Unit # 1 Title: The Successful Student

Lesson Title: Just Checking **Lesson** 4 of 4

Grade Level: 8

Length of Lesson: 45 min. group session with group and/or individual follow-up sessions

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.08: Consistently apply a system of study skills and test-taking strategies to promote academic success.
AD.4.B.08: Consistently apply a self-management system to promote academic success.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Introduction to the Just Checking Lesson
Just Checking Checklist-Goal-Setting activity sheet
Tips for Setting Goals information sheet
Effective Time Management System Tips information sheet

Counselor may wish to provide sample of an assignment planner, a calendar page, and/or an electronic calendar screen.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures. 8. Organize data, information and ideas into useful forms for analysis or presentation 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 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 2. Review and revise communications to improve accuracy and clarity. 3. Exchange information, questions information and ideas while recognizing the perspective of others

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X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one's experience in preventing or solving problems. 4. Evaluate the processes used in recognizing and solving problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 4. Recognize and practice honesty and integrity in academic work and in the work place. 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	Writing, evaluating information, discussion
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will develop two academic success goals and three action steps that can be utilized to accomplish each goal.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will complete the *Just Checking Checklist* to assess the degree of their use of a personal management system.

Students will set goals for themselves based on the results of the *Just Checking Checklist* and will identify steps they need to use to accomplish their goals to improve academic achievement.

Lesson Preparation

Essential Questions:

What choices do you make that impact your success as a student?

Engagement (Hook):

Counselor/instructor will read the *Introduction to the Just Checking Lesson*.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After reading the "*Introduction to Just Checking Lesson"*	1. Students will divide into groups of two to think/pair/share.
2. Ask students to write their definitions of a "management system" (think), discuss their writing with their partners (pair/share). Large Group (Public) Sharing: Generate a public list of definitions. Link students' definitions of management system to individual differences in planning/self-management styles.	2. Students will write their definitions of management system (Think on own); discuss writing with a partner (Pair/Share); and contribute to the public list of definitions.
3. Distribute Effective Management Tips (Handout 1) to students. Allow time for students to read handout and to formulate questions and/or comments. Provide opportunity for students for students to ask questions and make comments about components of effective time-management systems. Ask students to compare their current time-management system to those listed on the handout. NOTE: If your district has adopted a planner system for students (e.g. Franklin Covey Student Planners), use that system for this lesson.	3. Students identify and discuss any discrepancies between the model and their personal management systems.
4. Hand out the *Just Checking Checklist* and ask students to complete it using their personal management system as the basis for completion of the checklist.	4. Students will complete the checklist (think on own); discuss results with their partners (Pair/Share).
5. Using the *Tips for Setting Goals* information sheet as a basis for discussion, ask students to set realistic goal(s) based upon perceived strength and weaknesses from student checklists.	5. Students will determine goals and write them on the checklist with steps for achieving the goals. Set a goal… Take The steps… GET IT DONE!!

Teacher Follow-Up Activities

Teacher determines 4 to 5 follow-up dates for filling out subsequent checklists to assess student progress toward goals. This can be done daily or weekly for a prescribed period of time. Teacher will facilitate student reflection on progress and work with him/her to set a new goal based on checklist information.

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Counselor reflection notes (completed after the lesson)

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Counselor Resource

Introduction to "Just Checking" Lesson

School and homework! Activities and chores! Sleeping and eating! Ack! Do you feel that everything is piling up? Are you out of control!?!

Wouldn't it all be easier if time were like a DVD that you could slow down, speed up, fast-forward, or rewind? Or have you wished that time was like an arcade game, and when your time was up, you could just drop in some change and get more?

Well we can't change the speed of time or get more. What we CAN do, however, is manage our use of the 24 hours each of us is given everyday of our lives. This means that we:

- Consider everything we HAVE to do and WANT to do.
- Understand how much time each activity will take.
- Make a plan that helps us get through the day, week, or month without running around like a total wacko!

Hold your hand up if the "Out of Control Time Monster" is taking over your life… I have news for you… You can control your Time Monster, AND…If you learn to tame the time monster, you might be surprised at how much you can get done. The real reward, however, is that you'll probably feel less stressed, make better grades, and be happier. Wouldn't that be nice? ☺

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Handout

Effective Time Management Tips
The Key to Success in Middle School/Junior High

What management system are you using now? Even if you think you don't, you do have a system in place. How does your system measure up against the following system?

Do you:

* **Use your planner everyday**
* **Review your planner every week at the beginning of the week to help plan your week**
* **Write down something in your planner for every subject (e.g., homework for the next day, assignments for the week {pages to read, questions to answer, and date assignments are due}, upcoming test dates and special project due dates, etc.)**
* **Write clearly and neatly.**
* **Refer to your planner before you go home at the end of the day to make sure you have everything you need (necessary books, folders, study guides, class notes)**
* **Set weekly goals for yourself and write them down in your planner.**
* **List helpful resources in your planner (e.g., websites, phone numbers of study buddies, homework hotline information, etc.)**
* **Schedule time in your planner to study for each test**
* **Set aside a homework time everyday with no distractions—no phone, no TV**
* **If there is no specific assignment, you can read over your class notes, make math flash cards, or READ!**
* **Use study halls to study**
* **Ask for help as soon as you realize you don't understand**
* **Keep all assignments, handouts, tests, etc., that are given back**
* **Always record assignments as soon as they are given**
* **Always use study time**
* **Form a study group**
* **Take notes and keep them organized and labeled**
* **Do your best on every assignment**

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Just Checking Checklist

Rate your use of the following components on a scale of 1-5, using your current management system.

I never do it.	I do it once in awhile (making progress).	I do it sometimes for some classes.	I do it sometimes for all classes.	I do it every day for all classes.
1	2	3	4	5

1. I write my assignments in my planner, including pages to read, questions to answer, and date assignments are due.

1	2	3	4	5

2. I understand what I have written in my planner.

1	2	3	4	5

3. I use my planner to get necessary books/materials home.

1	2	3	4	5

4. I write important test dates/project due dates on my master calendar.

1	2	3	4	5

5. I review my planner before the start of the week and plan my week.

1	2	3	4	5

6. I write down my weekly goals. (*Goals written are more likely attained.)*

1	2	3	4	5

7. I list helpful resources in my planner, such as websites, phone numbers of study buddies, homework hotline information, etc.

1	2	3	4	5

8. I schedule time in my planner to study for each test.

1	2	3	4	5

What is working well for you?

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Tips for Setting Goals

1. Goals must be clear and describe exactly what you want or will do.

2. Goals must be personal. They must be about you, not someone else.

3. Goals must be measurable. You need to know when you have achieved your goal.

4. Goals must have realistic time limits.

5. Goals must be manageable. Divide big goals into several, attainable goals or tasks. This will enable you to experience results in a shorter period of time and will help you feel like you are making progress.

6. Goals must be stated in positive rather than negative terms. (I *will* do something rather than I *won't* do something.)

7. Goals must be written down. People are more likely to achieve goals that are in writing. Written goals can be reviewed regularly, and have more power. Like a contract with yourself, they are harder to neglect or forget.

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Goal Setting Activity Sheet

Think about what you need to do differently to attain success as a student. Set goal(s) and take action, be the successful student you are meant to be.

GOAL 1: _____

What action steps will you take to accomplish your goal?

Step 1 _____

Step 2 _____

Step 3 _____

GOAL 2: _____

What action steps will you take to accomplish your goal?

Step 1 _____

Step 2 _____

Step 3 _____

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