

**READY TO LEARN**

**Purpose:** Students learn what “Personal Responsibility” and “Being Prepared” mean and how each concept contributes to their success as students. This activity helps students determine the materials needed for each school subject and how to take responsibility for having their materials ready.

**Time:** 45-50 minutes      **Group Size:** small group or class      **Grade Level:** 1-5 (Modify as needed)

**Materials:** Students’ daily planners, pencils, large pieces of paper to make posters (see Step 5 of activity), markers/crayons, drawing paper; Optional Student Resource [Pocket Guide for Personal Responsibility](#) (if use pocket guide, cut apart prior to lesson); Optional Activity for Older Students: [Am I Ready?](#) Student Thinking Paper (see: [Alternative/Extension for Older Students](#))

**Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:**

**Strand:** Academic Development (AD)  
**Big Idea:** AD 4 Applying Skills Needed for Educational Achievement  
**Concept:** AD.4.B. Self-management for Educational Achievement

**American School Counselor Association (ASCA) Domain/Standard:**

**Domain:** Academic Development  
**AD Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

**Link to Sample MCGP Units/Lessons:**

<b>Kdg.</b>	AD.4 Unit: <a href="#">Planning for Ed. Achievement</a>	 	<b>3<sup>rd</sup></b> AD.4Unit: <a href="#">That's How You Do It!</a>	 
<b>1<sup>st</sup></b>	AD.4 Unit: <a href="#">Study and Work for Success</a>	 	<b>4<sup>th</sup></b> AD.4Unit: <a href="#">Tick-Tock Goes The Clock</a>	 
<b>2<sup>nd</sup></b>	AD.4 Unit: <a href="#">Becoming a Self-Starter</a>	 	<b>5<sup>th</sup></b> AD.4Unit: <a href="#">Successful Students!</a>	 

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

	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve 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
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts
<p><i>NOTE: This strategy supports the development of the universal skills of personal responsibility and being prepared for class. Personal responsibility and preparation will facilitate students’ success in all academic content areas.</i></p>	

**Enduring Life Skill(s)**

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

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

Following discussion and creation of poster, members of each group tell the rest of the class about their poster and tell how Personal Responsibility will contribute to success.

**Lesson Preparation/Motivation**

*Essential Questions:* Can everyone be successful? Who decides?

*Engagement /Hook:* See Lesson

**Procedures**

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>Throughout this lesson, systematically observe students’ (developmentally appropriate) understanding and demonstration of personal responsibility</i></p> <p><i>Hook:</i> Enter classroom looking and acting unprepared. Fumble around with materials and words, yawn a lot. Mumble something about staying up until 2:00 AM and getting up at 6:00 AM.</p> <ol style="list-style-type: none"> <li><b>Transition to Lesson:</b> As students become engaged with the “Hook”, continue mumbling about not know what you’ll do with classes today—“Just have to wing-it, I guess”. Use students’ reactions/comments to segue into the lesson.</li> <li><b>Discuss Responsibility:</b> Write the word “Responsibility” on the board. Ask: <ul style="list-style-type: none"> <li>Am I being responsible when I come into your classroom unprepared?</li> <li>Am I respecting you and your learning by not preparing for our comprehensive guidance lesson?</li> <li>Am I respecting myself and the gifts that were given me when I don’t do my best?</li> </ul> <p>How about you? Have you ever:</p> <ul style="list-style-type: none"> <li>Come to school unprepared for the lessons of the day (e.g., got up too late to eat breakfast, forgotten your homework, library book or gym shoes)?</li> <li>Been too sleepy to concentrate?</li> </ul> <p>What were your thoughts and feeling?</p> <p><b>You can be a successful student!</b> Being a successful learner does not happen accidentally — everyone must plan for success! One part of the plan is to be prepared when you come to school each day!</p> </li> <li><b>Discuss Personal Responsibility:</b> Write the word “Personal” next to “Responsibility” on the board</li> </ol>	<p><b>Students:</b> During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Observe school counselor with curiosity. Why is he or she so discombobulated today?</p> <ol style="list-style-type: none"> <li>Demonstrate engagement by such actions as: looking at each other with puzzled looks and/or ask each other whispered questions such as: “What’s up with her?” “Why is he so sleepy?”</li> <li>Demonstrate engagement by verbally/non-verbally answering questions. Volunteers tell about times they were unprepared for school and what they thought and/or felt. Make eye contact with peers as you tell about their experiences &amp; invite others to contribute to discussion.</li> </ol> <p>Actively listen to find out how to be successful in school.</p> <ol style="list-style-type: none"> <li>Contribute ideas about the meaning of the words “Personal” and “Responsibility” and contribute to a</li> </ol>

<p>(Personal Responsibility). With students, develop a definition of “Personal Responsibility” and explain that personal responsibility and being prepared are key factors in their success as students.</p> <p><b>Goal for today: to identify how personal responsibility contributes to being prepared for school AND success as a student.</b></p> <p><b>(Alternative/Extension for OLDER STUDENTS:</b> The Student Thinking Paper <a href="#">Am I Ready to Learn?</a> may be used to help older students evaluate preparedness and identify areas for self-improvement. It can be used instead of OR in conjunction with the remainder of this [<i>Ready to Learn</i> activity])</p> <p>4. Write on the board: GETTING READY FOR SUCCESS: MY PERSONAL RESPONSIBILITY (You may want have students write the steps to success in their daily planners or use the Student Resource <a href="#">Pocket Guide for Personal Responsibility</a> [they can take notes on the pocket guide]). Discuss each of the steps; invite clarifying questions.</p> <p><b>Step 1: Turn in completed homework</b>  <b>Step 2: Put daily planner on desk (or somewhere it will be ready to write in throughout the day)</b>  <b>Step 3: Get “common” materials ready:</b> Ask students to think about the subjects they study each day—What common materials/supplies are used for most of the subjects (e.g., pencils). List these under <i>Step 3</i> on the board. Remind them that <i>Step 3</i> is <i>Get Materials Ready</i>. Is having a pencil <b>in</b> your desk enough to be ready? (pencil must be <b>sharpened and on</b> desk) Ask the same question about other materials listed.  <b>Step 4: Get materials ready for individual subjects:</b> List each subject on the board (e.g., Science, Mathematics). Brainstorm/list materials necessary for individual subjects. (e.g., Communication Arts: daily journal, reading book, dictionary). Discuss ways to have materials/supplies ready for success in each subject.  <b>Step 5: Prepare mind to listen, interact and learn.</b></p> <p>5. Divide class into groups for each of the “Steps to Success.” Groups should be no larger than 5 members; thus, may need to assign the same step to two groups. Explain that they will create an advertising poster (using words and illustrations) for the step to success assigned to their group. Emphasize the importance of selling their product—the assigned step to success. Distribute materials and invite clarifying questions.</p>	<p>class definition of “Personal Responsibility.”</p> <p><b>(OLDER STUDENTS:</b> Complete “<i>Am I Ready to Learn?</i>” Student Thinking Paper. As a class, discuss selected statements and what each contributes to success. Complete and discuss responses to open-ended statements.)</p> <p>4. If instructed to do so, write STEPS TO SUCCESS in daily planners or follow along on individual Pocket Guides.</p> <p>As each step is discussed, take notes and contribute ideas to prompts about the materials that are needed for all/most subjects and the materials needed for individual subjects. Discuss what “get materials ready” means. Ask clarifying questions as needed.</p> <p>5. Work in groups to create an advertising poster for assigned step to success. Poster is labeled; words and illustrations are large enough to be seen from 5 or 10 feet away, message is convincing.</p>
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6. When posters are completed, the members of each group discuss the personal responsibility required to successfully take their *step-to-success* AND how that contributes to personal success. (With classroom teacher's agreement, posters will be hung in classroom as reminders of the steps and the materials they need to get ready each day for each subject.)

**ASSESSMENT: Content:** Group members explain their group's advertising poster and explain the role of personal responsibility in being prepared. *Observe/make note of clarity of information on advertising posters, age-appropriate level of conventions of standard oral English used by presenters and students' confidence presenting their ideas to the class.*

**ASSESSMENT: Personalization of Content: SOFT-TOSS: (Before starting process,** remind students about "Pass with Responsibility" option: Passing is "OK"—must take responsibility for saying something like "I pass today"—goal is to hear every student's voice and (ultimately) for EVERY student to contribute/say something—no excuses, everyone's idea is important!

Use a soft object (e.g., foam ball, stress ball, small stuffed toy); toss to first student, saying "I invite \_\_\_\_ to tell us one new idea that will be remembered forever from this lesson; student responds; invites another student to tell...idea... and tosses object to that person and so on across and around the group. The last student invites you to contribute to Soft-Toss and tosses object to you. You respond.

**CLOSURE:** Can anyone (you) be successful? Who decides? Invite several students to tell what they will do to demonstrate "Being Prepared" and "Personal Responsibility". Remind students that success can be theirs—when they plan and take personal responsibility for being prepared.

If you used the [Pocket Guide for Personal Responsibility](#), encourage students to use it as a checklist each morning.

**BE COURAGEOUS—GO FOR SUCCESS!**

*If you use the [Am I Ready to Learn? Student Thinking Paper](#), review students' responses as a preliminary measure of each student's attitude toward success and his or her degree of preparation for school.*

6. Discuss with other members of the group ways that Personal Responsibility can contribute to being ready to learn for every subject, every day.

**ASSESSMENT: Content:** Tell the rest of the class about your group's poster; explain how personal responsibility contributes to success. Remember to use complete sentences, conventions of standard oral English and present ideas with confident voices so all classmates can hear.

**ASSESSMENT: Personalization of Content:** Listen to school counselor's directions for SOFT-TOSS.

Remember "Pass with Responsibility" option: Passing is "OK"—must take responsibility for saying with confidence something like "I pass today".

Participate in SOFT-TOSS; remember to speak loudly enough for all to hear the idea to be remembered.

**CLOSURE:** Students respond to essential questions in unison. Several students volunteer to tell class how they will demonstrate that they take personal responsibility for being prepared—and personal success.

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**Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)**

**Provide** classroom teacher with a brief overview of the lessons and copies of [Am I Ready to Learn](#) thinking paper and the [Pocket Guide for Personal Responsibility](#) (if used).

**Summarize Systematic Observations:** identify students' (developmentally appropriate) understanding and demonstration of personal responsibility, those who had difficulty speaking with clarity about advertising posters and/or demonstrated a limited use of age-appropriate conventions of standard oral English and/or students' who lacked confidence presenting their ideas to the class. If you use the "Am I Ready to Learn?" Student Thinking Paper, identify students whose responses indicate that attitude may be a roadblock to his or her success and/or degree of preparation for school each day.

**Consult with Classroom Teacher:** Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of lack of awareness of personal responsibility and/or lack of confidence in their ability to influence their own success. How are they demonstrated in the classroom? Determine if issues are result of lack of will (won't) or lack of skill (can't). Acknowledge/discuss students who have limited command of the conventions of standard oral language.

**Collaborate** with Classroom Teacher: Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about self-management for school success and/or asking questions in class. Responsive Services may be indicated (e.g., individual/group counseling emphasizing personal responsibility and/or self-confidence and the ability to influence his or her academic success). In addition, parental involvement may be indicated. Arrange with classroom teacher to hang completed posters in classroom; encourage him or her to help students get ready to learn each morning by using the Steps to School Success to get ready for learning each day.

If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What are the unique factors that might be influencing these students' responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**AM I READY TO LEARN?****Directions: Circle the word(s) that best describe you.****1. I arrive on time:**

SOME OF THE TIME

MOST OF THE TIME

ALWAYS

**2. I am excited about learning new things at school:**

SOME OF THE TIME

MOST OF THE TIME

ALWAYS

**3. I have my homework completed:**

SOME OF THE TIME

MOST OF THE TIME

ALWAYS

**4. I turn in my homework:**

SOME OF THE TIME

MOST OF THE TIME

ALWAYS

**5. My homework is usually:**

CARELESSLY &amp;/OR PARTIALLY COMPLETED

JUST OK

MY VERY BEST WORK

**6. I contribute ideas and suggestions for classroom projects:**

NEVER

SOMETIMES

OFTEN

**7. In task/work groups, I complete my group assignments**

SOME OF THE TIME

MOST OF THE TIME

ALWAYS

**8. When I have a long-term project, I:**

DON'T USE GUIDELINES/DON'T FINISH

DO IT AT THE LAST MINUTE

PLAN AHEAD, FOLLOW

GUIDELINES &amp; DO MY BEST

**9. When I think about school, I**

DREAD IT

THINK IT IS OK.

LOOK FORWARD TO IT

**10. My school success is:**

NOT IMPORTANT

OUT OF MY CONTROL

MY RESPONSIBILITY &amp; I DO THE WORK!

**Thinking About My Results:**

On a scale of 1-10, I rate my readiness for success at school as \_\_\_\_\_.

1= I'm not ready &amp; don't care if I am not successful!

10=I'm ready and excited about being successful!

**1****2****3****4****5****6****7****8****9****10**

To be a successful student I have to \_\_\_\_\_

Doing this will be EASY HARD for me. To keep working, I will \_\_\_\_\_

\_\_\_\_\_ in order to be all I deserve to be as

**A SUCCESSFUL STUDENT!**

**GETTING READY FOR SUCCESS:  
MY PERSONAL RESPONSIBILITY**

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**Step 5:** Prepare Mind to Listen, Interact and Learn!

**ENJOY YOUR SUCCESS!**

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