

WHAT IS AHEAD?

Purpose: This lesson provides seniors with an opportunity to identify areas of concern involving post-graduation plans. Students complete a self-assessment of personal concerns and have an opportunity to talk with graduates.

Time Required for Lesson: Two 50-minute sessions

Grade Level: 11

Missouri Comprehensive Guidance Strand: Academic Development

Big Idea: AD.4: Applying skills needed for educational achievement.

Concept: AD.4.A. Lifelong learning

ASCA Standards: Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across a lifespan.

Materials: *What is Ahead—Self-Assessment* student activity sheet

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 11

Unit: Learning for Life

Concept: AD.4. A.



Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Students complete a self-assessment of concerns.

Lesson Preparation

Essential Questions: What do we do next? What happens after high school?

Engagement (Hook): Have students imagine graduation as a closed door and participation in the graduation ceremony as an open door. Ask: When the door is opened what will you find?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Prior to the sessions, arrange for recent graduates to visit to answer students' questions	1. N/A
Session I	
2. Explain to students how life after graduation can be confusing or intimidating. Discuss how things will be different after graduation. Ask student to think about and share what concerns them the most.	2. Students listen and share thoughts on their concerns and how things will be different after graduation
3. Explain to students that in the next session, recent graduates will visit to answer their questions and concerns. Distribute and ask students to complete the "What is Ahead? Self-Assessment"	3. Students complete the "What is Ahead?" activity sheet
4. Before the next session, summarize and send the results of the activity sheet to members of the recent graduate panel	4. N/A
Session II	
5. Introduce the visiting graduates	5. N/A
6. Ask each panel member to discuss his or her current situation and explain how he or she made his or her post-graduation plans	6. Student listen and welcome panel members
7. Review the results of the activity sheet. Ask students to discuss a personal concern from their surveys	7. Students discuss a personal concern from their survey with panel members
8. Allow time for general questions and answers.	8. Students participate in question and answer session with panel members.

“What is Ahead?” Self-Assessment

Name _____ Date _____

Directions:

- In column 1, check the items you would like to discuss with graduates.
- In column 2, check the items you know something about or know someone who does.
- In column 3, check items with which you have had experience and are willing to share your expertise with class during discussion.

Discussion Items	1	2	3
Getting a job			
Obtaining recommendations and references			
Choosing a vocational-technical school			
Using employment agencies			
Writing and using resumes			
Knowing what to find out about a job			
Interviewing skills			
Avoiding pitfalls			
Selecting doctors and dentists			
Choosing a field of study			
Creating a budget			
Choosing a college			
Leaving home for the first time			
Adjusting to living at home and commuting			
Finding new friends			
Anticipating personal expenses			
Managing time			
Knowing how to get help with school problem			
Living at home after graduation			
Paying rent			
Understanding family responsibilities			
Paying for utilities			
Anticipating food costs			
Making a roommate choice			
Having a new social life			
Determining costs of living			
Paying taxes			
Relationships			
Arranging for transportation			
Financing continuing education			
Buying insurance			
Reserving money for entertainment			
Making consumer savings			
Other			

EVALUATING PAST DECISIONS

Purpose: This lesson raises student awareness of past decisions and techniques they can use to improve future decisions.

Time Required for Lesson: 50 minutes

Grade Level: 9

Missouri Comprehensive Guidance Strand: Academic Development

Big Idea: AD 4 Applying Skills Needed for Educational Achievement

Concept: AD.4.B. Self-management for educational achievement

ASCA Standards: Academic Development

- A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials: None

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 9 Unit: Learning for Life **Concept:** AD 4. B  

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions.
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Students make a list of factors that influence decision-making.

Lesson Preparation

Essential Questions: What factors or things do you consider when making decisions? Can we learn from decisions made last year?

Engagement (Hook): Was your decision a good one? Explain to students the importance of reevaluating decisions we have made.

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none">1. Divide students into pairs2. Have students discuss decisions they have made in the last year that are affecting them now. For example: a) selecting courses for the current school year, b) joining an after school sport or club, c) or getting a part-time job.3. Ask students to compile a list of the factors that influence decision-making. For example, a) degree of influence by friends, b) degree of influence by parents, c) information gained prior to decision, d) and consideration of long-term or short-term effects. Ask students to consider if the decisions they made were good decisions.4. Instruct students to analyze the positive or negative influences of the factors.5. Reconvene the class and discuss which decisions were based on facts and thoughtful consideration. Ask which decisions were based on intuition or hunches.	<ol style="list-style-type: none">1. Students divide into pairs2. Students discuss decisions they have made in the last year that are affecting them now.3. Students compile a list of the factors that influence decision-making and discuss whether they made good decisions.4. Students analyze positive and negative influences of the factors.5. As a class, students discuss which decisions were based on facts and thoughtful consideration. Students consider which decisions were based on intuition or hunches.

GETTING IT ON PAPER

Purpose: This lesson emphasizes and reinforces note-taking skills as a factor in school success.

Time Required for Lesson: 45-50

Grade Level: 9

Missouri Comprehensive Guidance Strand: Academic Development

Big Idea: AD 4. Applying skills needed for educational achievement

Concept: B. Self-management for educational achievement

ASCA Standards: Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials: Social studies textbook or some other content are textbook; Paper; Pen or pencil

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 9

Unit: Learning for Life

Concept: AD 4.B



Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Students identify and write two main ideas for note taking. Also, observation of student's note taking (too many or too few).

Lesson Preparation

Essential Questions: What strategies do people use to remember things? Can those strategies be utilized in the classroom setting?

Engagement (Hook): Getting down on paper! How good are you at writing things down?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>1. Write "SQ3R" on the board:</p> <p>S-Skim Q-Question R-Read R-Review R-Recite Explain to students that they will learn a new method of taking notes</p>	<p>1. Students listen and write the letters and what each stands for.</p>
<p>2. Tell students it is important to skim over a chapter before beginning to read it paying particular attention to headings, questions at the end of the chapter, photos, and/or diagrams.</p>	<p>2. Students listen</p>
<p>3. Ask students select a section of several paragraphs in their textbooks. After skimming the section, ask students to write two or three questions of their own. Ask students the following questions: a) What did you learn from the section? b) Do you think what you want to learn is importance enough for the teacher to test you on? Tell students that their questions will be answered after the reading is completed.</p>	<p>3. Students write two to three questions.</p>
<p>4. After questions have been devised, ask students to carefully read the section and take notes. Tell them to find main ideas by concentrating on the major concepts and paying attention to ideas mentioned more than once.</p>	<p>4. Students read the section and write notes.</p>
<p>5. Ask students to review their notes and answer the</p>	<p>5. Students review notes and answer questions they</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>questions they wrote earlier. Emphasize the importance of reviewing notes more than once or twice.</p> <p>6. Ask students to mentally recite the main concepts of the chapter.</p> <p>7. Remind students that the process may take several days. Suggest the following timetable:</p> <ul style="list-style-type: none">a) Day One- Skim, question, and take notes for part of the chapter.b) Day Two-Read and take notes for the rest of the chapterc) Day Three- Review notes several timesd) Day Four-Review againe) Day Five-Recite the main concepts of the chapter.	<p>devised</p> <p>6. Students mentally recite main concepts of the chapter.</p> <p>7. Students review the process and discuss what they consider advantages or disadvantages.</p>

IMPROVING BASIC STUDY SKILLS

Purpose: This lesson helps students improve/reinforce effective study habits. Guidelines are provided to help students evaluate and improve their current study habits.

Time Required for Lesson: 50 minutes

Grade Level: 9-10

Missouri Comprehensive Guidance Strand: Academic Development

Big Idea: AD 4. Applying skills needed for educational achievement

Concept: B. Self-management for educational achievement

ASCA Standards: Academic Development

- A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials: *A Model for Effective Studying* handout

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 9-10 Unit: Learning for Life **Concepts:** AD.4.B  

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s) Specific Skill(s)

X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Four week check of student's progress determines the effectiveness of the study model

Lesson Preparation

Essential Questions: Do strategies contribute to our success?

Engagement (Hook): Do you have plans to be successful in high school? If so, what are they?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none">1. Distribute the "A Model for Effective Studying" handout and review each section with students2. Ask students to use the guidelines on the handout to complete an assignment they have. For textbook reading assignments, encourage students to follow guidelines #1 and #2 on the handout.3. Circulate around the room to assist students with questions regarding his or her assignment and the guidelines.	<ol style="list-style-type: none">1. Students receive handout and review each section2. Students use the guidelines on the handout to complete an assignment they have and follow guidelines #1 and #2 of the handout for reading assignments.3. Students work on assignments using the guidelines and ask questions for clarification.

A Model for Effective Studying

1. Previewing textbook chapters

- *Scan chapter headings*
- *Scan illustrations*
- *Skim introductions and summaries*
- *Skim study questions*

2. Reading

- *Understand the meaning of new vocabulary words*
- *Paint the total picture of what you are trying to learn by keeping in mind the questions you want to answer*
- *Find the main idea in each paragraph or section*
- *Use supplementary materials in addition to the textbook to help you understand*

3. Note-Taking

- *Create a standard outline*
- *Use mind mapping. Highlight, circle, underline, draw, or use arrows or capital letters to emphasize main ideas.*
- *Review notes. Establish a practice and review schedule*

4. Listening

- *Listen for main ideas*
- *Follow directions*

5. Preparing for examinations

- *Review important facts and principles from class and study notes*
- *Create sample questions that you think might be asked and answer them*
- *Give yourself plenty of time to study*

6. Taking tests and examinations

- *Read the directions and questions carefully*
- *Plan your answer to essay questions through an outline*
- *Be familiar with the types of problems or questions asked on tests and exams*
- *Plan to distribute your time to answer difficult or time-consuming questions*
- *Proofread and check your answers*

7. Managing time

- *Keep up to date in your assignments and reading*
- *Have a study schedule in which you set aside time each day for studying*
- *Divide your study time among the various subjects*

8. Arranging a study setting

- *Make sure that your desk or table is large enough*
- *Ensure that your study space is neat and free from distractions*
- *Study in a quiet place, one that is free from noisy disturbances*
- *Ensure that you have the equipment and materials you need*

TEN TEST-TAKING TIPS

Purpose: This lesson introduces strategies that enable students to make the best possible score on tests.

Time Required for Lesson: 30 minutes

Grade Level: 9-10

Missouri Comprehensive Guidance Strand: Academic Development

Big Idea: AD.4. Applying Skills Needed for Academic Achievement

Concept: AD.4.B. Self-management for educational achievement

ASCA Standards: Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials: Paper, Pens/pencils

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 9-10 **Unit:** Learning for Life **Concept:** AD 4. B  

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Students write ten test taking tips and share with the class at least two tips that he or she can implement immediately.

Lesson Preparation

Essential Questions: How should you prepare to take test?

Engagement (Hook): Today is Monday and your English teacher announces at test for Friday. What steps do you take during the week to get ready for the test?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Write the following tips on the board: a) erase wrong answers completely, b) change answers if you are sure, c) review your work, d) guess intelligently, e) answer every question, f) mark answers clearly and accurately, g) read each question carefully, h) answer easy questions first, i) read directions carefully, j) and work at a steady pace.	1. Students write the tips on paper.
2. Explain each tip and elaborate with personal experiences. Welcome comments from students	2. Students listen and comment on tips.
3. Discuss tips in relationship to different types of tests such as essay tests or objective tests.	3. Students listen and offer comments.
4. Ask students to share with the class at least two tips they can implement immediately. Ask students to review tips regularly.	4. Students share with the class at least two tips he or she can implement immediately. Student review tips regularly.

STUDYING FOR SUCCESS

Purpose: This lesson provides students with successful study techniques for the increased challenges of high school workload.

Time Required for Lesson: 50 minutes

Grade Level: 9-11

Missouri Comprehensive Guidance Strand: Academic Development

Big Idea: AD.4. Applying skills needed for educational achievement.

Concept: B. Self-management for educational achievement

ASCA Standards:

Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across a lifespan.

Materials: *Survival Guide for High School Students and Parents* handout

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 9-11 **Unit:** Learning for Life **Concept:** AD 4.B  

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Assessment acceptable evidence of what learners will know/be able to do as a result of this lesson:

Student participation in discussion of handout and suggestions of additional ideas.

Lesson Preparation

Essential Questions: What strategies can be used to help you study for success?
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Engagement (Hook): Place this statement on the board, ‘Failing to plan is planning to fail’ Explain to students that the lack of planning can result in failure.

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Explain to students the need for improved study skills and the importance of good grades	1. Students listen
2. Distribute the “Survival Guide for High School Students and Parents” student handout and discuss each suggestion for successful studying. Ask for feedback on each aspect.	2. Students receive the handout and discuss each suggestion for successful studying.
3. Summarize the key points with the class and ask students to volunteer additional ideas they may have. Ask students to take the handout home and share with their parents.	3. Students volunteer additional ideas they may have. Students take the handout home and share with parents

SURVIVAL GUIDE FOR HIGH SCHOOL STUDENTS AND PARENTS

Studying

- Instead of cramming the night before a test, study a little every day.
- Take occasional breaks; rejuvenate your brain.
- Your study area should be well-lighted, comfortable, and free of distractions. TVs and stereos can prevent you from concentrating and make your study time less efficient.
- Rest, relaxation, exercise, and a proper diet promotes one's efficiency. A high protein, low sugar breakfast is helpful for maintaining a constant energy level all day.
- Think of your study time as a pleasant learning experience rather than a chore.
- Form a study group with classmates if it suits your learning style.
- Seek tutoring from your school and various community resources.

Preparing for the Test

- Keep up with your schoolwork. Once you fall behind, it's hard to catch up.
- Pay attention to review sessions. Ask questions about what type of test questions to expect. If you don't understand something, ask your teacher.
- Review the major ideas (concepts) of the test material. Learn the key vocabulary words. Make flash cards of the vocabulary if it helps you. Ask someone to test you on them.

Taking the Test

Don't panic! Everyone feels tension before taking a test. Tension helps you stay alert. Let it work for you. Read the entire test before doing anything else. This will allow you to:

- Get rid of a few butterflies
- Choose the easiest questions to answer first
- Budget your time
- Start thinking about the tougher questions
- Pick up clues to some questions in other questions
- Use the process of elimination for matching or multiple choice questions
- On true/false tests, look for words such as all, always, never, and none. If you can think of just one exception, the question is false
- For essay questions, think first, create a simple outline, and then write your answer
- If you have trouble interpreting a question, think about the concepts that you studies. One of them will probably be the key to the answer

Taking Lecture Notes

- Don't try to write down everything the teacher says; listen carefully until you understand the point that is being made, then write it down in your own words. Pay particular attention to examples.
- Don't be afraid to ask questions when you don't understand. If you don't understand, others probably don't understand either.
- Review your notes during your regular evening study session while concepts are still fresh in your mind. Add whatever you need to make your notes clear. If you let the notes sit until the night before the exam, they may make no sense to you at all. By looking over your notes while they're fresh in your mind, you'll be able to ask questions if you don't understand.

Textbook Reading Skills

Before you start reading a textbook, preview the material. Previewing consists of the following steps:

- Look at all of the illustrations or figures and read the captions.
- Read all the boldface words in the chapter. Topic headings and key vocabulary words are often printed in boldface type.
- Read the first and last paragraphs in the chapter.
- Briefly read any questions, vocabulary lists, chapter summaries, or chapter objectives if they are present.
- Skim the entire chapter. Scan the material quickly, letting your eyes pick up words and phrases more or less at random.
- Previewing gives you an overview of the material you are about to read. The overview will act as a framework into which you will be able to sort the details of the chapter into their proper places.