



Lesson Plan Template

School Counselor: Catherine Harris Date: Fall 2017

Activity: Setting Your Goals

Grade(s): 7th Grade

School Counseling Program Goal(s) addressed:

By June 2018, the number of retained students in grades 6-8 will decrease by 40% from 8 students in the 2016-2017 school year to 3 students in the 2017-2018 school year.

ASCA Student Standards or ASCA Mindsets & Behaviors standards addressed:

Mindset M 4-Understanding that postsecondary education and life-long learning are necessary for long-term career success.

Behavior Learning Strategies - BLS 3-Use time-management, organizational and study skills

BLS 7- Identify long- and short-term academic, career and social/emotional goals

Learning Objective(s): (If using the ASCA Mindsets & Behaviors, objectives should align with competencies that can be found [here](#).)

1. Students will learn group rules and objective.
2. Students will learn the importance of setting Goals.
3. Students will learn how to develop a SMART Goal.

Materials:

Likert Pre- Test

SMART Goal Template

Paper and Pencil

Group Rules and Norms Poster

Procedure:

Students will review small group counseling guidelines and overview of small group including meeting times and days.

School Counselor will discuss with the group the purpose and goals for session 1.

Students will take the Likert Pre-Test then review results as a group.

School Counselor will discuss each question with the group and the relevance of each question to this group. Students will share out with group members about their answers.

School Counselor will review the meaning of a SMART goal and the importance of developing a SMART Goal.

Students will create 2 SMART goals which focuses on a short-term goal and a long-term goal.

After development of smart goal, students will share out.

Before closing groups, students will go around in the circle and share one challenge they face when it comes to performing academically. In closing, the counselor will relate how life has many challenges and how when you have a visible goal, your goal will allow you to push through those challenges.

Plan for Evaluation: How will each of the following be collected?

Process Data: Take group attendance, deliver 5 (45 minutes) sessions on Study Skills and developing Smart Goals

Perception Data: Administer Likert Scale for Pre-Data during session 1 and administer Likert Scale for Post- Data during session 5. Completion of each session along with activities and worksheets.

Outcome Data: Compare Semester 1 Grades with Semester 2 Grades

Follow Up: School Counselor will follow-up with students who are still struggling by providing additional support through resources for parents and teachers. School Counselor will also consult with other stakeholders such as School Psychologist, Social Worker, and the Intervention Coordinator for additional support.

Staying On Target
Academic Small Group
Pre- Survey/Post- Survey

Questionnaire

Circle the number that represents your own situation.

1-Low/Not Important, 2,3,4,5- High/Very Important

1. How important are grades to you?	1	2	3	4	5
2. How important is using a planner/or assignment book?	1	2	3	4	5
3. How important is setting goals?	1	2	3	4	5
4. How important is using stress management strategies?	1	2	3	4	5

Additional comments you would like to share with the school counselor:

DOCUMENT 18:

Small Group Counseling Guidelines Poster

Note: This list may be used as best meets the students' age/grade level. It could be posted in the room, handed out to the students, or turned in to a worksheet with space for each group to add their own guidelines.

Small Group Counseling Guidelines

1. All participants observe confidentiality.
 - a. Counselor
 - b. Student
2. Everyone will be an active listener.
3. Everyone has an opportunity to participate and share.
4. Use positive language.
5. All participants will treat each other with respect.

SMART Goal Worksheet

S.M.A.R.T.	Questions...
Specific	Does your goal clearly and specifically state what you are trying to achieve? <i>If your goal is particularly large or lofty, try breaking it down into smaller, specific SMART goals.</i>
Measurable	How will you (and others) know if progress is being made on achieving your goal? Can you quantify or put numbers to your outcome?
Attainable	Is achieving your goal dependent on anyone else? Is it possible to reframe your goal so it only depends on you and not others? What factors may prevent you from accomplishing your goal?
Relevant	Why is achieving this goal important to you? What values in your life does this goal reflect? What effect will achieving your goal have on your life or on others?
Time-bound	When will you reach your goal? <i>Again, if your goal is particularly large, try breaking it down into smaller goals with appropriate incremental deadlines.</i>

Today's Date: _____

Date by which you plan to achieve your goal: _____

What is your goal in one sentence? (*What's the bottom line?*)

The benefits of achieving this goal will be...

<u>Verify that your goal is S.M.A.R.T.</u>

Specific: *What exactly will you accomplish?*

Measurable: *How will you (and others) know when you have reached your goal?*

Attainable: *Is attaining this goal realistic with effort and commitment? Do you have the resources to achieve this goal? If not, how will you get them?*

Relevant: *Why is this goal important to you? Hone in on why it matters.*

Time-bound: *When will you achieve this goal?*

ACTION PLAN		
What specific steps must you take to achieve your goal? <i>This action plan may just get you started. Feel free to create a more detailed step-by-step plan.</i>		
Task / to-do item	Expected completion date	Date actually completed

OBSTACLES / CHALLENGES	
What obstacles stand in the way of you achieving your goal?	
Obstacle	How will you address the challenges if/when they arise?

Network of Support & Accountability

When working towards achieving a goal, it is helpful to have a one or two people whom you agree to check in with on a regular basis. Keeping others informed on your progress can be a useful external motivator!

Who can you share your goal with?

- 1) Talk with one or two individuals who will genuinely want to see you succeed in achieving your goal.
- 2) Explain to them why achieving this goal is important to you.
- 3) Ask if they will support you and hold you accountable in reaching your goal.
- 4) Select and agree upon future dates/times you will report updates on your progress.

Contact's signature	Frequency of updates on progress (i.e. weekly, bi-weekly, monthly?) <i>List future dates/times you will report your progress</i>	Agreed upon method of communication (i.e. face to face, phone, email updates...)

Date your goal is ACHIEVED _____

Congratulations on creating a SMART goal and sticking with it!

Be sure to share your achievement with your network of supporters and find a way to celebrate your success.



Lesson Plan Template

School Counselor: Catherine Harris

Date: Fall 2017

Activity: "What's In The Way"

Grade(s): 7th Grade

School Counseling Program Goal(s) addressed:

By June 2018, the number of retained students in grades 6-8 will decrease by 40% from 8 students in the 2016-2017 school year to 3 students in the 2017-2018 school year.

ASCA Student Standards or ASCA Mindsets & Behaviors standards addressed:

Mindset M 4-Understanding that postsecondary education and life-long learning are necessary for long-term career success.

Behavior Learning Strategies - BLS 3-Use time-management, organizational and study skills

BLS 7- Identify long- and short-term academic, career and social/emotional goals

Learning Objective(s): (If using the ASCA Mindsets & Behaviors, objectives should align with competencies that can be found [here](#).)

1. Students will identify different barriers they are facing.
2. Students will understand how different barriers can impact them academically.
3. Students will learn different strategies/resources to cope with those barriers.
4. Students will learn different resources throughout the building.

Materials:

Note Cards

Markers

School Resource Pamphlet

Group Rules and Norms Poster

Procedure:

Students will review small group rules.

School Counselor will discuss with the group the purpose and goals for session 2.

Students will form a community circle to start the activity.

School Counselor will distribute a blank note cards to each student. Students are instructed to write down some of the barriers they may face in school or outside of school that impacts their learning.

Students will write one barrier per notecard.

Students will share out with group members and how they feel it impacts them academically.

School Counselor will collaborate with group members to develop different strategies to support each barrier.

School Counselor will share key people within the building and resources to support students.

Students are instructed to share one thing they learned from group and 1 strategy they will use.

Plan for Evaluation: How will each of the following be collected?

Process Data: Take group attendance, deliver 5 (45 minutes) sessions on Study Skills, Social Emotional Learning and developing Smart Goals

Perception Data: Administer Likert Scale for Pre-Data during session 1 and administer Likert Scale for Post- Data during session 5. Completion of each session along with activities and worksheets.

Outcome Data: Compare Semester 1 Grades with Semester 2 Grades

Follow Up: School Counselor will follow-up with students who are still struggling by providing additional support through resources for parents and teachers. School Counselor will also consult with other stakeholders such as School Psychologist, Social Worker, and the Intervention Coordinator for additional support.



Lesson Plan Template

School Counselor: Catherine Harris Date: Fall 2017

Activity: Time Management and Organization

Grade(s): 7th Grade

School Counseling Program Goal(s) addressed:

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ASCA Student Standards or ASCA Mindsets & Behaviors standards addressed:

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Behavior Learning Strategies - BLS 3-Use time-management, organizational and study skills

BLS 7- Identify long- and short-term academic, career and social/emotional goals

Learning Objective(s): (If using the ASCA Mindsets & Behaviors, objectives should align with competencies that can be found [here](#).)

1. Students will understand the importance of time management and organization.
2. Students will demonstrate the ability to balance school, home and community.
3. Students will use time management, organizational and study skills.

Materials:

"How Do I use My Time Questionnaire and Study Schedule"

Paper

Group Rules and Norms Poster

Procedure:

Students will review small group rules.

School Counselor will discuss with the group the purpose and goals for session 3.

Students will form a community circle to start the activity.

School Counselor will start the lesson by saying: A lot of people say they don't have time for this or that, especially when it comes to homework. But, in most cases the time is there just not budgeted correctly. Now that you are in Middle School you have a greater freedom in your use of time than you were in elementary. Today we are going to set-up a schedule to help you manage your time. But before we do, let's see how you spend your time now.

Students will complete the "How Do I use My Time" Questionnaire. After 10 minutes, instruct students to make a check a category to which they should more time, then an "x" by the category to which they should devote less time. Then, ask the class to determine the appropriate amount of time that should be spent on academics (study) daily.

Students will then complete the "Planned Study Schedule".

School Counselor will then inform the students the importance of managing their time and how this method will assist them. School Counselor will share different methods they can use to manage time and organization.

Students will share out their "Planned Study Schedule" with the group.

Students are instructed to share one thing they learned from group and 1 strategy they will use.

Plan for Evaluation: How will each of the following be collected?

Process Data: Take group attendance, deliver 5 (45 minutes) sessions on Study Skills, Social Emotional Learning and developing Smart Goals

Perception Data: Administer Likert Scale for Pre-Data during session 1 and administer Likert Scale for Post- Data during session 5. Completion of each session along with activities and worksheets.

Outcome Data: Compare Semester 1 Grades with Semester 2 Grades

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How Do I Use My Time?

How do I spend my time? Do I have enough time to finish the things I want to do? What do I wish I had more time to do? Answer the following questions, estimating the time for things that you are not sure about:

I am responsible for the following chores at home:

Chore	Time (minutes - daily, weekly)
-------	--------------------------------

_____	_____
_____	_____

I have a job outside my home: (Be sure to include irregular time slots, such as baby-sitting or yard work.)

Job	Time (daily, weekly)
-----	----------------------

_____	_____
_____	_____

During the school year, I usually have homework to do. I spend the following amount of time doing it.

Homework	Time (daily, weekly)
----------	----------------------

_____	_____
_____	_____

I belong to the following organizations or clubs that meet:

Name of organization	Meeting time
----------------------	--------------

_____	_____
_____	_____

I take lessons (music, sports)

Activity	Time
----------	------

_____	_____
_____	_____

I practice the following:

Activity	Time
----------	------

_____	_____
_____	_____

I spend the following time on entertainment (television, movies, shopping, time with friends, talking on the telephone, reading, riding my bike, etc.)

Activity	Time
----------	------

_____	_____
_____	_____

Planned Study Schedule

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
Morning							
9:00							
10:00							
11:00							
Noon							
1:00							
2:00							
3:00							
4:00							
5:00							
Evening							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							

Class Schedule for ____ (Fall) or ____ (Spring) semester, 19__.

Period	Class	Teacher	Room
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____



Lesson Plan Template

School Counselor: Catherine Harris Date: Fall 2017

Activity: Accountability Partners

Grade(s): 7th Grade

School Counseling Program Goal(s) addressed:

By June 2018, the number of retained students in grades 6-8 will decrease by 40% from 8 students in the 2016-2017 school year to 3 students in the 2017-2018 school year.

ASCA Student Standards or ASCA Mindsets & Behaviors standards addressed:

Mindset M 4-Understanding that postsecondary education and life-long learning are necessary for long-term career success.

Behavior Learning Strategies - BLS 3-Use time-management, organizational and study skills

BLS 7- Identify long- and short-term academic, career and social/emotional goals

Learning Objective(s): (If using the ASCA Mindsets & Behaviors, objectives should align with competencies that can be found [here](#).)

1. Students will understand the importance assuming responsibility.
2. Students will understand the importance of having accountability partners.
3. Students will be able to identify the definition of accountability partners.

Materials:

Accountability Partners Template

Paper and Pencils

Group Rules and Norms Poster

Procedure:

Students will review small group rules.

School Counselor will discuss with the group the purpose and goals for session 4.

Students will form a community circle to start the activity.

School Counselor will review the meaning of having an accountability partner. School Counselor will provide examples of different ways accountability partners can be utilized.

Students will pair up with a partner and that partner will be their accountability partner for the year.

Students will develop and discuss in pairs roles and responsibilities of accountability partners.

Students will complete the accountability partner template which denotes their partners for the year.

Students are instructed to share one thing they learned from group and how they will incorporate in home, school or community.

Plan for Evaluation: How will each of the following be collected?

Process Data: Take group attendance, deliver 5 (45 minutes) sessions on Study Skills, Social Emotional Learning and developing Smart Goals

Perception Data: Administer Likert Scale for Pre-Data during session 1 and administer Likert Scale for Post- Data during session 5. Completion of each session along with activities and worksheets.

Outcome Data: Compare Semester 1 Grades with Semester 2 Grades

Follow Up: School Counselor will follow-up with students who are still struggling by providing additional support through resources for parents and teachers. School Counselor will also consult with other stakeholders such as School Psychologist, Social Worker, and the Intervention Coordinator for additional support.

Carroll Magnet Middle School
Accountability Partners Log

"Staying On Target"

Please use the document below to identify your accountability partners.

Student Name	Student Name



Lesson Plan Template

School Counselor: Catherine Harris Date: Fall 2017

Activity: Study Habits

Grade(s): 7th Grade

School Counseling Program Goal(s) addressed:

By June 2018, the number of retained students in grades 6-8 will decrease by 40% from 8 students in the 2016-2017 school year to 3 students in the 2017-2018 school year.

ASCA Student Standards or ASCA Mindsets & Behaviors standards addressed:

Mindset M 4-Understanding that postsecondary education and life-long learning are necessary for long-term career success.

Behavior Learning Strategies - BLS 3-Use time-management, organizational and study skills

BLS 7- Identify long- and short-term academic, career and social/emotional goals

Learning Objective(s): (If using the ASCA Mindsets & Behaviors, objectives should align with competencies that can be found [here](#).)

1. Students will understand the importance of developing good study habits.
2. Students will become familiar with the keys to good study habits
3. Students will use organizational and study skills.

Materials:

"Study Rules" True/False list for individual student response

Tips on Managing the Study Environment

Paper and Pencils

Group Rules and Norms Poster

Procedure:

Students will review small group rules.

School Counselor will discuss with the group the purpose and goals for the last session (5).

Students will form a community circle to start the activity.

School Counselor will explain to students that most study skills that we learn are “self-taught” not learned at all in a systematic way. This may be a big mistake because we can all profit from what other people know and have learned and how we learn. Although each person is a unique individual, there certain true constants, e.g., having all the materials you know you will need at hand, be in the right mood to study, proper lightening and so forth.

School Counselor will instruct student to volunteer other things (factors) they believe true for everyone.

Students will complete the “Study Rules” individually. After all students have completed the questionnaire, the answers will be shared and discussed.

Students will pair up with partners to share answers

School Counselor read each statement aloud and record on the board how many students answered True and how many answered false.

In the community circle, students will receive a “Study Tips Sheet” to discuss and brainstorm reactions and possible answers.

School Counselor will review the essentials on the study rules and conclude the lesson by reviewing information discussed in sessions 1-4. School Counselor will remind students to follow expectations of accountability partners and the importance of following through.

Students will complete the Likert Post Questionnaire.

Students are instructed to share one thing they learned from group and how they will incorporate in home, school or community.

Plan for Evaluation: How will each of the following be collected?

Process Data: Take group attendance, deliver 5 (45 minutes) sessions on Study Skills, Social Emotional Learning and developing Smart Goals

Perception Data: Administer Likert Scale for Pre-Data during session 1 and administer Likert Scale for Post- Data during session 5. Completion of each session along with activities and worksheets.

Outcome Data: Compare Semester 1 Grades with Semester 2 Grades

Follow Up: School Counselor will follow-up with students who are still struggling by providing additional support through resources for parents and teachers. School Counselor will also consult with other stakeholders such as School Psychologist, Social Worker, and the Intervention Coordinator for additional support.

Study Rules

In the list of "Study Rules" below, some are True and some are False. Circle the "T" (for true) or "F" (for false) next to each rule. (The correct answers were previously given.)

- T F 1. Try to study at the same time and in the same place every day.
- T F 2. Do the easy assignments first, then go on to the harder ones.
- T F 3. If you become tired while studying, take a break.
- T F 4. Always work on related subjects, one right after another.
- T F 5. Previewing upcoming chapters in your textbooks is a bad idea because you may become confused by too much information.
- T F 6. For each subject, keep two sets of notes, one for classwork and another for textbook information.
- T F 7. When reviewing for a test, quickly skim all your notes to get an overview. Then, go back and thoroughly review your notes to pick out specific details for memorization.
- T F 8. It is a good idea to keep all of your old tests and quizzes in every subject to use as review material for your final examinations.
- T F 9. Having a radio or TV playing in the background forces you to concentrate harder on what you are studying.
- T F 10. "Cramming" the night before an examination is a poor way to try to learn a subject.

SQ3R—A Study Technique

S = SURVEY

Briefly look over the material you have to study. (Do a quick survey.). Read all the titles and subtitles. Look at the pictures, diagrams, maps, and so forth. If the selection is short, read the first sentence of each paragraph. If the selection is only one paragraph, read the first and last sentences.

Q= QUESTION

Write down some questions that your quick survey brought to mind. Think of questions that you expect the selection to answer. Or, if questions have already been written, read through them carefully.

1st R = READ

Read the selection through carefully. As you read, notice the answers to the questions you wrote down (or the questions that were already written).

2nd R = RECITE

After you have finished reading, answer the questions. You may look back at the material whenever necessary.

3rd R = REVIEW

Briefly look back through the selection and remind yourself of the important points. This would be a good time to proofread your paper for accuracy while comparing your actions to the selection read.

This study technique is especially good for learning material in your textbooks. Whenever you have an assignment to read for any class, apply the SQ3R method. You will understand and remember more of the materials you read than if you simply "read" it.

Commentary on Tips to Managing the Study Environment

1. Successful students study whether they feel like it or not. These students study because they know that study helps them reach their life goals. If you have difficulty in this area, perhaps you need some work with your counselor to find some career directions so you can see a relationship between your work in school and some goals ahead.
2. Students must learn to shift their minds into a study mode when study time comes around. Thoughts regarding worrying about the amount of homework ahead, dislike for teachers, or feeling sorry for one's self simply wastes valuable study time. Each time a person actually accomplishes successful study (when he or she sits down to do it) helps provide a positive mental habit for further study.
3. There are many things students can do for themselves to improve concentration—get rid of distractions, have study materials available, have definite time, and so forth. If there are problems understanding the materials, students should seek help from a teacher or tutor. When students have worries which prevent them from concentrating, they should seek help.
4. Study is not a social activity. Some students have difficulty being alone. Students should try to think of this time alone as an opportunity to know themselves better—who they are, what they're good at, how they feel regarding things they're learning, and so forth. Time studying alone can be productive times.

Tips on Managing the Study Environment

1. Find your best place(s) to study and go there each time.
2. Get rid of distractions—sounds, sights, interruptions.
3. Organize your study materials.
4. Work on building a positive attitude regarding the material.
5. Get down to business.
6. Train yourself to concentrate.
7. Learn to value time alone.
8. Reward yourself (a soft drink, or whatever) following a good study session.

Staying On Target
Academic Small Group
Pre- Survey/Post- Survey

Questionnaire

Circle the number that represents your own situation.

1-Low/Not Important, 2,3,4,5- High/Very Important

1. How important are grades to you?	1	2	3	4	5
2. How important is using a planner/or assignment book?	1	2	3	4	5
3. How important is setting goals?	1	2	3	4	5
4. How important is using stress management strategies?	1	2	3	4	5

**Staying On Target Peception Date
Pre/ Post-Data**

1. How important to you are your grades?

Pre-Test- 3 Students (1) 14%, 5 Students (2) 23%, 13 Students (3) 61%

Post-Test- 21 Students (5) 100%

2. How important is using a planner/or assignment book?

Pre-Test- 21 Students (1) 100%

Post-Test- 6 Students (3) 28%, 10 Students (4) 47%, 5 Students (5) 23%

3. How important is setting goals?

Pre-Test- 3 Students (2) 14%, 8 Students (3) 38%, 10 Students (4) 47%

Post-Test- 17 Students (4) 80%, 4 Students (5) 19%

4. How important is using stress management strategies?

Pre-Test- 6 Students (2) 28%, 12 Students (3) 57%, 3 Students (4) 14%

Post-Test- 19 Students (4) 66%, 3 Students (5) 23%