COUNSELING STANDARDS

ACADEMIC
1. Students will acquire attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
2. Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
3. Students will understand the relationship of academics to the world of work and to life at home and in the community.

CAREER
4. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
5. Students will employ strategies to achieve future career goals with success and satisfaction.
6. Students will understand the relationships between personal qualities, education, training and the world of work.

PERSONAL/SOCIAL
7. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
8. Students will make decisions, set goals, and take necessary action to achieve goals.
9. Students will understand safety and survival skills.

COUNSELING COMPETENCY(IES)
Identify choices he/she makes at home and at school.

ARIZONA STANDARDS FOR:
Reading:
Writing:
Math:

MATERIALS/RESOURCES:
Create statements for making decisions ahead of time.

ACTIVITY:
Tell students that today they are going to talk about and learn about making decisions. Some decisions are big and otheres are small. Sometimes adults make the decisions for you. For example, where you live and go to school. Some decisions require adult help. For example, buying clothes or going over to a friend's house. Sometimes you get to make your own decisions. For example, selecting a friend to play with or
what food you want to eat for lunch. I am going to name two things, and you need to select one. If you choose the first thing I say, you will stand by your desk. If you choose the second thing I say, you will stay in your seat. For example, would you want to go to McDonalds or Pizza Hut for lunch? (Counselor will now use the statements they made up ahead of time.) To process the activity, ask the following questions: what decisions were easy, did you need help making the decisions, who can you ask for help, was it hard to stick with your choice when your friend(s) choose something else. To close, make sure students know the steps for good decision making.

**EVALUATION:**

**Pretest/Postest:** How do you make a good decision?

How did the student change as a result of this lesson? Students will learn the decision making process and make better decisions.

**Information/Comments/Follow-up:** Follow-up lessons can be found at the following website: http://www.Coled.mnsu.edu/departments/csp/Resources/School/Guidande%20lessons/Guidance%20lessons.htm

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