

## **THE HABITS OF SCHOOL SUCCESS: MAKING YOURSELF A STAR:**

### ***Apply the Habits of School Success to Your Stardom in the Classroom***

This lesson may be used in conjunction with the series of 4-6 Career Development lessons: You Can be Successful (CD.9.A); The term "Habits of Success" is used in both sets of lessons(the Career Development lessons integrate Habits of School Success with Habits of Work Success); similar self-assessments are used in each. The Career Development lessons lead to a performance assessment (producing a commercial for one Habit of Success).

**Purpose:** This lesson is designed to help students become aware of the Habits of School Success (study habits); their current application of the habits and new strategies to use as they work to improve their academic performance. Personal responsibility, self-advocacy and the influence students have on their own success are emphasized. Self-Assessment and a Plan of Action are a part of the lesson. It may be used in conjunction with the series of 4-6 Career Development lessons "You Can Be Successful" (CD.9.A).

**Time:** 45-50 minutes      **Group Size:** Whole Class      **Grade Level:** 4-6

**Materials:** [Make Yourself a Star! PSC Resource](#) (Hook and Closure—make 2 copies for each student); [Habits of School Success Self-Assessment](#) and [Habits of School Success: Make Yourself a Star: PLAN!](#) Student Thinking Papers; and [Make Yourself a Star: Helpful Hints for Applying the Habits of School Success:](#) Student Resource

**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:**

**Academic Development Domain**

**Standard A:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

**Link to Sample MCGP Units/Lessons** (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

4 <sup>th</sup> Grade	AD.4	Unit	<a href="#">Tick-Tock Goes the Clock</a>	
5 <sup>th</sup> Grade	AD.4	Unit	<a href="#">Successful Students!</a>	
6 <sup>th</sup> Grade	AD 4	Unit	<a href="#">The Successful Student</a> (Lessons 1 & 2)	

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

X	Goal 1: gather, analyze and apply information and ideas
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
	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	<p><i>This lesson supports students' development of universal study skills they must apply in all academic content areas in order to be successful students. Learning basic study skills (Habits of School Success) empowers students to advocate for and take charge of their own success—in elementary school and beyond</i></p>
X	Mathematics	
X	Social Studies	
X	Science	
X	Health/Physical Education	
X	Fine Arts	

### Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting	X	Self-Advocacy

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

Students complete a self-assessment of their current use of the Habits of School Success. Using the results, students identify the Habits they need to improve the most and develop a plan for improvement.

### Lesson Preparation/Motivation

*Essential Questions:* True or False: I can influence my own success in school.

*Engagement (Hook):* See Lesson

### Procedures

Professional School Counselor Procedures:	Student Involvement:
<p><i>Throughout this lesson, systematically observe students as they participate in the activities. Make note of students who appear to be unable to accept that idea that they can influence their educational achievement and individual students who consistently have difficulty participating in specific aspects of the lesson.</i></p> <p><b>Hook:</b> Ask: <b>Do you know—you can make yourself a star?</b> When students have “responded” (facial expressions, body language, verbalization), distribute the PSC Resource for <i>Hook (Make Yourself a Star!)</i> and instruct them to connect the dots—<b>VOILA!</b> They made themselves star</p> <ol style="list-style-type: none"> <li>1. Transition from <i>Hook</i> to this lesson: The goal of the lesson today is making yourself the star of your own life with the Habits of School Success, perseverance, goal-setting and believing in yourself—every day!</li> <li>2. Who is brave enough to guess one Habit of School Success? If students have difficulty thinking of “Habits of School Success”, relate the term to “good work habits” or “study skills”. Acknowledge guesses and use those to emphasize: <ul style="list-style-type: none"> <li>• The term “Habits of School Success” is used because it is important to think of work habits/study skills as “habits” and with the goal of students’ “school success”.</li> <li>• Some may already use some of the Habits of School Success every day;</li> <li>• Others have never heard of the Habits of School Success;</li> <li>• Some may have the misconception that they don’t apply to them because they think your success is</li> </ul> </li> </ol>	<p><i>Students: 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.</i></p> <p><i>Hook:</i> Connect the dots—You made yourself a star!</p> <ol style="list-style-type: none"> <li>1. Think about how easy it was to make yourself a star. Believe it: You CAN make yourself the star—of your life--every day –in every way.</li> <li>2. Volunteer to guess one Habit of School Success; if don’t volunteer, listen to others’ guesses and consider it compares to yours.</li> </ol> <p>Listen with curiosity about the Habits of School Success and how they can make you a star.</p> <p>Have you ever heard of the Habits of School Success (or “good work habits” or “study habits”)?</p>

Professional School Counselor Procedures:	Student Involvement:
<p>decided by the teacher.</p> <p>Start where you are:</p> <ul style="list-style-type: none"> <li>• AND believe that you can rise higher as the star of your life.</li> <li>• All it takes is for YOU:           <ul style="list-style-type: none"> <li>◦ To know and use the habits;</li> <li>◦ To set goals;</li> <li>◦ To persevere...every day.</li> </ul> </li> </ul> <p>Every resource person in our school is here to help you learn and apply the habits—especially your teacher and me.</p>	<p>Do they apply to you?</p> <p>What are you thinking about your school counselor's comments about YOU becoming the star of your life...and that all it takes is YOU?</p>
<p>3. Beginning where you are means <b>knowing where you are</b>. As you distribute the <i>Habits of School Success: Self Assessment</i> Student Thinking Paper, explain that this self-assessment will give them an idea of where they are <b>RIGHT NOW</b>.</p> <ul style="list-style-type: none"> <li>• Emphasize integrity (honesty and thoughtfulness) as they complete the self-assessment so they have a true place to start.</li> <li>• Tell students the class will do thinking paper together. Explain the thinking paper and column headings; invite questions.</li> <li>• Read each statement on the self-assessment (explain statements as needed); students place a check in the appropriate column.</li> </ul> <p>Process the thinking paper by inviting a conversation about students' thinking as they responded to the statements. Listen for misconceptions, especially those that might keep individuals from fully engaging in the implementation of the habits of success.</p>	<p>3. Look over the <i>Habits of School Success: Self Assessment</i> thinking paper. Ask clarifying questions.</p> <p>As your school counselor reads each item, complete it integrity. Be brave; ask clarifying questions if you do not understand an item.</p>
<p>4. As you distribute the <i>Make Yourself a Star: Helpful Hints for Applying the Habits of School Success</i>: Student Resource, explain to students that the habits are applied with a series of small, specific steps. Consider the developmental level, prior experiences and misconceptions of your students as you decide the depth at which to discuss the <i>Helpful Hints</i> resource. The following are suggested areas to emphasize:</p> <ul style="list-style-type: none"> <li>• Organization before starting homework—Think about:           <ul style="list-style-type: none"> <li>◦ Materials</li> <li>◦ Environment (Study Area)</li> <li>◦ Time</li> </ul> </li> <li>• Importance of reviewing (and understanding) directions/rubrics/class notes for lesson.</li> <li>• Taking short “look-around-and-think” breaks can help thaw their brains and open them to a new idea.</li> <li>• Celebrate completion of an assignment or a major step in a long-term project.</li> </ul>	<p>Participate in the conversation by sharing with classmates some of the things you were thinking as you responded. (Sometimes your thinking can keep you from being the star you can be)</p> <p>4. When you get the <i>Make Yourself a Star: Helpful Hints for Applying the Habits of School Success</i> thinking paper, look it over. Listen and contribute comments or ask clarifying questions as your school counselor leads a discussion about the <i>Helpful Hints</i>.</p> <p>Where do you do your homework? Is it an area where stars can shine?</p> <p>How do you keep yourself on-track when doing your homework?</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> <li>• Perseverance is critical to reaching a goal; curiosity helps make tasks interesting.</li> <li>• PUT COMPLETED HOMEWORK WITH ALL OTHER TAKE-BACK-TO-SCHOOL IN BACK PACK; plan for way to remind self to TURN-IT-IN! They worked too hard not to get credit for it! CELEBRATE the application of Habits of School Success, perseverance, problem-solving and reaching a BIG goal (e.g., finishing all homework and TURN-IT-IN!!!)</li> </ul> <p>(★Note: See Follow-up with Classroom Teacher at end of lesson for ideas about helping those who indicate they can't study at home because [____].)</p>	<p>How do you like to celebrate your accomplishments?</p> <p>What system do you use to be sure your homework gets turned in?</p>
<p><b>ASSESSMENT: Content:</b> Ask students to review responses on completed <i>Habits of School Success: Self Assessment</i> thinking paper. Instruct them to circle the habits they want/need to improve the most. Turn to a “shoulder-partner” (person next to him or her); talk together 2-3 minutes about the habits each circled; help each other think about one (or more) steps/actions that can be taken to improve the habit. Invite public partner sharing. Use students’ comments to lead into the personalization of content.</p> <p><b>ASSESSMENT: Personalization of Content:</b> Distribute the <i>Habits of School Success: Make Yourself a Star: PLAN!</i> thinking papers. Instruct students to look over the thinking paper. Draw students’ attention to first row in chart; write inclusive dates of the week they will start monitoring their success. Ask students to choose one habit they need/want to improve; write it in the blank. Help students develop a goal and action for improving that habit.</p> <p>Explain the directions for the rest of the thinking paper. Emphasize:</p> <ul style="list-style-type: none"> <li>• Their BIG STAR focus for the week is their target habit; however...</li> <li>• Every Habit of School Success is important; thus, they will indicate their application of all habits with a small star (label ★ with habit).</li> <li>• 12 Habits of School Success are identified on the self assessment; if they have 12 stars in every square, they should be able to measure their success with greater understanding and higher test scores.</li> <li>• It is important to track application of the habits every day—it is rewarding to watch the stars add up.</li> <li>• Integrity is critical...persevering with intent to</li> </ul>	<p><b>ASSESSMENT: Content:</b> Follow your school counselor’s instructions. Identify a habit you need/want to improve the most; talk with your shoulder-partner, help each other think of ways to practice/apply the habits each of you wants/needs to improve.</p> <p>Be brave! Volunteer to explain the ideas you and your partner thought of to improve your use of the habits of school success—so you can make yourself a star!</p> <p><b>ASSESSMENT: Personalization of Content:</b> Follow your school counselor’s instructions for the thinking paper: <i>Habits of School Success: Make Yourself a Star: PLAN!</i> Use the ideas you and your partner thought of (<b>Assessment: Content</b>) to make your plan for the first week.</p> <p>Each week set another goal for improvement of one more habit—your BIG STAR focus. Keep applying the other habits, too. Watch your charts fill with stars—your stars!</p> <p>Shine on!</p>

Professional School Counselor Procedures:	Student Involvement:
<p>improve every day is the only way they can be a star in their own lives.</p> <ul style="list-style-type: none"> <li>• Perseverance requires saying “NO” to self when they’d rather be doing something else.</li> </ul> <p>Invite several students to read their goals or action steps so the rest of the class can hear their great plans for success—by reading <b>their</b> goals they help others learn more about the Habits of School Success!</p> <p>Tell students to go back to their <i>Habits of School Success: Self Assessment</i> thinking papers. Draw their attention to the Reflection/Projection section (bottom of page). Invite clarifying questions; students complete reflections and projections independently.</p> <p>FYI—following are the sentence stems:</p> <p>This self-assessment tells me I _____. In order to be the star of my life, my goal is _____. My first star-reaching action _____. I need the following help ____ from ____.</p> <p><b>CLOSURE: SHOW-ME...THUMBS UP OR DOWN:</b> True or False: I can influence my own success in school. I can be the star of my own life.</p> <p>Distribute the second <i>Make Yourself a Star!</i>; tell students connect the dots and on each ray of the stars, write one action they take to influence their own lives. Say: SHOW-ME...SHOUT-OUT...ALL-AT-ONCE (inside shouts): <b>I influence my own success in school AND I am the star of my own life. I believe it! I live it!</b></p> <p style="text-align: center;"><b>MAKE YOURSELF A STAR!</b></p>	<p><b>PERSEVERE!</b> The Habits of School Success will come naturally the more you use them.</p> <p>Share your star-bright ideas with your classmates.</p> <p>Find the Reflection/Projection section of your self-assessment. Look over the statements; ask clarifying questions; complete the statements with integrity.</p> <p><b>CLOSURE: Participate in SHOW-ME...THUMBS UP OR DOWN:</b> True or False: I can influence my own success in school. I can be the star of my own life.</p> <p><b>MAKE YOURSELF A STAR!</b> Participate in SHOW-ME...SHOUT-OUT:</p> <p style="text-align: center;"><b><i>I influence my own success in school. I am the STAR of my own life. I believe it! I live it!</i></b></p> <p style="text-align: right;"><b>Start every day with the chant</b></p>

#### 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 summary of the lesson(s) and copies of the student thinking papers: [\*Make Yourself a Star! PSC Resource\*](#); [\*Habits of School Success Self-Assessment\*](#) and [\*Habits of School Success: Make Yourself a Star: PLAN!\*](#) Student Thinking Papers; [\*Make Yourself a Star: Helpful Hints for Applying the Habits of School Success:\*](#) Student Resource

**Summarize Systematic Observations:** Identify students who appeared unable to accept idea that they can influence their educational achievement and students who consistently have difficulty participating in specific aspects of the lesson, for example: students whose responses indicated that their thinking about the role of THEIR self-management was influenced by misconceptions; students who rarely (if ever) contributed to class conversations or whose responses to thinking papers were inappropriate or lacked depth/sincerity.

**Note: Work individually** with students who indicate that they “can’t study at home because (\_\_\_\_).” Ask them to help you more fully understand what those words mean (e.g., they truly can’t study at home, saying they can’t is an excuse to not take responsibility or a mask for misconceptions about their ability to make themselves a star). Collaborate with classroom teacher to find a “study place” for these students. For example:

- If there is not a specific place to study, suggest that student keep all supplies in a basket, box or re-usable

shopping bag that can be used anywhere.

- Suggest students talk with adults at home about the necessity of having a quiet place to study/do homework and/or...
- Arrange a student/adult-at-home/PSC conference to plan a study place and/or...
- Make use of after-school community resources/programs that offer “study halls” for students, e.g., Boys and Girls Clubs, faith-based programs.

Follow-through to make sure students persistently and consistently use the resources to their advantage. It will take extra effort; however, the long-term payoff for becoming actively engaged in helping students make the *Habits of School Success* their own every day, life-long habits is “priceless.”

**Talk with classroom teacher about your systematic observations** of students as a group or individually. Consider persistent misconceptions about personal role in achievement, i.e., did not appear to accept that application of the *Habits of School Success* can help his or her academic achievement. Confer about individual students who consistently had difficulty participating in specific aspects of the lesson, for example, students who were unable to truthfully complete the self-assessment and/or identify goals for improvement, were hesitant to express ideas during whole class conversations and/or with partners, appeared to lack confidence in their own thoughts, consistently attempted to take over class discussions and/or partner collaboration, repeatedly engaged in distracting behaviors, rarely (if ever) voluntarily contributed to class conversations or individual responses to thinking papers were inappropriate or lacked depth/sincerity.

**Collaborate with classroom teacher to plan** appropriate interventions. Interventions might include (not limited to) additional classroom guidance activities about the *Habits of School Success*, Responsive Services involvement (e.g., individual or group counseling [*Habits of School Success* small group]) or more intensive parent/guardian involvement.

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?

# MAKE YOURSELF A STAR!!

6\*1

3\*

\*4

5\*

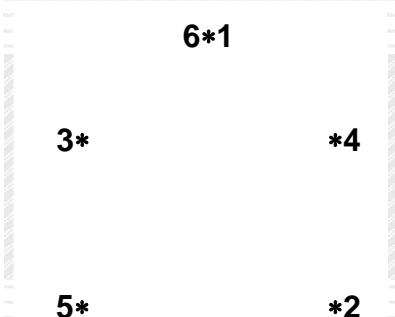
\*2

# YOU CAN!

## HABITS OF SCHOOL SUCCESS: SELF-ASSESSMENT

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

MAKE YOURSELF A STAR!



IT'S EASIER THAN YOU THINK...CONNECT THE DOTS

Directions: Place a check mark on the appropriate line for each of the work habits below. Rate yourself truthfully.

I ...	Always	Sometimes	Never
1. Listen in class.			
2. Organize my desk and materials; use pocket-folders (or a binder) to organize important papers.			
3. Use a planner to write down and keep track of <b>all</b> assignments and due dates; use reminder notes to make sure I have plenty of time to complete assignments.			
4. Take notes and use them for review.			
5. Use reference materials and a dictionary.			
6. Budget my time for studying.			
7. Do "short" (daily assignments) ASAP; on the day a long-term assignment is made, I write "to-dos" for the assignment in planner.			
8. Review for tests by studying notes, asking others to quiz me, and quizzing myself.			
9. Use "tricks" to memorize factual information.			
10. Take my assignment sheets, rubrics and books home.			
11. Use my assignment sheets/rubrics as guides before, during and after I do my homework. I read all directions carefully before I begin, check while doing the assignment to make sure I am still on track and compare my work to the assignment sheet and rubric when I finish, making sure I did everything I was supposed to do.			
12. Complete AND hand in all assignments on time.			

Reflection/Projection: This self-assessment tells me I \_\_\_\_\_ . In order to be the star of my life, my goal is \_\_\_\_\_. My first star-reaching action \_\_\_\_\_. I need the following help \_\_\_\_\_. from \_\_\_\_\_

## MAKE YOURSELF A STAR!

### **HELPFUL HINTS TO HELP YOU APPLY THE HABITS OF SCHOOL SUCCESS**

As you finish each step, connect 2 dots; e.g., finish # 1 ready to go to #2, connect the 1 and 2 dots. When all steps are completed...you will have made yourself a STAR!



#### **1. Organize:**

- Materials needed to complete assignment(s), for example:
  - Assignment information (e.g., directions, rubrics);
  - Dictionary/Thesaurus;
  - Paper/pencil/eraser, highlighters, sticky-notes, note cards;
  - Textbooks and other reference materials/resources (e.g., class handouts).
- Environment (study place) to assure best learning atmosphere for you, for example:
  - Find a quiet study area which minimizes distractions, such as, conversations, television or loud music;
  - Use a desk or other solid writing surface;
  - Make sure to have adequate lighting;
  - In other words, study at home in a place that helps you become the star of your life.
- Time:
  - Estimate how long the tasks for each assignment will require;
  - Decide which assignment you do first (some start with hardest, others with easiest).
  - Decide if you can all the tasks without a break; if not identify the breaking point.
  - Establish a schedule for this study period.

**2. Review assignment directions before you begin**—be sure you understand the directions; if not, seek help from an adult or a friend; review your class notes and BEGIN THE ASSIGNMENTS.

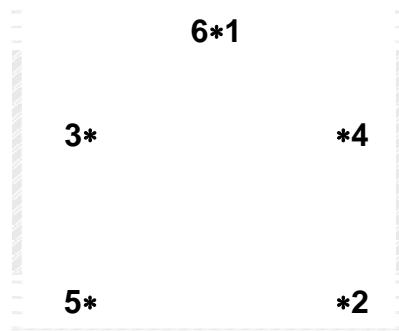
**3. If your brain stops working**, take a “look around and think” break. Often, stopping and looking around, lets new ideas enter your brain; Persevere (keep working) until assignment is finished.

**4. Celebrate** your STAR work when you finish each assignment!

**5. STARt your next assignment** with curiosity about what you will learn. Follow the same procedures you followed for first assignment.

**6. When you finish ALL assignments, do something outrageous** (and safe), for example, yell, “WA-HOO! I DID IT! MADE MYSELF A STAR TODAY!” AND put your completed assignments in with other take-back-to-school materials in your backpack AND **turn your assignments in to your teacher(s) tomorrow!**

**CELEBRATE YOUR PERSEVERENCE, PROBLEM-SOLVING AND GOAL REACHING—  
DO SOMETHING YOU ENJOY!**

**HABITS OF SCHOOL SUCCESS: MAKE YOURSELF A STAR!**

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Choose one circled Habit of School Success to improve during the current week. Each time you do something to improve that habit, make yourself a big star in the appropriate box. In your notebook or planner, copy the chart and use it for a new habit to work on next week. Do the same each week (persevere on the previous weeks' habits, too). **Every time you use any** of the Habits of School Success, make a small star in the appropriate box and label it to indicate which habit it represents. Keep track of your progress toward being a powerful, self-directed learner—a star shining for YOU! Plan a celebration when you have 12 stars (one ⭐ for each habit you applied) in all boxes for one week.

MY HABIT OF SCHOOL SUCCESS GOAL FOR THE WEEK OF \_\_\_\_\_

I will improve my application of the habit of \_\_\_\_\_ by taking the following actions:

\_\_\_\_\_  
\_\_\_\_\_

I will know I am successful when \_\_\_\_\_.

My Progress In:	Monday	Tuesday	Wednesday	Thursday	Friday
Mathematics					
Language Arts					
Reading					
Spelling					
Social Studies					
Science					
Other Classes					

What do you have to say for yourself now, STAR? Be Proud! \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_