March

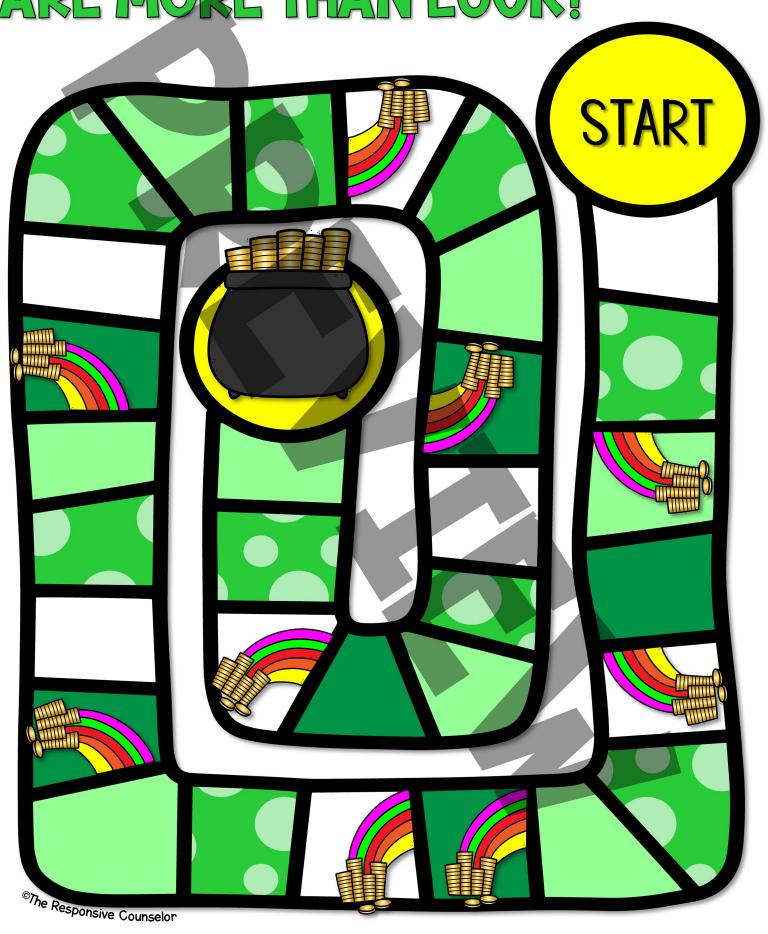
Board Game: Choices + Consequences

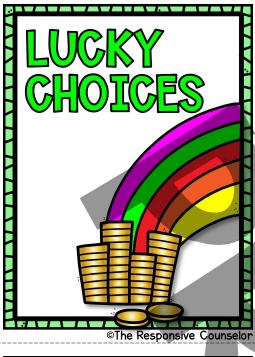


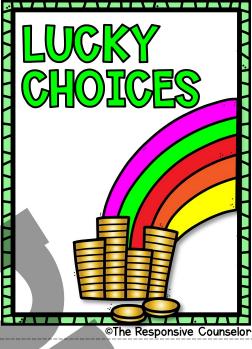
<u>Directions:</u> Students (or one student and counselor) play a simple board game where they compete to be the first to get to the end of the board. On each student's turn, they roll a die (or spin a numbered spinner) and move that many spaces. Some spaces are just blank resting spots, others prompt players to pull + read + answer a question card.

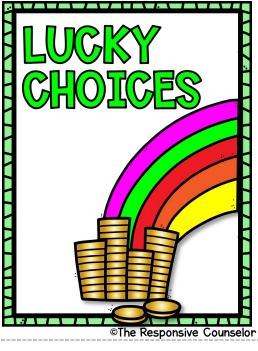
Optional Extension: Students complete the worksheet, writing in four good choices they could make and one good consequence that may happen.

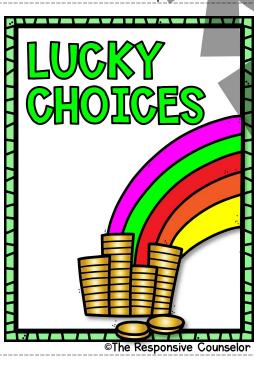
CHOICES AND CONSEQUENCES ARE MORE THAN LUCK!



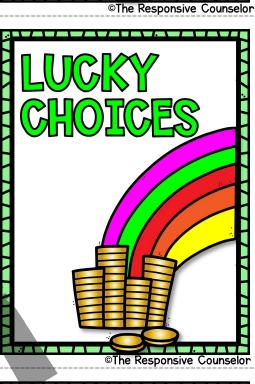


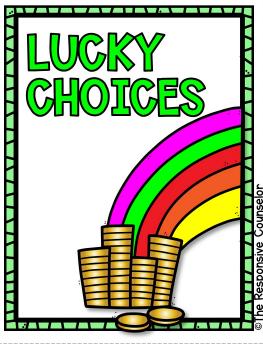


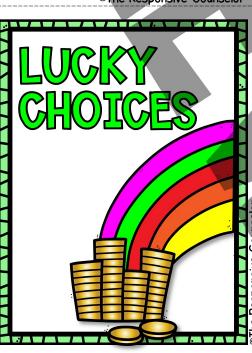


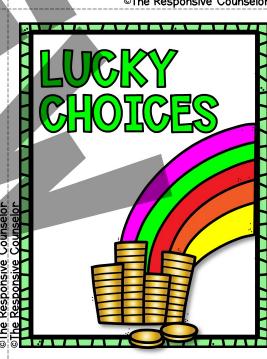












Someone was being annoying. You chose to ignore them instead of yell at them and stayed out of trouble.

Move forward 3 spaces.

math was really hard but you chose to do it anyway and got a good grade on it. Move forward

You chose to help someone clean up their desk even though it made you late for lunch. Now your classmates know you're a nice person.

Move forward 2 spaces.

You chose to make jokes with a friend while the teacher was teaching and now you're super confused about the work.

Move backward 2 spaces.

When you didn't get picked to be the teacher's helper, you chose to put your head down and not do anything. Now you're missing out on the activity.

1 space.

The work you were

supposed to do in

Move backward 1 space

You wanted people to think you were funny so you called someone mean names. Now everyone thinks you're mean.

Move backward 3 space.

What are the consequences of not doing your work in class?

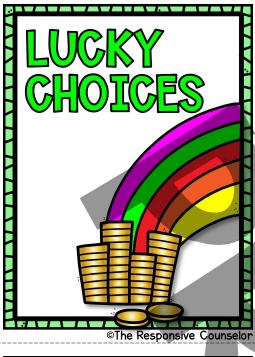
Name 2 and move forward 2 spaces.

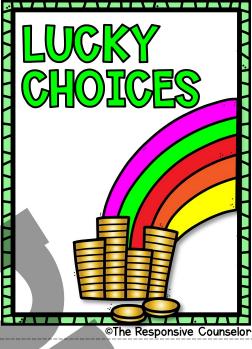
What are the consequences of thinking about how other people feel?

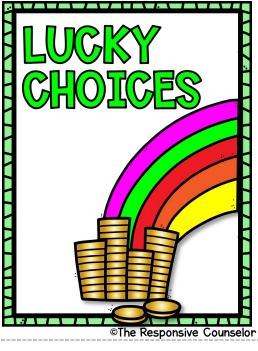
Name 2 and move forward 2 spaces.

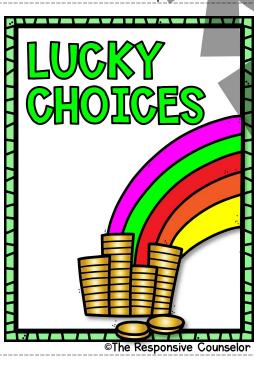
What are the consequences of being unsafe on the bus?

Name 2 and move forward 2 spaces.

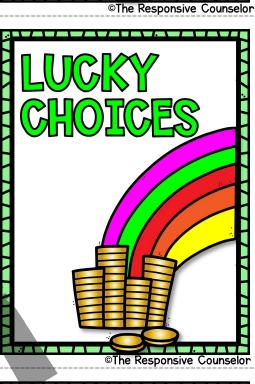


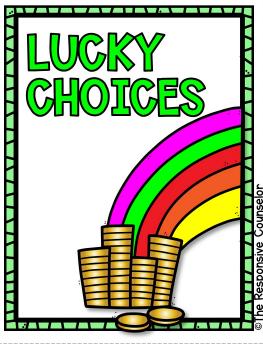


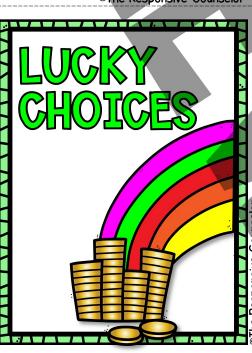


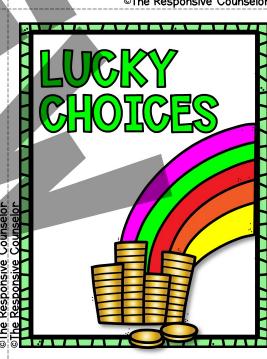












What are the consequences of threatening to hurt someone?

Name 2 and move forward 2 spaces.

What are the consequences of being organized?

Name 1 and move forward 1 space.

What are 2 good choices you want to make more?

Move forward 2 spaces.

What is 1 bad choice you want to make less?

Move forward 1 space.

Imagine you want to have more friends. What are 2 choices you can make that would help make that happen?

Move forward 2 spaces.

Imagine you want to get better grades. What are 2 choices you can make that would help make that happen?

Move forward 2 spaces.

If someone makes bad choices, does that make them a bad person? Why or why not?

Move forward 1 space.

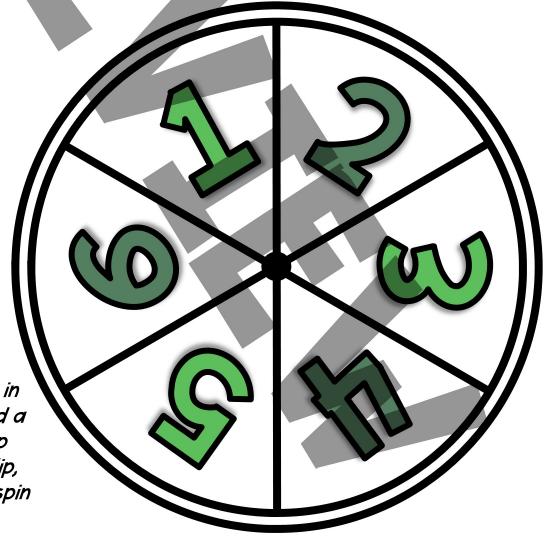
What are the consequences of taking care of your feelings when you get upset?

Name 1 and move forward 1 space.

What are the consequences of lying?

Name 2 and move forward 2 spaces.

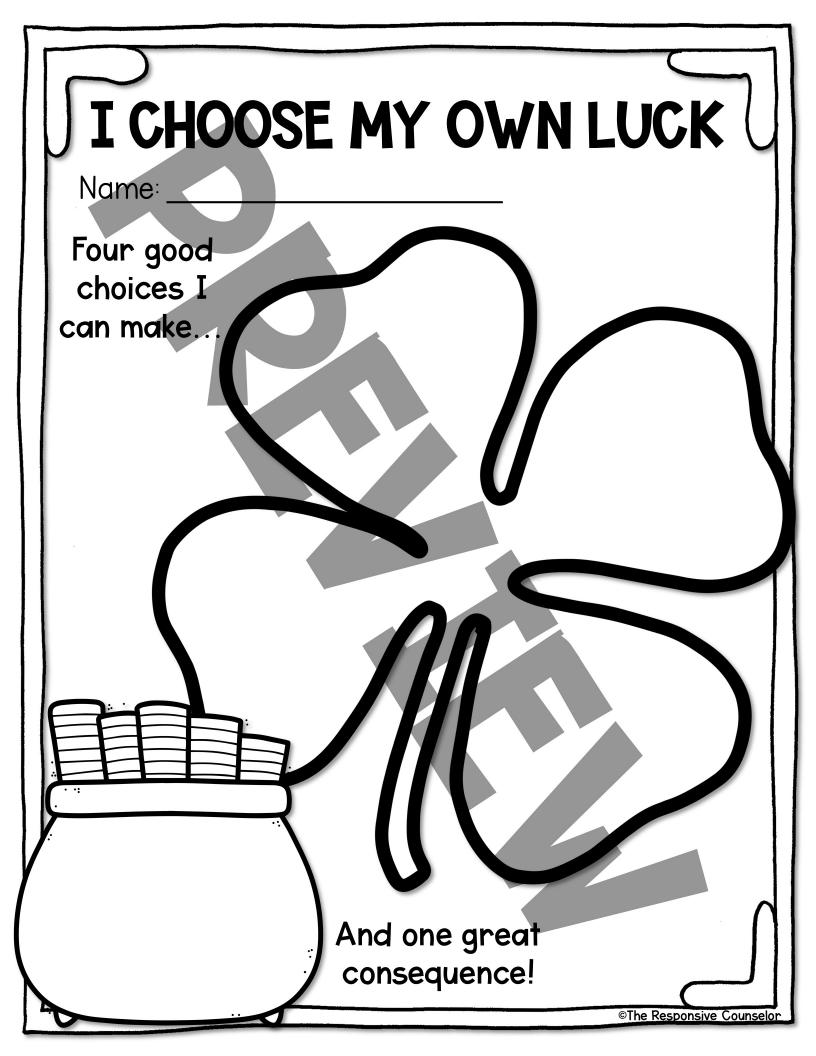




Spinner (place a paperclip in the center and hold a

pencil with the tip inside the paperclip, touching the dot—spin

the paperclip!)



RESPONSIVE SCOUNSELS.

Hey y'all! I'm Sara. I create resources for elementary students, counselors, ad teachers that improve social emotional learning and classroom culture. My focus is making things that are effective and engaging for WIGGLY + CHATTY learners and that utilize wording and scenarios accessible to underserved and ELL populations.



ducation

B.A. from Michigan State University Psychology and Anthropology

M.S. from Vanderbilt University Community, Research, and Action

M.Ed. From Vanderbilt University Human Development Counseling: School Counseling and Clinical Mental Health Experience

I started my post-grad career as a school-based therapist before becoming an elementary school counselor. Social and emotional learning in youth is my passion, whether through large group prevention, individual intervention, or parent and teacher education! I have been an elementary school counselor since 2012, providing a comprehensive school counseling program to a diverse population.

Let's Cohhect: TPI (P)