



Curriculum Sample Pack

Our resources are research-informed, created by counselors, and engaging for students. That said, we recognize your need to ensure that our resources are a good match to the needs of your students.

This sample pack will give you a clear idea of what to expect with them – plus give you a few activities you can use!

WHAT'S INSIDE



Class SEL Lesson Sample

- Resource Snapshot
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Group and Individual Counseling Samples

- Resource Snapshots
- Printable Activity: Friendship Scoot
- Printable Activity: Self-Control Bubbles



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Credit to [Whimsy Clips](#), [Kate Hadfield](#), [PigKnit](#), [EduClips](#), [Sarah Pecorino](#), and [A Primary Kind of Life](#) for their fonts and clipart.

class SEL lessons

What can you expect from The Responsive Counselor's class lessons?

- Specific skills-based objectives
- Opportunities for practice/application
- Peer collaboration
- Student self-reflection
- Relevant scenarios

Resource Spotlight: Peer Pressure (3rd–5th)

OBJECTIVES: Students will differentiate between helpful and unhelpful peer pressure. Students will identify strategies to make decisions when faced with peer pressure.

OPENER: Discuss a quote, ask students to connect driving to peer pressure.



TEACH: Explain what peer pressure is, when it's harmful, and what to do.



PRACTICE: Students rehearse skits about handling peer pressure.



REFLECT: Students connect the lesson to past or future personal experiences.



peer pressure skits

Take a closer look at the main activity inside the peer pressure lesson... and give it a try with your students!

- Say, “For this activity, you will work in small groups. Each group will be given a scenario with unhelpful peer pressure. You will practice the skit and then perform it. The audience will decide what’s next.”
- Put students into groups of four. If there are any groups of three, you can play the role of “narrator” in their skits.
- Give each group their set of scripts.
- If using a fresh set of scripts for each class, have students write their names on the lines by the character names. If not, they can leave that part blank.
- Ask students to 1) decide who will play each role and 2) spend 5–7 minutes practicing their role plays. Let them know that the scenarios are missing their endings on purpose. Note: Names are gender neutral so that there are no issues with character assignment.
- Prepare students for the fact that some skits are smaller issues, and some are more serious. Ask them to share what their expectations and roles are as audience members.
- Have each group perform. After each performance ask, “If you were in this situation, what would you do next?” and “Are there similar situations that you think might happen in real life?”

SKIT #1: THE CANDY STASH



STARRING

_____ as Rylee

_____ as Noah

_____ as Morgan

_____ as Narrator

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Narrator	The students walk into their classroom and notice that their teacher, Mr. Waters, is out.
Rylee	YES! We have a substitute today! You know what that means?
Noah	<i>(looks at Rylee confused)</i> That Mr. Waters is out?
Morgan	Hopefully it's a good sub, not like that one that yells at us all day...
Rylee	You're missing the point! Yeah, Mr. Waters isn't here which means we can raid his candy drawer. Noah, you know where it is, right?
Narrator	Noah does know where the candy drawer is and now, Noah has a choice to make. What would you do?

SKIT #2: COOL KICKS



STARRING

_____ as Payton
 _____ as Jo
 _____ as Logan
 _____ as Narrator

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Narrator	It is the first day of the new school year and everyone just started to arrive to school.
Payton	Hey guys! How was your summer?
Jo	HA! (<i>points at Payton's shoes</i>) Wait, what are you wearing?
Logan	Why don't you have these like us? (<i>shows off new sneakers</i>)
Narrator	Knowing their family can't afford them, and also that they aren't Payton's style, Payton now has to decide how to respond. What would you do?



SKIT #3: TRUTH OR DARE?

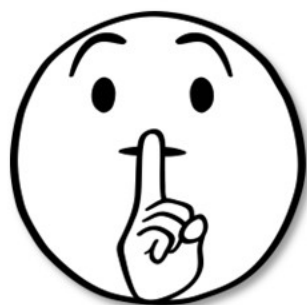
STARRING

_____ as Sammy
_____ as Gray
_____ as Lane
_____ as Narrator

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Narrator	Gray has finally been invited to a sleepover with the group that they have been trying to be friends with all year.
Sammy	Okay Gray, since it's your first sleepover with us you have to go first. Truth or dare?
Gray	Umm...dare? <i>(hesitantly)</i>
Lane	Oh, I have a good one. You have to post something super mean about Ms. Wilkins online.
Narrator	Gray wants to be friends with Sammy and Lane but is feeling uncomfortable with this. What would you do?

SKIT #4: DON'T TELL



STARRING

_____ as Parker
 _____ as Drew
 _____ as Jess
 _____ as Narrator

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Narrator	The students start to arrive to school and are unpacking their backpacks.
Parker	Hey, come here and check this out.
Drew and Jess	<i>(walk over to Parker's desk)</i>
Parker	<i>(opens backpack to show a knife)</i> Oswald deserves to be scared after what he said to me yesterday. <i>(closes backpack)</i> You can't tell anyone what I just showed you.
Drew	He definitely shouldn't have said that but...
Jess	<i>(walks away visibly uncomfortable)</i>
Narrator	Drew and Jess are really concerned about what they saw, but Parker is their friend, and they don't want to get Parker in trouble. What would you do?

SKIT #5: HELP ME OUT



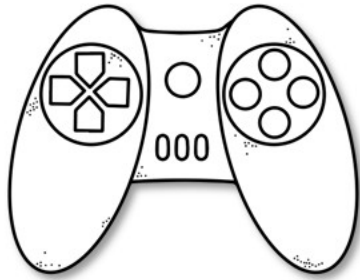
STARRING

_____ as Kai
_____ as Devin
_____ as Jordan
_____ as Narrator

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Narrator	The school day starts in 10 minutes.
Kai	Did you do last night's homework? I couldn't focus because my brother was watching TV, and it was SO loud.
Devin	I didn't. I had soccer practice and didn't feel like it when I got home.
Jordan	Yeah, I did it.
Kai	Great. Jordan, give me yours to copy real quick before Ms. Lynch comes to collect it.
Devin	Oh, perfect dude, thanks.
Narrator	Jordan is faced with a tough decision. What would you do?

SKIT #6: PRIORITIES



STARRING

_____ as Teacher
 _____ as Alex
 _____ as Parent
 _____ as Narrator

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Narrator	The school day is ending, and Mr. Simon is handing out homework for tonight.
Teacher	Tonight, for homework you have your math worksheet, and you need to read chapters 12 and 13 from our book. See you all tomorrow!
Narrator	Alex just got home and is jumping online to play video games with their friends.
Parent	Alex, before you do that make sure your homework is done!
Alex	Yeah, yeah, I know!
Narrator	Ten minutes later, Alex has not completed the homework, but is imagining all of their friends playing online already and waiting.
Parent	Alex, your homework is done, right?
Narrator	Alex has to decide between telling the truth or doing what their friends want. What would you do?

SKIT #7: IT'S A TRICK

GOTCHA!

STARRING

_____ as Amari
 _____ as Kiran
 _____ as Tatum
 _____ as Narrator

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Narrator	A new student recently joined the class and is having a hard time making new friends.
Amari	I don't know why she keeps following us around at recess. It's so weird.
Kiran	She is new so maybe we could invite her to hang out with us.
Tatum	No way, I have a better idea. We should trick her into thinking we want to hang out and then ditch her.
Amari	That would be funny. I'm in.
Narrator	Kiran knows what it is like to be a new student but doesn't want to go against friends. What would you do?

individual & group counseling

What can you expect from The Responsive Counselor's individual and group counseling resources?

- Hands-on practice/application of skills
- Teacher and caregiver notes
- Data collection tools
- Cognitive behavioral and solution focused strategies and language

Resource Spotlight: Relational Aggression Curriculum (2nd – 5th)

OBJECTIVES: Students will Improve knowledge of healthy vs. unhealthy friendship words and actions in order to increase positive interactions and decrease negative interactions between participants and other girls

Sessions focus on: rapport building and introduction, appreciating differences, healthy friendship traits, **boundaries**, problem solving, drama, skill review, and termination.

Resource Spotlight: Self-Control and Decision-Making Curriculum (K-2nd)

OBJECTIVES: Students will learn the skills needed to demonstrate self-control and helpful decision-making.

Sessions focus on: rapport building, coping skills, **pause-think-okay**, perspective taking, choices + consequences, conflict resolution, problem solving, and termination.

pause and think activity

The activity below is from one session inside our self-control and decision-making counseling curriculum:

- Present the coloring page or poster to the student. Explain to student that “pause” is used to tell our brain to stop for a moment.
- “Think” means we are going to take a moment to think about what we want to do (Is it safe? Is it kind? Should I make a different choice?).
- “Okay” represents that if the choice is safe and kind we are “okay” to say or do it.
- “Telling our brains to pause and think before we do something helps us stay safe, be a good friend, and learn better. Can you think of a time you needed to ‘pause’ before saying or doing something you shouldn’t have?” Connect their example to “pause-think-okay,” using the coloring page or poster.
- Ask the student to choose a card. Read the card, then blow some bubbles.
- The student will first say “pause, brain!” and then decide if it’s a bad/unhelpful choice or if it’s a good/helpful choice.
- If it’s helpful, they let the bubbles go. If it’s unhelpful, they pop them.
- Alternative: If not using bubbles, use Play-Doh™ rolled in a ball that the student either leaves alone (or rolls) if helpful, or squashes if unhelpful.

By: _____



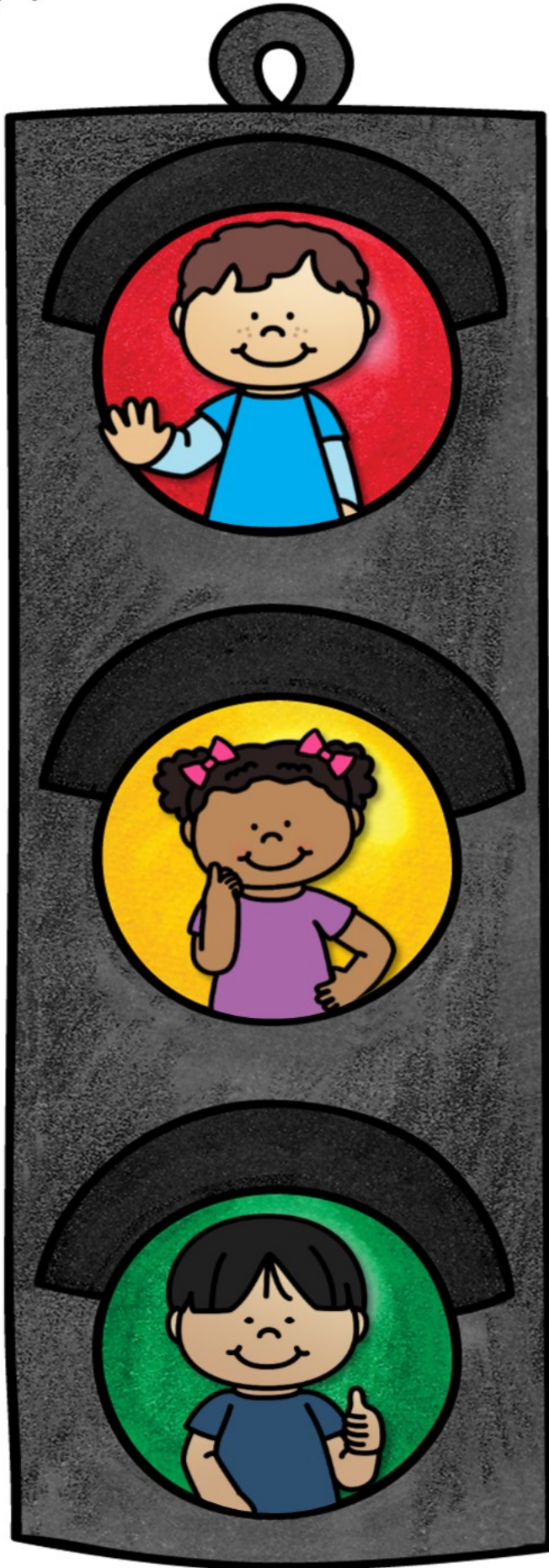
PAUSE



THINK



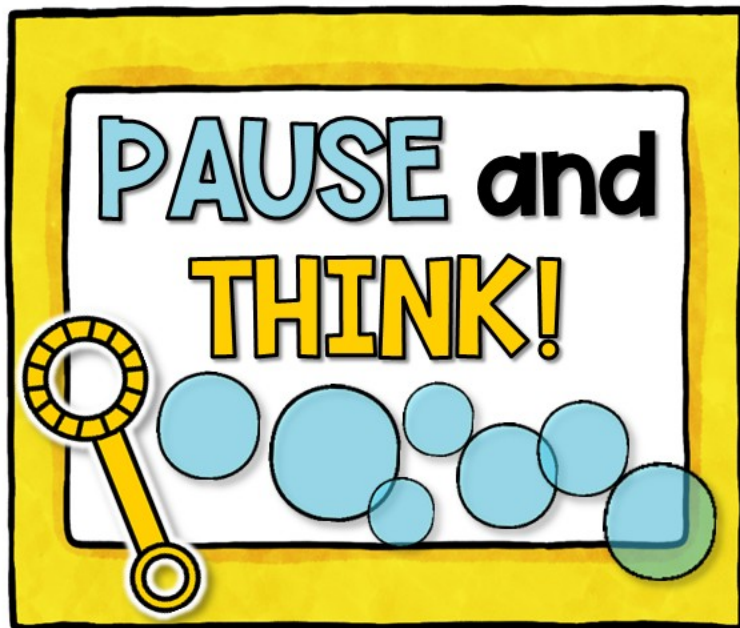
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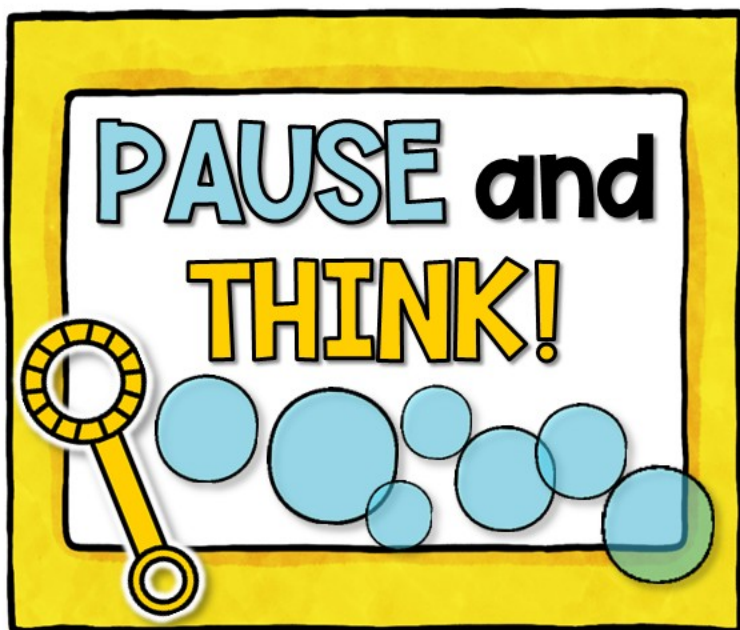
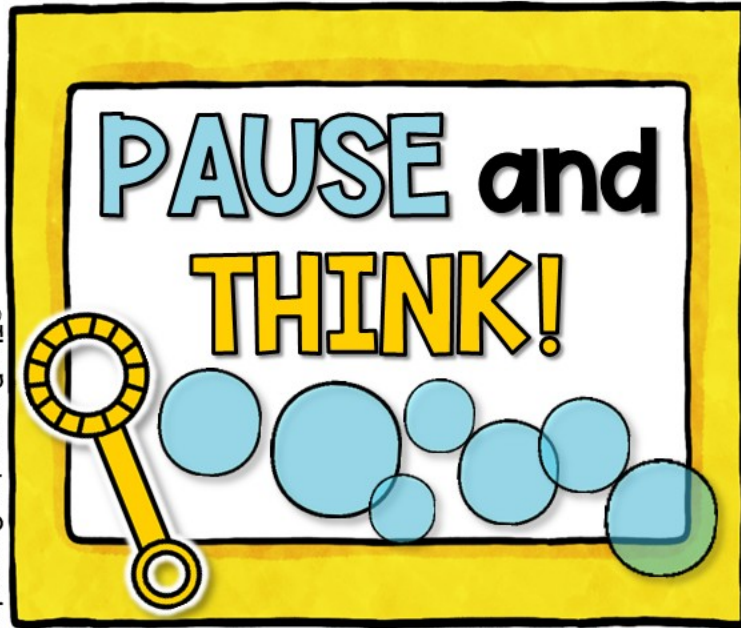
PAUSE

THINK

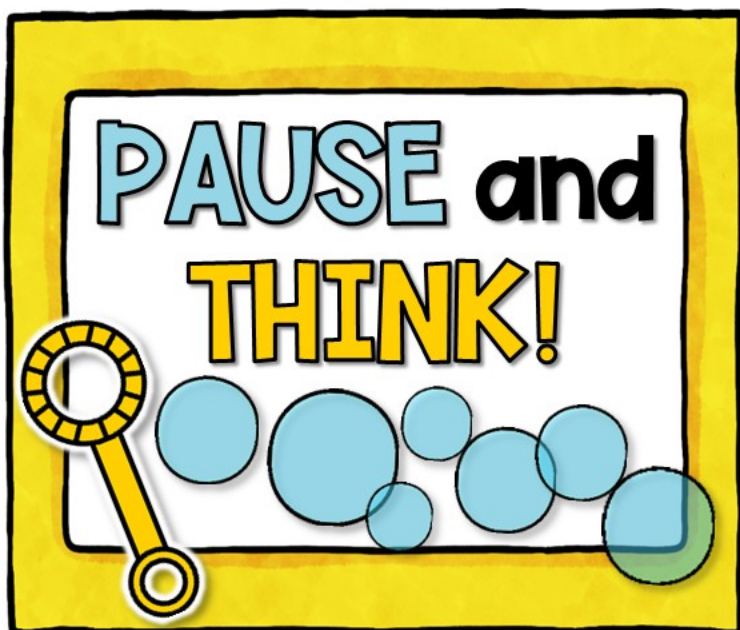
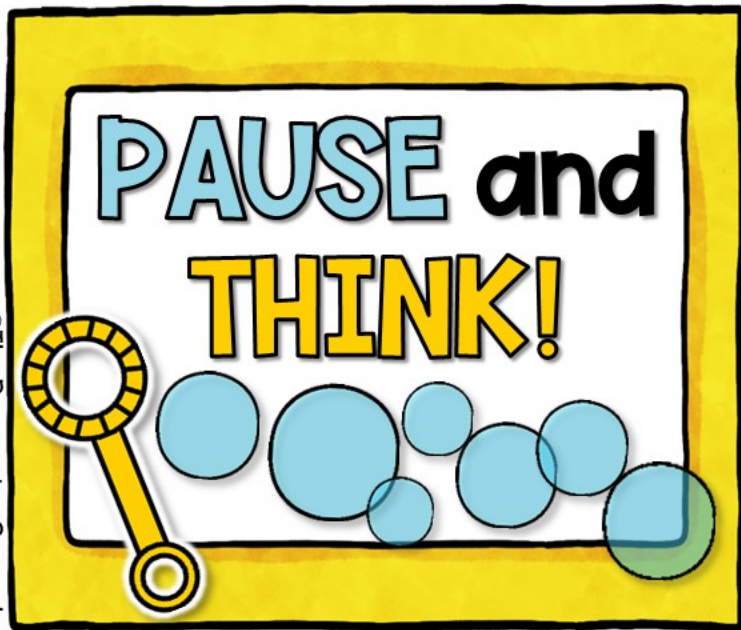
OKAY



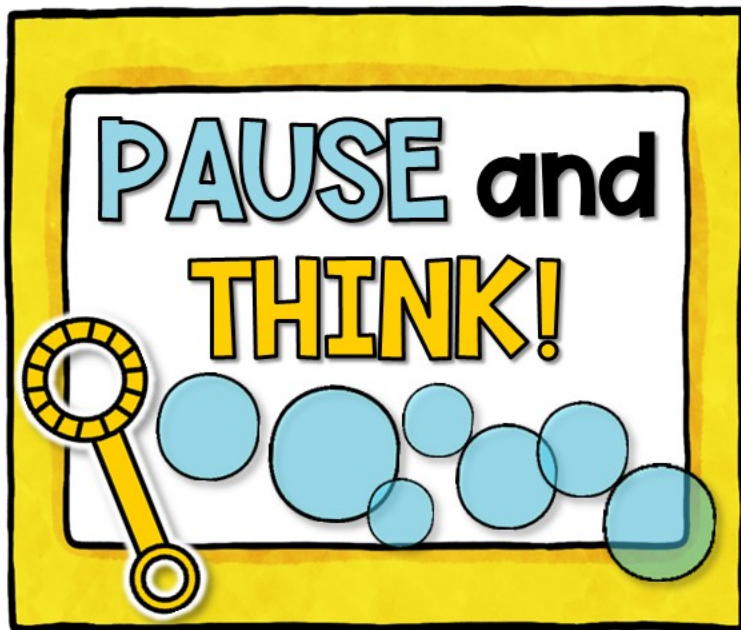
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Your friend has the ball you want.

You're thinking about grabbing it from their hands.

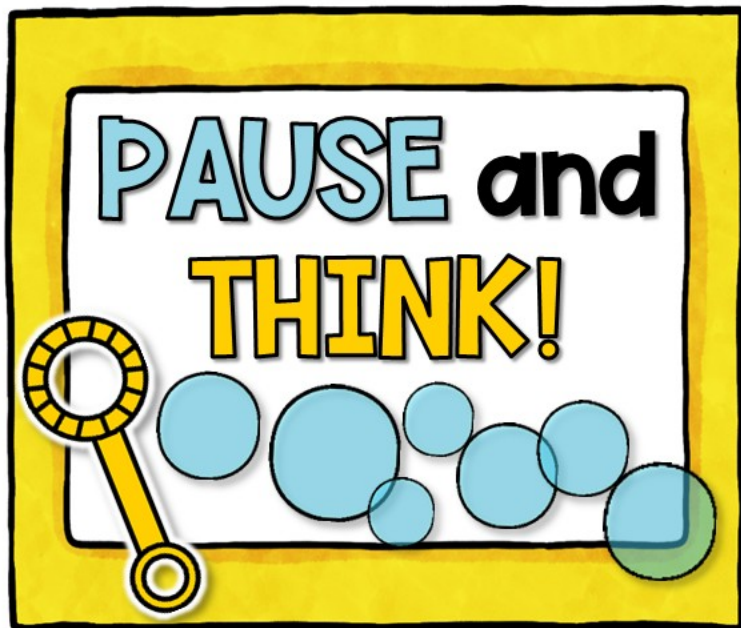
You notice a classmate has no one to play with. You are thinking about asking them to play on the slide with you.

You want to be the first in line for lunch. You are thinking about pushing the person in front of you so they are out of your way.

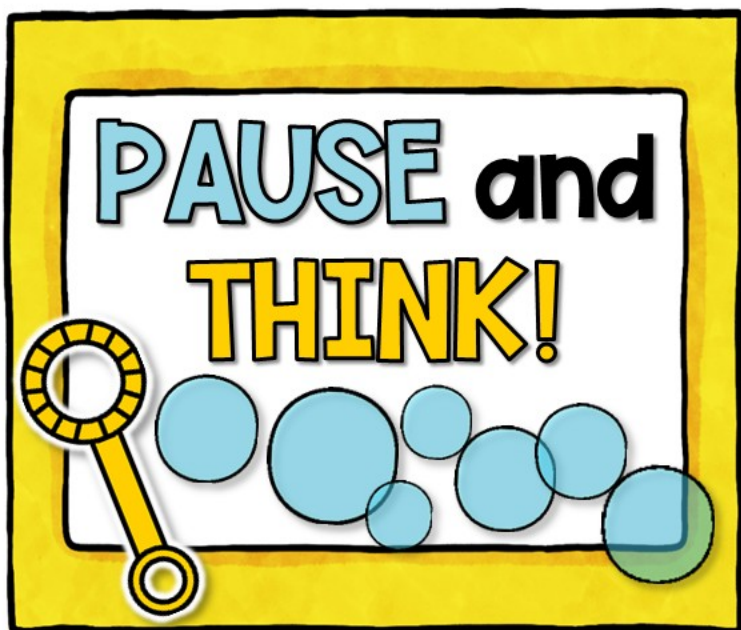
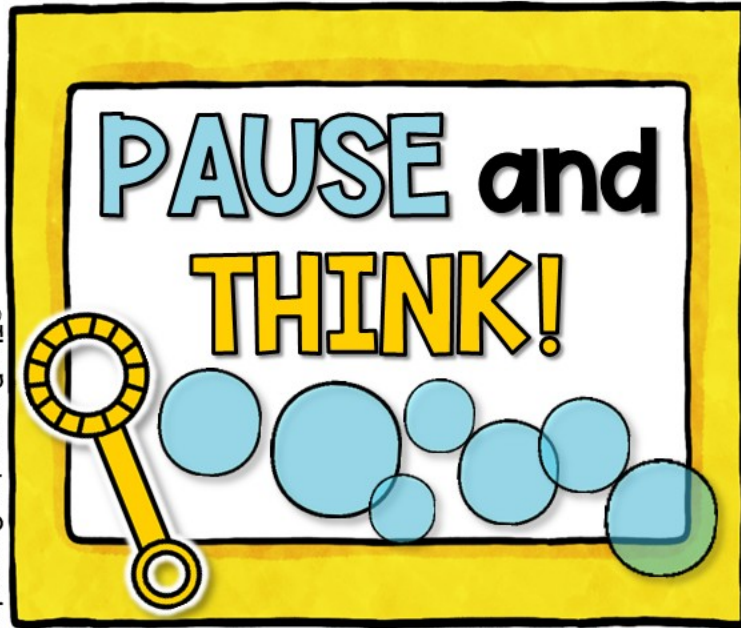
Your teacher asked for help passing out papers and she did not pick you. You are thinking about saying, "Okay, maybe I'll get picked next time!"

Your classmate got the answer wrong when the teacher called on them and you want to laugh at them.

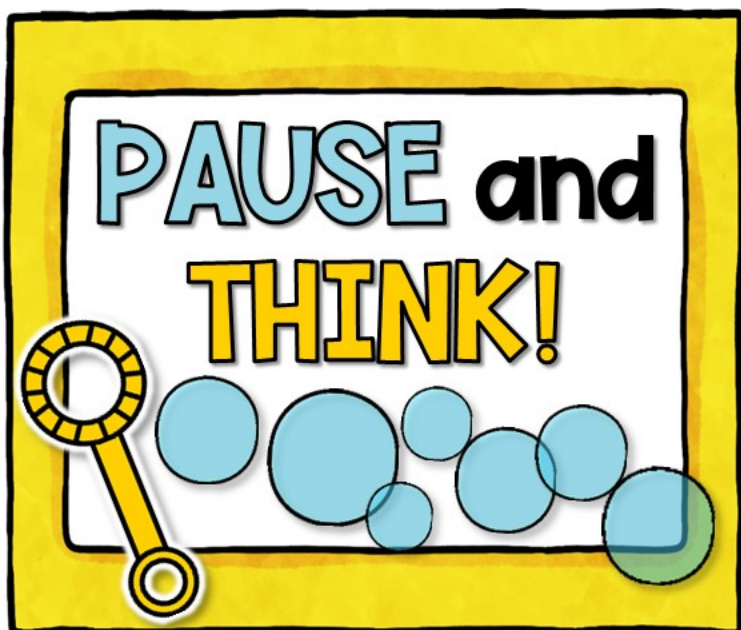
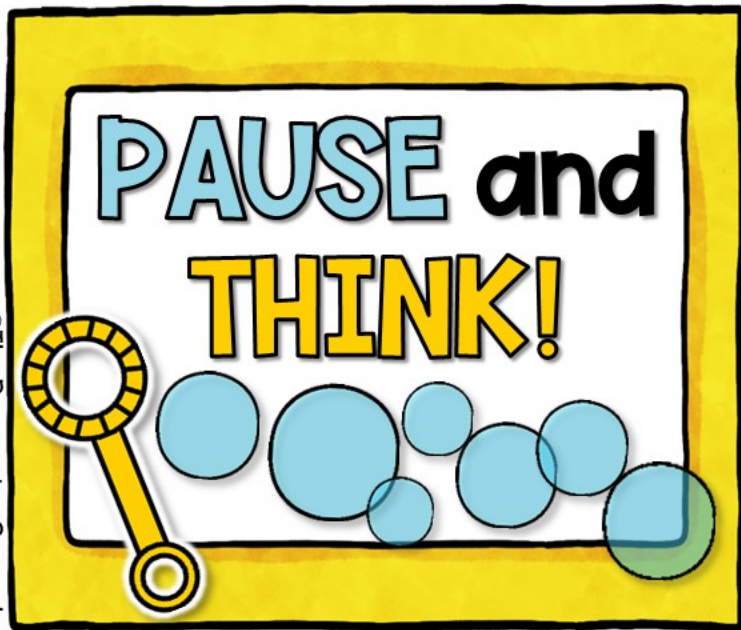
Your classmate is crying because they miss their mom. You are thinking about giving them a tissue.



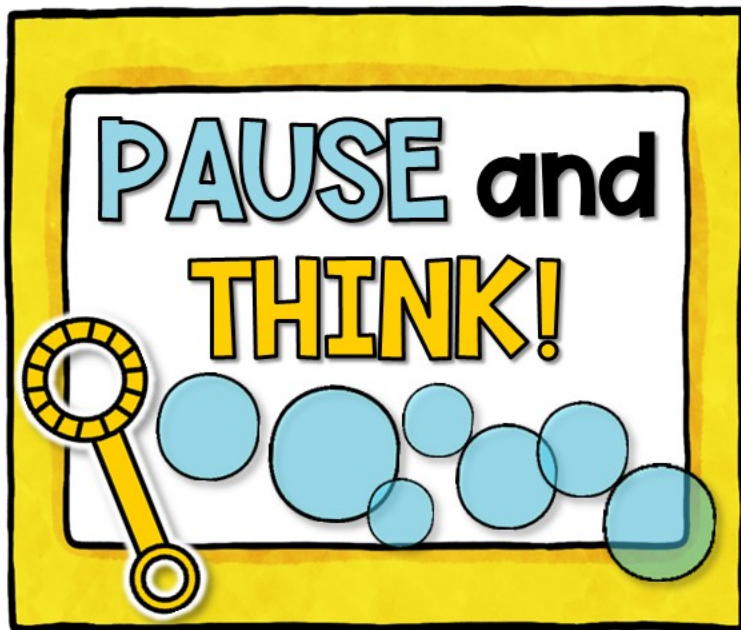
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Your teacher asked another student to turn off the lights but you want to do it. You are thinking about running as fast as you can to beat them to the light switch.

At recess someone pushes you out of their way. You think about telling them, "I don't like that. Please don't push me."

Your teacher is reading a book you don't like. You are thinking about saying out loud, "This book is boring!"

You want to have a turn playing the drum in music class but the teacher says, "no not right now." You think about going back to your seat to wait.

You lose the board game you are playing with friends. You're thinking about throwing the game at the floor.

You are really upset because you lost a game. You are thinking about choosing to take a deep breath and tell the other players, "good game."

friendship fence lines

The activity below is from our healthy friendships (relational aggression) group curriculum:

- Explain: “Gardens often have fences. They keep predators like deer out and they keep the dirt and fertilizer in. A fence is like a line you should not cross. Sometimes in friendships, people make mistakes and they cross the line with a behavior that makes others feel disrespected. We can call these lines the ‘friendship fence lines.’ The friendship fence lines divide disrespectful behavior from respectful behavior.” Use the visual as you explain:
- Touching Fence Line – This is what separates playful touching, like hair braiding, from not-so-playful touching, like pulling someone’s arm to drag them somewhere.
- Joking Fence Line – Friends love to joke around with each other and laugh! Sometimes the jokes can be really mean though, and that’s when they cross the line.
- Telling What to Do Fence Line – It’s cool to encourage your friends and sometimes for friends to agree to do the same things, but it’s not cool when they cross this line and try to control what the other person does, like saying, ‘If you’re really my friend, you’ll let me borrow your new bracelet.’
- Exclusion Fence Line – It feels special to have best friends that you do things with and have jokes with. This line gets crossed when friends leave other people out; leaving people out of games or conversations, or not inviting people to things.

friendship fence lines cont.

- Chit-Chat Fence Line – It can be tempting to talk about your friends when they're not around. If it's positive, like 'I'm so excited for her that she got the teacher's assistant class job,' then it's ok. When it's mean or negative, it's gossip, and the line is crossed."
- "Our activity is about three pretend friends and some of the times they crossed the friendship fence lines."
- Introduce the characters (showing the visual as you do), then give each girl a recording sheet.
- Place a scenario card in front of each girl. If you have more cards than you have girls, you can either choose the ones most applicable to their needs or you can place the other cards in other spots in the room that the girls can move to.
- At your signal, girls read their scenario then record on their sheet 1) what type of friendship fence line was crossed and 2) how the identified girl would feel.
- At your next signal, girls "scoot" to the next card, read, and record.
- Repeat for as long as time allows or until all girls have responded to all of the cards.
- Ask the girls which scenarios felt the most like what they are experiencing and discuss all together.

FRIENDSHIP FENCE LINES



Touch

Playful vs. Rude



Joking

Funny vs. Mean



Telling What to Do

Togetherness and Encouragement vs. Controlling and Bossing



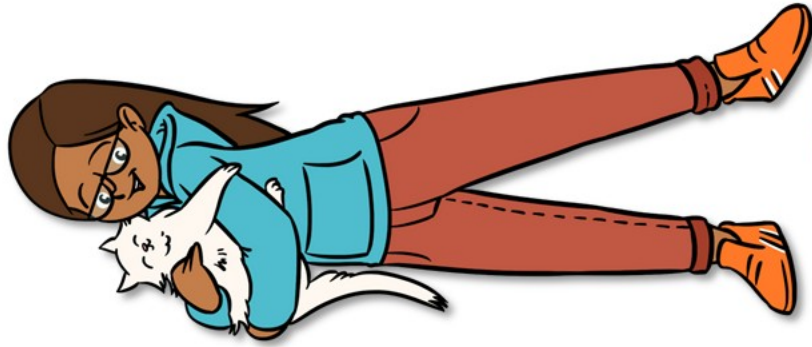
Exclusion

BFFs vs. "No One Else"



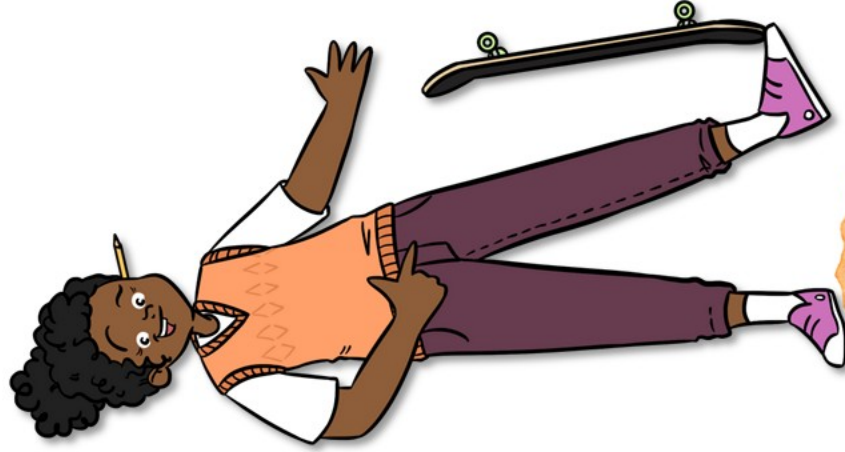
Chit-Chat

Positive vs. Gossip



MICHELLE

- Loves cats
- Plays basketball
- Wants to be a scientist



LA'NIYA

- Funniest kid in class
- Gets straight A's
- Rides a skateboard to school



MADelyn

- Amazing dancer
- Student council president
- Hates pink

Friendship Fence Lines Scoot



Name: _____

SCENARIO 1	Which friendship fence line did La'niya cross?		How do you think Madelyn was feeling?
	Touch	Telling What to Do	
	Joking	Chit-Chat	
	Exclusion		

SCENARIO 2	Which friendship fence line did La'niya cross?		How do you think Michelle was feeling?
	Touch	Telling What to Do	
	Joking	Chit-Chat	
	Exclusion		

SCENARIO 3	Which friendship fence line did Madelyn cross?		How do you think Michelle was feeling?
	Touch	Telling What to Do	
	Joking	Chit-Chat	
	Exclusion		

SCENARIO 4	Which friendship fence line did Madelyn and La'niya cross?		How do you think Michelle was feeling?
	Touch	Telling What to Do	
	Joking	Chit-Chat	
	Exclusion		

Friendship Fence Lines Scoot



Name: _____

SCENARIO 5	Which friendship fence line did Michelle cross?		How do you think Madelyn and La'niya were feeling?
	Touch	Telling What	
	Joking	to Do	
	Exclusion	Chit-Chat	

SCENARIO 6	Which friendship fence line did Michelle cross?		How do you think La'niya and Madelyn were feeling?
	Touch	Telling What	
	Joking	to Do	
	Exclusion	Chit-Chat	

SCENARIO 7	Which friendship fence line did Madelyn cross?		How do you think Michelle and La'niya were feeling?
	Touch	Telling What	
	Joking	to Do	
	Exclusion	Chit-Chat	

SCENARIO 8	Which friendship fence line did Michelle cross?		How do you think Madelyn was feeling? How do you think La'niya would feel if she knew?
	Touch	Telling What	
	Joking	to Do	
	Exclusion	Chit-Chat	

La'niya is really funny, but sometimes she thinks "play hitting" is funny...and her friends don't. Today during group work, she kept slapping Madelyn in the arm. Madelyn wasn't laughing and asked her to stop but La'niya kept saying "I'm just playing!"

What friendship fence line did La'niya cross?

How do you think Madelyn was feeling?



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Michelle has A LOT of freckles on her arms. It doesn't usually bother her but lately La'niya has been calling her "polka-dot" arms. Michelle told her she doesn't like that name, but La'niya keeps making fun of her freckles.

What friendship fence line did La'niya cross?

How do you think Michelle was feeling?



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One day, Madelyn decided to pull a prank on Michelle. She wrote her a note and signed it "your secret admirer." Michelle spent all week telling people about it until Madelyn told everyone at lunch she did it as a joke.

What friendship fence line did Madelyn cross?

How do you think Michelle was feeling?



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Michelle was absent from school yesterday. When she came back, Madelyn and La'niya kept looking at each other and giggling and talking about everything that happened the day before. When Michelle asked them to tell her about it, they said, "it's kind of private between the two of us."

What friendship fence line did Madelyn and La'niya cross?

How do you think Michelle was feeling?



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The girls all agreed that they should have some friendship rules to keep the friendship healthy. Sometimes Michelle takes it too far though and makes rules like "On Wednesdays, we all have to wear pink to show we are best friends. If you don't do it, then we can't be friends that day."

What friendship fence line did Michelle cross?

How do you think Madelyn and La'niya were feeling?



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Sometimes, Michelle will tell La'Niya or Madelyn to play with *just* her, like "Today we're not going to play with Madelyn, we're going to hang out, just you and me." Then the next day she will do it with Madelyn and leave La'Niya out.

What friendship fence line did Michelle cross?

How do you think La'Niya and Madelyn were feeling?



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Madelyn can be really bossy sometimes. Lately she's been saying things like "Let me go first in line!" and "You go too slow, move over," and "We are doing it my way...or else."

What friendship fence line did Madelyn cross?

How do you think Michelle and La'Niya were feeling?



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Whenever Michelle is alone or talking with just La'Niya or Madelyn, she starts talking about the other one. Last night, she was texting Madelyn and started saying things like "Did you notice how La'Niya kept giving me mean looks today in class? She's so rude sometimes."

What friendship fence line did Michelle cross?

How do you think Madelyn was feeling? How do you think La'Niya would feel if she knew?



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