools and resources to identify and solve authentic problems using design thinking.</i> (ID1.a.3.m)</p> <p><i>ID2: Students use a variety of technologies within a design process to create new, useful, and imaginative solutions.</i> (ID2.a.3.m, ID2.b.3.m)</p>	<p><i>values and beliefs.</i></p> <p><u>Self-Management</u> <i>10. Learners will be able to consistently set attainable, realistic goals, and persist until their goals are achieved.</i></p>
<p>Mindset 2: Self confidence in ability to succeed. (A1, A2, A3, E1)</p> <p>Mindset 6: Positive attitude toward work and learning (D1, I3)</p> <p>Behavior - Learning Strategy 1. Demonstrate critical-thinking skills to make informed decisions (Can be applied to all WCSCM Standards)</p> <p>Behavior - Social Skills 5. Demonstrate ethical decision-making and social responsibility</p>	<p>Computational Thinker <i>CT1: Students develop and employ strategies for understanding and solving problems.</i> (CT1.a.3.m, CT1.c.3.m)</p> <p>Creative Communicator <i>CC1: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.</i> (CC1.c.3.m)</p> <p>Global Collaborator <i>GCI: Students use digital tools to broaden their perspective and enrich their learning with culturally</i></p>	<p>Social Competence Domain</p> <p><u>Social Awareness</u> <i>12. Learners will be able to show respect for other people’s perspectives.</i></p> <p><u>Relationship Skills</u> <i>16. Learners will be able to use active listening and assertive, clear communication when expressing thoughts and ideas.</i></p> <p><i>17. Learners will be able to recognize and respond appropriately to constructive feedback.</i></p> <p><i>18. Learners will be able to work cooperatively and</i></p>

<p>(A1, A2, A3, B1, B2, C1, E1, I3)</p> <p>Behavior - Social Skills 8. Demonstrate advocacy skills and ability to assert self, when necessary (A1, A2, A3, C1, E1, F1, G2, G3, G4, I3, I4)</p> <p>Behavior - Social Skills 9. Demonstrate Social maturity and behaviors appropriate to the situation and environment (Can be applied to all WCSCM Standards)</p>	<p><i>responsive practices by collaborating and working effectively with local and global teams. (GC1.c.3.m)</i></p> <p><i>GC2: Students use digital tools to connect with a global network of learners and engage with issues that impact local and global communities. (GC2.a.3.m)</i></p>	<p><i>productively in a group and overcome setbacks and disagreements.</i></p> <p><u>Decision Making</u> <i>20. Learners will be able to generate a variety of solutions and outcomes to a problem with consideration of wellbeing for oneself and others.</i></p> <p><u>Decision Making/Social Awareness/Relationship Skills</u> <i>24. Learners will be able to, with adult guidance, create an action plan that addresses a need in the classroom, school, or community.</i></p>
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PHASE SIX: Send Off for a life of Purpose

ACTIVITIES:	THEMES
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<p>1. <i>Values and Morals</i> 2. <i>Course Correction</i> 3. <i>Long Walk, Short Steps</i></p> <p>Begin: Define vocabulary End: Discussion questions and follow-up questions</p>		<p>Values Morals Course Correction Personal Success Plan Long Term Vision Overcoming Obstacles Positive Attitude Shift Making the Right Choices</p>
<p><u>SCHOOL COUNSELOR STANDARD(S)</u></p>	<p><u>ITL (Information Technology Literacy) STANDARD(S)</u></p>	<p><u>S-E-L (Social Emotional Literacy) Competencies</u></p>
<p>Mindset 1. Belief in development of whole self, including a healthy balance of mental, social, emotional and physical well-being. (F1, G4)</p> <p>Behavior – Self-Management 3. Demonstrate ability to work independently. (A1,A2, A3, B1, B2, C1, E1, F1, H1, H2, I1, I2, I4)</p>	<p>Empowered Learner <i>EL1: Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals.</i> (EL1.b.3.m)</p> <p>Computational Thinker <i>CT1: Students develop and employ strategies for understanding and solving problems.</i> (CT1.a.3.m)</p> <p>Digital Citizen <i>DC1: Students recognize the right, responsibilities, and opportunities of living, learning, and working an interconnected digital world.</i></p>	<p>Emotional Development Domain <u>Social Awareness</u> 4. <i>Learners will be able to provide support and encouragement to others through perspective taking, empathy, and appreciation for diversity.</i></p> <p><u>Social Awareness</u> 5. <i>Learners will be able to provide support and encouragement to others through perspective taking, empathy, and appreciation for diversity.</i></p> <p><u>Social Awareness</u> 6. <i>Learners will be able to recognize expressions of empathy in society and communities.</i></p>
<p>Mindset 2: Self confidence in ability to succeed. (A1, A2, A3, E1)</p> <p>Behavior – Learning Strategy 8. Actively engage in challenging coursework. (A1, A2, A3, B1, B2, D1, D2, H1, H2, I1)</p> <p>Behavior –Self -Management Skill 5. Demonstrate perseverance to achieve long- and short-term goals. (A1, A2, A3, B1, B2, D1, E1, F1)</p>	<p><i>DC2: Students will demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</i> (DC1.a.8.m, DC2.a.3.m, DC2.c.8.m)</p> <p>Knowledge Constructor <i>KC1: Students critically curate a variety of digitals and resources and diverse resources.</i> (KC1.a.9.m, KC1.b.5.m)</p>	<p>Self-Concept Domain <u>Self-Awareness</u> 7. <i>Learners will be able to use optimism and a “growth mind set” to recognize strengths in self in order to describe and prioritize personal skills and interests they want to develop.</i></p> <p><u>Self-Awareness</u> 8. <i>Learners will be able to self-reflect on their values and beliefs and how their behaviors relate to those values and beliefs.</i></p>

<p>Behavior- Self-Management Skill 6. Demonstrate ability to overcome barriers to learning. (A1, A2, A3, B1, B2, D1, D2, E1, F1, G2, G3, I3)</p> <p>Behavior – Self-Management Skill 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities. (A1, A2, A3, B1, G1, H2, I2, I4)</p> <p>Behavior - Social Skills 5. Demonstrate ethical decision-making and social responsibility (A2, D2, I3)</p> <p>Behavior - Social Skills 6. Use effective collaboration and cooperation skills. (A1, A2, A3, C1, D1, D2, G2, G3, H2, I3, I4)</p>	<p><i>KC2: Students produce creative artifacts and make meaningful learning experiences from curated knowledge for themselves and others. (KC2.b.5.m, KC2.b.6.m)</i></p> <p>Innovative Designer <i>ID1: Students use a variety of digital tools and resources to identify and solve authentic problems using design thinking. (ID1.b.3.m)</i></p> <p>Creative Communicator <i>CC1: Students communicate clearly and express themselves for a variety of purposes using the platforms, tols, styles, formats, and digital media appropriate to their goals. (CC1.a.3.m)</i></p>	<p><u>Self-Management</u> <i>10. Learners will be able to consistently set attainable, realistic goals, and persist until their goals are achieved.</i></p> <p><u>Self-Awareness/Self-Management</u> <i>11. Learners will be able to identify successes and challenges, and how they can learn from them.</i></p>
<p>Mindset 2: Self confidence in ability to succeed. (A1, A2, A3, E1)</p> <p>Mindset 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes. Behavior - Social Skills 5. Demonstrate ethical decision-making and social responsibility (A1, A2, A3, B1, B2, C1, E1, I3)</p> <p>Behavior - Learning Strategy 1. Demonstrate critical-thinking skills to make informed decisions (Can be applied to all WCSCM Standards)</p> <p>Behavior – Learning Strategy 4. Apply self-motivation and self-direction to learning. (A1, A2, A3, B1, B2, C1, D1, F1, G1, H1, H2, I1, I2, I3, I4, I5)</p> <p>Behavior – Self Management Skill 1. Demonstrate ability to assume responsibility. (Can be applied to all WCSCM Standards)</p>	<p>Global Collaborator <i>GC1: Students use digital tools to broaden their perspective and enrich their learning with culturally responsive practices by collaborating and working effectively with local and global teams. (GC1.a.3.m)</i></p> <p><i>GC2: Students use digital tools to connect with a global network of learners and engage with issues that impact local and global communities. (GC2.b.3.m)</i></p>	<p style="text-align: center;">Social Competence Domain</p> <p><u>Social Awareness</u> <i>12. Learners will be able to show respect for other people’s perspectives.</i></p> <p><u>Relationship Skills</u> <i>16. Learners will be able to use active listening and assertive, clear communication when expressing thoughts and ideas.</i></p> <p><i>17. Learners will be able to recognize and respond appropriately to constructive feedback.</i></p> <p><i>18. Learners will be able to work cooperatively and productively in a group and overcome setbacks and disagreements.</i></p> <p><u>Decision Making</u> <i>20. Learners will be able to generate a variety of solutions and outcomes to a problem with consideration of wellbeing for oneself and others.</i></p>

<p>Behavior – Self-Management Skill 2. Demonstrate self-discipline and self-control. (Can be applied to all WCSCM Standards)</p> <p>Behavior –Self Management Skill 5. Demonstrate perseverance to achieve long- and short-term goals. (A1, A2, A3, B1, B2, D1, E1, F1)</p> <p>Behavior - Social Skills 5. Demonstrate ethical decision-making and social responsibility (A2, D2, I3)</p> <p>Behavior - Social Skills 6. Use effective collaboration and cooperation skills. (A1, A2, A3, C1, D1, D2, G2, G3, H2, I3, I4)</p>		<p><u>Decision Making/Social Awareness/Relationship Skills</u> 24. Learners will be able to, with adult guidance, create an action plan that addresses a need in the classroom, school, or community.</p>
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