

WhyTry Learner Objectives and ASCA Alignment



The WhyTry elementary and secondary learner objectives are closely aligned with the ASCA Mindsets and Behaviors for Student Success, ensuring that students develop key academic and social-emotional skills. The WhyTry program’s focus on decision-making, personal growth, goal setting, and relationship building mirrors the ASCA standards, particularly in promoting self-awareness, self-management, responsible decision-making, and social skills. This alignment reinforces the belief in the development of the whole self, self-confidence in achieving success, and the perseverance needed to overcome obstacles, as outlined in both WhyTry’s objectives and ASCA’s framework for student success.

WhyTry Secondary Alignment:

WhyTry Unit	WhyTry Objectives	ASCA Mindsets	ASCA Behaviors
Reality Ride	Understanding how decisions have consequences, goal setting, and the connection between decisions and life events.	M 4	B-LS 7, B-SMS 1, B-SMS 4
Tearing Off Your Label	Recognizing the impact of positive and negative labels on one’s future, behavior change, and focusing on strengths.	M 1	B-SMS 6, B-SS 8
Defense Mechanisms	Handling pressure with positive defense mechanisms and using effective communication for problem-solving.	M 5	B-SMS 4, B-SS 1
Motivation Formula	Channeling challenges into positive motivation, using self-talk, and relying on positive support systems.	M 3	B-SS 6, B-SMS 5

WhyTry Secondary Alignment (Continued):

WhyTry Unit	WhyTry Objectives	ASCA Mindsets	ASCA Behaviors
Climbing Out	Avoiding negative peer pressure, positive goal setting, and creating a vision for the future.	M 6	B-SS 7, B-SMS 8
Desire, Time, and Effort	Understanding the importance of desire, time, and effort for success	M 5	B-SMS 5, B-LS 7
Jumping Hurdles	Identifying and overcoming problems, developing confidence, and creating solutions.	M 4	B-LS 9, B-SMS 7
Lifting the Weight	Understanding how challenges make you stronger and recognizing the importance of self-discipline.	M 5	B-SMS 3, B-SS 5
Getting Plugged In	Building a positive support system and realizing that getting help is a strength.	M 2	B-SS 4, B-SMS 9, B-SS 3
The Wall	Developing a vision for the future and understanding how obstacles can limit opportunities.	M 6	B-LS 4, B-SMS 5
Why Try?	Developing self-respect, freedom, and opportunities by understanding how decisions shape the future.	M 1	B-SMS 2, B-SS 10

WhyTry Elementary Alignment:

WhyTry Unit	WhyTry Objectives	ASCA Mindsets	ASCA Behaviors
Reality Ride	Understanding how choices have consequences and identifying strategies for better decision-making.	M 5	B-LS 7, B-SMS 1

WhyTry Elementary Alignment (Continued):

WhyTry Unit	WhyTry Objectives	ASCA Mindsets	ASCA Behaviors
Labels	Recognizing that labels don't define a person, and focusing on positive self-image and strengths.	M 1	B-SMS 6, B-SS 4
Defense Mechanisms	Managing emotions, distinguishing between positive and negative defense mechanisms, and maintaining self-control.	M 2	B-SMS 5, B-SS 1, B-SS9
Motivation Formula	Learning to use positive self-talk, helping others, and managing challenges through resilience.	M 3	B-SMS 5, B-SS 6
Climbing Out	Managing peer pressure, building positive friendships, and understanding the role of peer influence.	M 6	B-SS 2, B-SS 7, B-SMS 8
Jumping Hurdles	Identifying and overcoming hurdles, learning from mistakes, and maintaining perseverance.	M 4	B-SMS 5, B-LS 9
Desire, Time, and Effort	Understanding the importance of hard work, determination, and goal-setting.	M 5	B-LS 4, B-SMS 6
Lift the Weight	Understanding how rules and responsibilities build strength and self-discipline.	M 1	B-SMS 2, B-SMS 3
Plugging In	Building positive relationships and understanding the importance of support systems.	M 2	B-SS 3, B-SS 6
The Wall	Developing resilience and self-efficacy, understanding how to overcome challenges, and helping others.	M 6	B-SMS 7, B-SS 5, B-SMS 5, B-LS 4

ASCA Student Standards: Mindsets & Behaviors for Student Success

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students:

- **M1:** Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being
- **M2:** Sense of acceptance, respect, support, and inclusion for self and others in the school environment
- **M3:** Positive attitude toward work and learning
- **M4:** Self-confidence in ability to succeed
- **M5:** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- **M6:** Understanding that postsecondary education and lifelong learning are necessary for long-term success

Category 2: Behavior Standards

School counselors provide culturally sustaining instruction, appraisal, and advisement, and counseling to help all students demonstrate:

Learning Strategies

- B-LS 1: Critical thinking skills to make informed decisions
- B-LS 2: Creative approach to learning, tasks, and problem solving
- B-LS 3: Time-management, organizational, and study skills
- B-LS 4: Self-motivation and self-direction for learning
- B-LS 5: Media and technology skills to enhance learning
- B-LS 6: High-quality standards for tasks and activities
- B-LS 7: Long- and short-term academic, career, and social/emotional goals
- B-LS 8: Engagement in challenging coursework
- B-LS 9: Decision-making informed by gathering evidence, getting others' perspectives, and recognizing personal bias
- B-LS 10: Participation in enrichment and extracurricular activities

Self-Management Skills

- B-SMS 1: Responsibility for self and actions
- B-SMS 2: Self-discipline and self-control
- B-SMS 3: Independent work
- B-SMS 4: Delayed gratification for long-term rewards
- B-SMS 5: Perseverance to achieve long- and short-term goals
- B-SMS 6: Ability to identify and overcome barriers
- B-SMS 7: Effective coping skills
- B-SMS 8: Balance of school, home, and community activities
- B-SMS 9: Personal safety skills
- B-SMS 10: Ability to manage transitions and adapt to change

Social Skills

- B-SS 1: Effective oral and written communication skills and listening skills
- B-SS 2: Positive, respectful, and supportive relationships with students who are similar to and different from them
- B-SS 3: Positive relationships with adults to support success
- B-SS 4: Empathy
- B-SS 5: Ethical decision-making and social responsibility
- B-SS 6: Effective collaboration and cooperation skills
- B-SS 7: Leadership and teamwork skills to work effectively in diverse groups
- B-SS 8: Advocacy skills for self and others and ability to assert self, when necessary
- B-SS 9: Social maturity and behaviors appropriate to the situation and environment
- B-SS 10: Cultural awareness, sensitivity, and responsiveness