

ASK AND YOU WILL RECEIVE: KNOWING WHEN AND HOW TO ASK QUESTIONS

With slight modifications, each of these lessons may be used as a single activity. They are “bundled” because of their inter-relatedness. In addition, the Student Thinking Papers and PSC Resources may be used to supplement other lessons teaching the same MCGP Concept.

NOTE to PSC: *Our professional literature devotes space and time to the questioning skills and processes for teachers to use when asking students questions. Students are taught SQ3R or a similar process to prepare for reading content; however, not so much is available about **teaching students how to ask questions** of adults when they do not understand concepts/content/assignments. You are encouraged to review the literature that is available re: teaching children to know when they need help and then to teach them how to ask questions.*

Purpose: The three (3) lessons in this series are designed to help students learn: the “OKness” of asking questions, the necessity of asking questions, when to ask questions and how to ask questions so that they get the answers they need. Your knowledge of your learners will determine whether the lessons need to be shortened or expanded (e.g., first graders will [most likely] need extra practice formulating/asking questions and evaluating now/late-me/everyone questions).

Time: Three 60 minute lessons (shorten for youngest students) **Group Size:** whole class **Grade Level:** 1-3 (modify lessons for youngest students. Any one or all of the lessons may be modified for 4th -6th graders.)

Lesson One: Ask for Help and You Will Receive It! *The focus of this lesson is the need and “OKness” of asking questions when clarification or help with understanding a concept is needed*

Materials: Giant-sized paper question mark (to be used in all lessons)

Lesson Two: To Ask or Not To Ask? *In addition to teaching students when to ask questions, this lesson helps students acknowledge the difficulty of asking questions in front of other students and how to support each other develop courage to ask topic-relevant, clarifying questions.*

Materials: Giant Question Mark used during Lesson 1 (

Lesson Three: How You Ask Makes a Difference: helps students learn how to ask appropriate questions.

Materials: Giant Question Mark used during Lessons 1 & 2 (**prior to Lesson 3, write essential questions on the giant question mark**); Three puppets: teacher puppet & 2 student puppets; paper and pencil

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 (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)

Note: This series of three (3) lessons re: questioning may be modified to enhance any MCGP elementary unit within Academic Development Strand--Big Idea 4. [AD.4]. The unit listed below is most directly related.

1st-grade AD.4.B UNIT: Study and Work for Success



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
X	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)
Communication Arts	This series of three lessons supports the development of the universal skill of asking appropriate questions during classroom lessons in all content areas.
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	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:

See Individual Lessons

Lesson Preparation/Motivation

Essential Questions: What is a question? How can asking questions help students be successful in school? What can someone who is afraid to ask questions do?

Engagement (Hook): See Individual Lessons

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>LESSON 1: ASK FOR HELP AND YOU WILL RECEIVE IT!</p> <p>Materials: Giant-sized paper question mark</p> <p><i>Throughout these 3 lessons, systematically observe students as they respond to the activities; make a mental note of those who passively participate, i.e., those who appear attentive yet do not volunteer and/or use the “pass” option repeatedly.</i></p> <p><i>Hook:</i> Come into class waving a giant question mark; invite students to tell what you are carrying. Why it is important to learning? Has anyone ever been called a “walking question mark”? What does that mean?</p> <p>1. Following “Hook”, tell students to signal they want to answer a question by folding hands on desk and putting their thumbs up.</p> <p>Ask students why they ask their parents questions. Ask why they might ask questions in school.</p>	<p>LESSON 1: ASK FOR HELP AND YOU WILL RECEIVE IT!</p> <p>Students: During these 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; respond to prompts.</p> <p>1. Signal readiness to answer one of the questions with a thumbs-up.</p> <p>Think about: What good are questions?</p>

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<p>Explain that asking questions is a good way to find out about things and gain knowledge, so it is important to know when to ask questions, how to ask questions and who to ask in specific situations.</p> <ol style="list-style-type: none"> 2. Ask students to tell about situations in which they needed help from someone else (encourage responses from students who did not respond to earlier questions). List responses on the board. 3. Ask students what they do when they need help. <ul style="list-style-type: none"> • Is it easy or difficult to ask for help in the classroom? Why or why not? • Whom do they ask when they need help? 4. Provide an example of a situation in which you may have been afraid/hesitant to ask a question & the consequences of NOT asking the question and/or the consequences of being brave and asking the question. Invite volunteers to tell about a similar situation in their lives. 5. Acknowledge that asking questions in class takes courage—we may be afraid others will laugh or roll their eyes or we may not know HOW to ask our question. Explain that the way a person asks for help makes a difference in whether people want to help that person. 6. Tell students that volunteers will role-play two ways of asking for help: they will ask one question that is clear and invites the other person to help and one question that is not clear or is a turn-off. Students will choose in which order they ask questions. The rest of the class indicates inviting questions with a “thumbs-up” and turn-off questions with “thumbs-down”. Demonstrate the process before asking for volunteers. The following are possible scenarios: <ul style="list-style-type: none"> • You need help with a homework assignment. • You do not know why you missed a question on your social studies quiz. • You are a new member of a gymnastics team and you don’t know where to put the equipment. • You ask another student to play with you at recess. • You do not know the meaning of a word your teacher uses. • You are confused about how to do the math problems. • You forget where to begin adding 3 digit numbers. <p>Thank and compliment the students who were brave enough to volunteer. Acknowledge that the</p> 	<ol style="list-style-type: none"> 2. Tell class about situations in which help was needed. Respond so that all class members are able to hear; make eye contact with classmates as well as school counselor. 3. If you have not answered a question volunteer to provide a response. 4. Volunteer to tell class about a time when you did not ask a question—but wish you had. 5. Think about thoughts and feelings when thinking about or asking a question. 6. Volunteer to role play. Role players speak loudly enough for all class members to hear. <p>Observers, assess the appropriateness of each question based on the clarity of the question and the tone of the question-asker. Indicate “vote” with a thumbs-up or a thumbs-down.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>attentiveness of other class members contributed to the effectiveness of the role-players.</p> <p>Discuss scenarios as appropriate, inviting comments and/or questions.</p> <p>ASSESSMENT: Content: Process role-play scenarios (Step 6) by asking students to:</p> <ul style="list-style-type: none"> • Ask questions about any aspect they do not understand or want to know more. • Discuss general observations about the questions the role-players asked. • Identify key points learned during this lesson. Make a list on the board. • Fill in the gaps as necessary; emphasize most important points. <p>ASSESSMENT: Personalization of Content: Place students in pairs; ask them to think of a time they wanted/needed help and, in pairs, tell their partners what they did (asked for help/did not ask for help) and what happened as a result.</p> <p>Tell students to re-play the situation using ideas from this lesson: What would they do if they were in the same situation right now? How would they use what they learned in this lesson to help them courageously ask questions?</p> <p>Invite volunteers to tell the rest of the class about their experience and the outcome of asking or not asking for help.</p> <p>CLOSURE: Review key points of lesson. Invite volunteers to tell the rest of the class an idea they will take-away from this lesson; write their take-away ideas on the giant question mark.</p> <p>Ask all students to keep track (in their minds or in their notebooks) of situations in which they want/need to ask for help but are hesitant to do so.</p> <p>Tell students that during the next lesson, they discuss their situations and learn about how to ask questions that are related to the topic. In the meantime, think about these questions:</p> <ul style="list-style-type: none"> • What is a question? • How can asking questions help students be successful in school? • What can someone who is afraid to ask questions do? 	<p>Contribute as appropriate to the class conversation about the scenarios.</p> <p>ASSESSMENT: Content: Contribute to processing of scenarios by responding to school counselors' prompts. Ask questions!</p> <p>ASSESSMENT: Personalization of Content: In pairs, tell partners about a time wanted or needed help and had to decide to ask or not to ask for help, what they decided to do and the outcome of their decision to ask or not to ask for help.</p> <p>Replay the situation, using ideas from this lesson to help you be courageous.</p> <p>Volunteer to tell the rest of the class about situation and how courageously asking question(s) changed outcome.</p> <p>CLOSURE: Volunteer to tell the rest of the class one take-away idea from this session.</p> <p>Commit to keeping track of times you are hesitant to ask for help.</p> <p>Between now and the next lesson, think about answers to the questions school counselor asks.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>									
<p>LESSON 2: TO ASK OR NOT TO ASK? Materials: Take giant question mark to class.</p> <p><i>Throughout this lesson, systematically observe students as they respond (or do not respond) to prompts in this lesson; make note of those who have difficulty volunteering/responding to prompts. Provide support/encouragement. Encourage students to support each other as they take the risk to ask a question.</i></p> <p>Hook: Walk around class with big question mark. As you walk around give question mark to several students and ask each one to ask a question (tell students to signal readiness to ask a question by folding hands and thumbs-up).</p> <ol style="list-style-type: none"> 1. SHOW-ME...SHOUT-OUT (one-at-a-time...inside shouts): Scholars, tell us, please, one key point from the last lesson (write responses on board). Fill in the gaps and emphasize that when someone asks a question about something he or she does not understand, it is helpful not only to the “questioner” but also, other students—if one person has a question, chances are others do too. 2. Ask students to do a “brain-scan” or refer to their notebooks to identify a situation in which it was difficult for them to ask a question. Invite several to tell about the situation. Use their responses to guide your responses. Make a mental note of the types of situations and what made it difficult to ask a question/get help. 3. Introduce NOW/LATER—ME/EVERYONE process of categorizing questions. Draw a table on the board (See example in Student Involvement column). Define Me/Everyone and Now/Later Questions (invite students to ask topic-relevant questions as question types are discussed—might be an opportunity to practice categorizing questions): <ul style="list-style-type: none"> • Me (only) Questions: Questions that relate to “me” only, e.g., May I have another thinking paper, I accidentally tore mine. • Everyone Questions: Questions about the topic that relate to everyone, e.g., May we use our addition/subtraction fact tables for this assignment? • Now Questions: Questions about the topic that require an immediate answer, e.g., I didn’t hear what to do in Step 3. Will you please repeat it? • Later Questions: Questions that can wait to be 	<p>LESSON 2: TO ASK OR NOT TO ASK?</p> <p>A Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas. In addition, encourage and support classmates who have difficulty asking questions or commenting in class. If it is easy for you to ask/answer questions, put the brakes on-- invite and encourage someone else to contribute.</p> <p>Hook: Thumbs-up to signal readiness to ask a question when school counselor hands you question mark.</p> <ol style="list-style-type: none"> 1. Participate in SHOW-ME...SHOUT-OUT. Listen with intentionality—to intentionally recall as much as possible about Lesson 1. 2. Volunteer to tell classmates about situations in which it was difficult to ask a question and why it was difficult. 3. Respond to school counselor’s prompts and contribute ideas to discussion as appropriate-- practice staying on topic. <p style="text-align: center;">Categorizing Questions</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Now</th> <th>Later</th> </tr> </thead> <tbody> <tr> <th>Me</th> <td></td> <td></td> </tr> <tr> <th>Every-one</th> <td></td> <td></td> </tr> </tbody> </table>		Now	Later	Me			Every-one		
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<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>answered, e.g., I just remembered, I forgot my lunch. May I call my mother? I can't find my homework assignment. What shall I do?</p> <p>4. Demonstrate categorizing several situations in which inappropriate questions are asked (e.g., while the teacher is discussing an assignment, a student asks if the class can play a game; while the class is talking about the water cycle, a student asks if he or she can take the soccer ball outside at recess). During the discussion emphasize the following points:</p> <ul style="list-style-type: none"> • Even though all questions are important, it is important to learn to determine if a question is a NOW question or a LATER question; a ME ONLY question or a question EVERYONE might have. • Everyone can learn to “check-himself or herself” to decide whether a question is a NOW or LATER question, for example he or she might think about: <ul style="list-style-type: none"> ○ The subject: Does my question relate to the subject (e.g., mathematics)? ○ The topic: Does my question relate to the topic (e.g., working story problems)? ○ Who the question will help: Will my question help the whole class (e.g., “How do we know whether to add or subtract?”) or something that will help just me (e.g., May I work in the Science Center after I do my math?) <p>ASSESSMENT: Content: Half-Whip-Around: (During this assessment, provide scaffolding support and encouragement for students who may be fearful of answering/asking questions that seem to have a right/wrong answer.) Half-Whip-Around: First half: Ask question, the first student categorizes it as a NOW or LATER question; the next student categorizes it as a ME or EVERYONE question; continue until one-half of class has responded. Switch gears for the second half of the whip-around: this group of students asks their own questions; the other students categorize questions as NOW or LATER questions and ME or EVERYONE.</p> <p>As always, remind students about “Pass with Responsibility” option; HOWEVER, in this lesson, provide extra support and assistance to those who may be able to contribute with a little “nudge”—make asking questions an expectation and provide a safe environment for taking the risk. Passing is still “OK” and students must still take responsibility for</p>	<p>4. As school counselor talks, think about his or her examples. Courageously ask topic-related questions and/or volunteer to categorize questions.</p> <p>ASSESSMENT: Content: Follow school counselor’s instruction; participate in Whip-Around by either categorizing or asking questions AND encouraging and supporting others in class as they courageously ask/answer questions.</p>

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<p>saying something like “I pass today”—goal is to hear every student’s voice and for EVERY student to hear his or her voice. Your knowledge of developmental level of each student will tell you how much of a “nudge” to give.</p> <p>ASSESSMENT: Personalization of Content: Draw the <i>Categorizing Questions</i> table (see Student Involvement column in Step 3) on the giant question mark. Invite volunteers to tell about how they will use the ME/EVERYONE and NOW/LATER categories to help them know when to ask or not to ask questions in the classroom. Prompt if any key ideas are omitted.</p> <p>CLOSURE: Encourage each student to continue to be an observer of self and keep track of help-seeking questions (or lack thereof) AND to think about the Essential Questions (answers will be discussed during next lesson):</p> <ul style="list-style-type: none"> • What is a question? • How can asking questions help students be successful in school? • What can someone who is afraid to ask questions do? <p>LESSON 3: HOW YOU ASK MAKES A DIFFERENCE</p> <p>Materials: Before class, write the Essential questions on the giant question mark (<i>What is a question? How can asking questions help students be successful in school? What can someone who is afraid to ask questions do?</i>); Take the giant question mark to class with you.</p> <p><i>Hook:</i> Walk around classroom giving each student an opportunity to read what’s been written on the question mark. Ask volunteers to hypothesize about answer to one of Essential Questions.</p> <ol style="list-style-type: none"> 1. SHOW-ME...SHOUT-OUT (all-at-once...inside shouts): Tell me one key point you remember from the last lesson. SHOW-ME...SHOUT-OUT (one-at-a-time, inside shouts): five scholars please tell us the key point you remember from the last lesson. If scholars do not mention the idea that when one person asks a topic-relevant question about something he or she does not understand, it is helpful to that person as well as other students—if one person has a topic-relevant question, chances are others do too. 2. Ask students to do a “brain-scan” or refer to their 	<p>ASSESSMENT: Personalization of Content: Volunteer to tell how ME/EVERYONE—NOW/LATER categories will be used to help know when to ask questions in class.</p> <p>CLOSURE: Students commit to self-observation and to think about the answers to the Essential Questions.</p> <p>LESSON 3: HOW YOU ASK MAKES A DIFFERENCE</p> <p>A Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <p><i>Hook:</i> Read the ideas from past lessons on the school counselor’s big question mark. Volunteer a hypothesis about answers to the Essential Questions.</p> <ol style="list-style-type: none"> 1. Participate in the SHOW-ME...SHOUT-OUTS. If do not volunteer, think about others’ contributions and other important-to-remember ideas? 2. Volunteer to tell their classmates about situations in

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>notebooks to identify a situation in which it was difficult for them to ask a question. Invite several to tell about the situation.</p> <p>Use students' responses to guide your responses, making mental note of the types of situations and what made it difficult to ask a question/get help.</p> <p>3. Review NOW or LATER questions and ME or EVERYONE questions.</p> <p>4. Talk with class about the importance of listening to directions and how listening can help us ask the best questions.</p> <p>5. Using teacher and student puppets, invite 4 volunteers (who have not volunteered during this lesson) to assume the roles of teacher and student in the following scenario (1 teacher and 1 student for each scenario): <i>Scenario I: Teacher puppet gives directions for an assignment:</i></p> <ul style="list-style-type: none"> • Put your name on the top line. • Number your paper from 1 to 10, skipping every other line. • Write the spelling words in alphabetical order. • When you have written the spelling words in alphabetical order, put your paper in the box and finish illustrating the story you wrote earlier. <p>Student puppet (Sam) asks:</p> <ul style="list-style-type: none"> • Should I put my name at the top? • What should I write? • What do I do when I'm finished?" <p><i>Scenario II: Teacher puppet gives same directions.</i></p> <ul style="list-style-type: none"> • Student puppet (Suzie) had a dental appointment and comes in late • Sits down and doesn't know what to do • She looks around • She is too afraid to ask a question. <p>6. Ask the students the following questions; help them with the answers as needed.</p> <ul style="list-style-type: none"> • What was Sam's problem? • Were Sam's questions: Now or Later, Me or Everyone questions? • Why did he ask so many questions? • What was Suzie's problem? • Why do you think Suzie didn't ask the teacher what to do? • When is it very important to ask questions in school? 	<p>which it was difficult to ask a question and what made it difficult.</p> <p>3. What are the differences between NOW and LATER questions and ME and EVERYONE questions? When is each type of question appropriate?</p> <p>4. Listen to school counselor's comments about listening. Is listening easy or difficult?</p> <p>5. Observe scenarios and respond to school counselor's prompts as appropriate.</p> <p>6. Volunteer to answer each question with a complete sentence, using the conventions of standard oral English and speaking loudly enough for everyone to hear.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>7. (Students need paper and pencil) Tell students that you will give them some problems and they must decide whether they need to ask questions in order to solve the problems. Instruct students to:</p> <ul style="list-style-type: none"> • Write the numerals 1-4 on the first for lines of their papers; • Put a “Y” and “N” next to each numeral. • As each problem is read, circle: • “Y” if more information is needed in order to solve the problem; • “N” if no additional information is needed to solve the problem. <p>Read Scenarios and circle “Y” or “N” for each:</p> <ul style="list-style-type: none"> • Bobby bought a 10-cent piece of gum and a 5-cent piece of taffy. How much money does he have left? • Mayetta had 5 cds. She loaned some to Sally. How many does she have left? • Nick has 4 crayons and Alberto has 2. How many do they have in all? • Each student has 3 pencils. How many do they have in all? <p>8. Discuss responses:</p> <ul style="list-style-type: none"> • Invite 8 volunteers to ask the questions needed to get enough information to solve the problems. • Assign 2 volunteers to each situation: <ul style="list-style-type: none"> ○ First student asks the question in a way that is a “turn-off” (e.g., How do you expect us to solve the problem when YOU didn’t give us all the information?”); ○ Second asks in a way that is respectful and requests the appropriate information (e.g., I need more information. How much money did Bobby have before he bought the gum and taffy?). • Answer respectful and clearly stated questions. • Students solve problems when they have adequate information. <p>9. Invite “questioners” to tell the class about their thoughts and feelings as they asked the questions.</p> <ul style="list-style-type: none"> • Invite other students to reflect on their feeling and thoughts as each role-player asked question(s): • What was their first response to the inappropriate question and the appropriate question (<i>do not use names of the questioners to avoid potential of “type-casting” role-players</i>). 	<p>7. Follow school counselor’s instruction—listen carefully and ask questions if unsure about anything that is not understood.</p> <p>8. Volunteer to role-play asking questions; solve problems when enough information is provided.</p> <p>9. Volunteers who asked questions tell about their thoughts and feelings.</p> <p>Volunteer to tell about own thoughts and feelings when school counselor asks for non-role-playing volunteers.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ul style="list-style-type: none"> • Which question would they want to answer (respectfully)? <p>Discuss the importance of asking questions at appropriate times as well in appropriate language, e.g., respectful tone as well as clear and concise words. Invite comments/questions from students.</p> <p>ASSESSMENT: Content: Whip-Around: Each student asks one question during “whip-around”. Tell students to think of one question they might ask to get more information about a lesson topic or the directions for an assignment. Provide an example to jump-start thinking.</p> <p>Explain the whip-around process: each person will ask one question and then the next person will ask one question and so on around the class. Encourage and support every one; at the same time, let students know that “I pass” or “I need some help” is ok (<i>make a mental note of those who are hesitant or have difficulty; be aware of those who may use either hesitancy or the pass option as a way to avoid thinking</i>).</p> <p>ASSESSMENT: Personalization of Content: SHOW-ME...THUMBS UP, DOWN OR NEUTRAL:</p> <p>“After this lesson, I will be able to ask questions when I need help.”</p> <p>CLOSURE: Invite discussion of answers to Essential Questions; emphasize using their new ideas to answer the questions:</p> <ul style="list-style-type: none"> • What is a question? • How can asking questions help students be successful in school? • What can someone who is afraid to ask questions do? <p>Draw students’ attention to the big question mark; invite 3-5 students to tell the class 1 idea they will remember about asking questions. Invite another 3-5 students to tell the class when they will ask questions.</p> <p>Remember: Ask and you will receive answers that will help you on your journey to success in school! Take Personal Responsibility!</p>	<p>ASSESSMENT: Content: Participate in Whip-Around. Each student asks one question related to a topic or the directions for an assignment. Support and encourage peers who may be hesitant or embarrassed to ask a question; however, remember, passing with responsibility is an option--he or she responds “I pass” or “I need help, please.”</p> <p>ASSESSMENT: Personalization of Content: Participate in SHOW-ME...THUMBS UP, DOWN OR NEUTRAL: Respond to school counselor’s statement.</p> <p>CLOSURE: Contribute to discussion about the Essential Questions; volunteer to tell classmates your answer to one of the questions.</p> <p>Volunteer to respond to invitation to tell what will be remembered about asking question.</p>

Classroom Teacher Follow-Up Activities

Provide classroom teacher with a brief overview of the lessons (emphasize activities about categorizing questions); offer him or her the big question mark on which the key points of the lessons were written.

Summarize Systematic Observations: Continue to use your wisdom about the developmental level of students involved in this series of lessons—there is a broad range of cognitive development from 1st to 3rd grader; what is age-appropriate for 1st graders may be blocks for 3rd graders. The most important guideline is to use systematic observations to help ALL students develop the increasingly complex skill of questioning!

As you review observations, identify students who were persistently hesitant or had difficulty formulating and asking questions and those who appeared to hesitancy or the pass option as a way to avoid thinking. Identify students who had difficulty assigning categories to questions posed by others and/or had difficulty categorizing their own questions.

Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? Determine if challenge is a “will” or a “skill” issue. Does the student know HOW to ask a question and lack the confidence to take the risk to ask a question (will)? Or does the student lack the skill to ask questions? (Young children often do not know what they don’t know and therefore don’t know what to ask to get the help they need).

Collaborate with Classroom Teacher: Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities related to the asking of questions and/or other lessons to help students develop skill of self-management as a step to their educational achievement. Responsive Services involvement may be indicated, e.g., individual/group counseling to build confidence in ability to ask questions in a group. Is parental involvement indicated?

Encourage classroom teachers to follow-up with intentional teaching of the skill of asking questions. Work collaboratively to identify and plan interventions for students who have difficulty with assignments, yet do not seek help. Recognize that these students may not know what they do not understand/know; thus, will not know what questions to ask. Encourage her or him to remind students to use the process of categorizing questions as ME/EVERYONE and NOW/LATER before asking a question.

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?

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](#))

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Big Idea: AD 4 Applying Skills Needed for Educational Achievement
Concept: AD.4.B. Self-management for Educational Achievement

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Link to Sample MCGP Units/Lessons:

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

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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"> Transition to Lesson: 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. Discuss Responsibility: Write the word “Responsibility” on the board. Ask: <ul style="list-style-type: none"> Am I being responsible when I come into your classroom unprepared? Am I respecting you and your learning by not preparing for our comprehensive guidance lesson? Am I respecting myself and the gifts that were given me when I don’t do my best? <p>How about you? Have you ever:</p> <ul style="list-style-type: none"> 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)? Been too sleepy to concentrate? <p>What were your thoughts and feeling?</p> <p>You can be a successful student! 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> Discuss Personal Responsibility: Write the word “Personal” next to “Responsibility” on the board 	<p>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.</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"> 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?” 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 & invite others to contribute to discussion. <p>Actively listen to find out how to be successful in school.</p> <ol style="list-style-type: none"> Contribute ideas about the meaning of the words “Personal” and “Responsibility” and contribute to a

<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>Goal for today: to identify how personal responsibility contributes to being prepared for school AND success as a student.</p> <p>(Alternative/Extension for OLDER STUDENTS: The Student Thinking Paper Am I Ready to Learn? 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 Pocket Guide for Personal Responsibility [they can take notes on the pocket guide]). Discuss each of the steps; invite clarifying questions.</p> <p>Step 1: Turn in completed homework Step 2: Put daily planner on desk (or somewhere it will be ready to write in throughout the day) Step 3: Get “common” materials ready: 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 in your desk enough to be ready? (pencil must be sharpened and on desk) Ask the same question about other materials listed. Step 4: Get materials ready for individual subjects: 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. Step 5: Prepare mind to listen, interact and learn.</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>(OLDER STUDENTS: 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.

BE COURAGEOUS—GO FOR SUCCESS!

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 &/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 & 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 & 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 & 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**

Step 1: Turn in completed homework

Step 2: Put daily planner on desk (or somewhere it will be ready to write in throughout the day)

Step 3: Get "common" materials ready:

- ☆ _____ ☆ _____
- ☆ _____ ☆ _____
- ☆ _____ ☆ _____
- ☆ _____ ☆ _____

Step 4: Get materials ready for individual subjects:

- _____: _____
- _____: _____
- _____: _____
- _____: _____
- _____: _____
- _____: _____

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

ENJOY YOUR SUCCESS!

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

Step 1: Turn in completed homework

Step 2: Put daily planner on desk (or somewhere it will be ready to write in throughout the day)

Step 3: Get "common" materials ready:

- ☆ _____ ☆ _____
- ☆ _____ ☆ _____
- ☆ _____ ☆ _____
- ☆ _____ ☆ _____

Step 4: Get materials ready for individual subjects:

- _____: _____
- _____: _____
- _____: _____
- _____: _____
- _____: _____
- _____: _____

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MY PERSONAL RESPONSIBILITY**

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Step 2: Put daily planner on desk (or somewhere it will be ready to write in throughout the day)

Step 3: Get "common" materials ready:

- ☆ _____ ☆ _____
- ☆ _____ ☆ _____
- ☆ _____ ☆ _____
- ☆ _____ ☆ _____

Step 4: Get materials ready for individual subjects:

- _____: _____
- _____: _____
- _____: _____
- _____: _____
- _____: _____
- _____: _____

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

ENJOY YOUR SUCCESS!

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

Step 1: Turn in completed homework

Step 2: Put daily planner on desk (or somewhere it will be ready to write in throughout the day)

Step 3: Get "common" materials ready:

- ☆ _____ ☆ _____
- ☆ _____ ☆ _____
- ☆ _____ ☆ _____
- ☆ _____ ☆ _____

Step 4: Get materials ready for individual subjects:

- _____: _____
- _____: _____
- _____: _____
- _____: _____
- _____: _____
- _____: _____

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

ENJOY YOUR SUCCESS!

MY RESPONSIBILITIES ARE NOT SO DIFFERENT!

Purpose: It is important for students to assume responsibility for their school success. It is also important for them to know that teachers and parents/guardians have responsibilities, too. In this lesson, students learn that preparing for their success requires teamwork: parents/guardians/teachers AND students each have Success Support Team responsibilities. Students identify tasks for which they are responsible each day.

Time: 30-45 minutes **Group Size:** Whole Class **Grade Level:** 1-3

Materials: PSC Resource: [Responsibilities Guide](#); Large gold star (your creation or purchase from party/school supply store), pencils, crayons and paper

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

Strand AD: Academic Development

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 C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

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)

1 st Grade AD 4.B	Unit: Study and Work for Success	AD4		
2 nd Grade AD 4.B	Unit: Becoming a Self-Starter	AD4		
3 rd Grade AD 4.B	Unit: That's How You Do It!	AD4		

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
X	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
X	Mathematics
X	Social Studies
X	Science
X	Health/Physical Education
X	Fine Arts
	<i>In addition to developing skill in the Comprehensive Guidance Curriculum Program Strand “Academic Development”, this lesson complements learning in each of the other curriculum areas. Learning about individual responsibilities through this lesson may be applied in all academic areas.</i>

Enduring Life Skill(s)

X	Perseverance		Integrity	X	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:

Students draw or make of list of a minimum of three daily responsibilities that will help them as they work toward being successful in school. The “real-time” assessment will be their application of the learning each day.

Lesson Preparation/Motivation

Essential Questions: What is the meaning of: “Every student is responsible for his or her success in school”? How do students make themselves a star when the teacher decides grades and assignments?

Engagement (Hook): See lesson.

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>Throughout this lesson, systematically observe students to identify those who appear to have difficulty naming their school-success responsibilities. In addition, systematically observe as students who are hesitant to contribute to conversations.</i></p> <p><i>Hook:</i> Hold big gold star up and as you start class, say (something like) “Hold your hand up if YOU want to be a shining star student in school—this year and the rest of the years that you are in school.” “Keep your hand up if you know who is responsible for your success.”</p> <ol style="list-style-type: none"> Following the hook, lead into conversation about the mutual partnership among parents/guardians, teachers and students—their personal Success Support Teams. Tell learners that today’s lesson will focus on everyone’s responsibilities—especially the responsibilities they have as students every day at school. (Steps 2, 3 & 4 require a 3-column chart: 1st = Students’ Responsibilities; 2nd = Teachers’ Responsibilities, 3rd = Responsibilities of At-Home Adults.) SHOW-ME...SHOUT-OUT...WITH WORDS (one-at-time, inside shouts): Shout-out the responsibilities you are expected to take every day to be successful in school. As students shout-out their responsibilities, list the students’ responses on the board (see the attached PSC Responsibilities Guide for ideas). Encourage ALL students to contribute to the lists. Explain that teachers have responsibilities each day, too. SHOW-ME...SHOUT-OUT...WITH WORDS (one-at-time, inside shouts): responsibilities expected of teachers every day at school. List responses in the second column (see the PSC “<i>Responsibilities Guide</i>” ideas). Encourage students who have NOT 	<p>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.</p> <p><i>Hook:</i> Observe school counselor as he or she shows the big gold star to class; respond to thoughtfully to prompt(s)</p> <ol style="list-style-type: none"> Contribute to conversation about responsibilities and success. Participate in SHOW-ME...SHOUT-OUT: Responsibilities you are expected to assume every day. Participate in SHOW-ME...SHOUT-OUT: Responsibilities teachers are expected to assume every day.

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>contributed to do so.</p> <p>4. Explain to the students that their at-home-adults have responsibilities each day, too. SHOW-ME...SHOUT-OUT...WITH WORDS (one-at-time, inside shouts): Responsibilities at-home-adults are expected to assume every day. List the students' responses in the third column (see PSC "<i>Responsibilities Guide</i>"). Be aware of students who have contributed to previous lists and encourage those who have NOT contributed yet to do so.</p> <p>5. Introduce “Success Support Teams”. Ask again who is responsible for students’ school success. Explain:</p> <ul style="list-style-type: none"> • Students are not the ONLY ones who have responsibility for their school success. • The term “Success Support TEAM” means more than one person is ready to help each student move toward success. • Teams are people who work together toward a goal—in this case the school and life success of every student. • Their Success Support Teams include their at-home-adults and at-school-adults as well as themselves. • All are members of their Success Support Teams and are ready to help & support students complete their daily school responsibilities. • Each student is the Captain of his or her personal Success Support Team. <p>Compare the responsibilities of each of their Success Support Team members. Help students understand that their responsibilities are not that different from those of parents and teachers. Discuss what it means to be the CAPTAIN of the team.</p> <p>6. Distribute drawing paper to students; instruct them to fold the paper in half (top-to-bottom, short end to short end). In top half of paper students draw and label pictures of the members of their Success Support Teams including themselves as the CAPTAIN of their personal support team.</p> <p>In the bottom half of papers, students write a narrative paragraph describing their roles as the CAPTAINS of their personal Success Support Teams. Remind students to use the conventions of standard written English, to make sure their narratives use descriptive words and present their role as captain in a clear, orderly manner using specific examples. The reader should be able to picture what the captain will do to</p>	<p>4. Participate in SHOW-ME...SHOUT-OUT: Shout-out responsibilities at-home-adults are expected to assume every day. As others contribute, listen to and think about their contributions. Are their contributions similar to different from your own ideas?</p> <p>5. As school counselor explains “Success Support Teams”, think about people who are on your Success Support Team.</p> <p>Contribute to conversation about the similarities and difference among the responsibilities of students, at-home-adults and at-school-adults. Listen and contribute to discussion about being the CAPTAIN of personal Success Support Team.</p> <p>6. Draw and label pictures of the people on personal Success Support Team, show self as CAPTAIN of team.</p> <p>Write a narrative paragraph about role as CAPTAIN of personal Success Support Team. Listen to and follow school counselor’s reminders about the elements to be included; review and revise as needed.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>lead his or her team.</p> <p>7. Invite several students to read their narrative paragraphs describing their roles as the leaders of their Success Support Teams:</p> <p>Summarize points, emphasizing that each one must ask for the help needed as well fulfilling responsibilities as a team member. Explain that when responsibilities are met, success follows.</p> <p>ASSESSMENT: Content: Students draw or write a list of a minimum of three responsibilities they have as the Captains of their own Success Support Teams and identify the person on their Success Support Teams whom they can turn for help accomplishing their responsibilities.</p> <p>ASSESSMENT: Personalization of Content: On the same paper, students complete the following sentence: “From now on, I take responsibility as the Captain of my Success Support Team because _____.</p> <p>Before collecting papers, inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher might read the papers. Is that OK? If it’s not “OK,” write “PLEASE DO NOT SHARE” at top of paper; collect papers.</p> <p>CLOSURE: Who wants to be a “Shining Star”? Who is responsible for your success? Invite 5 students to tell the other class members one responsibility they must/will assume each day.</p> <p><i>Review students’ drawings/writings about Success Support Teams for their (age appropriate) awareness of individual responsibilities and how their Success Support Teams can help them be successful students. Make note of 1) age-appropriate command of conventions of standard English; 2) ability to articulate thoughts and feelings in 1st person language.</i></p> <p><i>Return papers to classroom teacher for distribution to students. Honor the privacy of students who write “PLEASE DO NOT SHARE” on papers. Personally deliver papers to those students after your review.</i></p>	<p>7. Volunteer to read narrative and contribute to conversation about student responsibilities on personal Success Support Teams.</p> <p>ASSESSMENT: Content: Students’ drawings/lists include their responsibilities, the assistance Success Support Teams can provide and specific results of their asking for help and taking responsibility.</p> <p>ASSESSMENT: Personalization of Content: Complete the sentence dictated by school counselor with thought and integrity. Remember to use the conventions of standard written English.</p> <p>If want responses to be private, write “PLEASE DO NOT SHARE” at top of paper; hand in paper.</p> <p>CLOSURE: Students respond to questions in unison. Five students volunteer to identify one responsibility they will assume each day.</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 brief overview of the lessons and copies of materials used during lesson.

Summarize Systematic Observations: Identify student misconceptions and behaviors that might prevent individuals from acting as self-advocates and/or using self-management skills to influence their educational achievement. Identify students who had difficulty naming their school-success responsibilities and students who were hesitant to contribute to conversations or had difficulty with other aspects of lesson.

Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate to further identify the extent of a lack of awareness of their role in their educational achievement...is it evidenced in the classroom as failure to take responsibility in other situations (e.g., lack of effort, not turning in homework or blaming others for not having pencils or other school supplies).

Collaborate with Classroom Teacher: Encourage the classroom teacher to continue conversations about personal responsibilities and to help students request help from their Success Support Team. Collaborate with classroom teacher to plan appropriate interventions for student needs identified during discussion of your observations. Interventions might include (and are not limited to) additional classroom guidance activities related to self-management or specific aspects of students' responsibilities for their own success. Responsive Services might be indicated, e.g., individual/group counseling to develop self confidence and self-advocacy. Parental involvement in specific skill/attitude development might be required. Talk with/write a note to the classroom teacher about the lesson (purpose/overview), give him or her list students generated and encourage a continuation of the discussion about responsibilities, emphasizing the concept of each student's Success Support Team.

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?

RESPONSIBILITIES GUIDE

Examples of student responsibilities:

1. Be on time
2. Listen and learn—ask questions if you do not understand something
3. Make sure you understand directions AND follow them
4. Do your best
5. Do assigned work and study for quizzes and tests
6. Work independently when required (and let others work independently)
7. Have supplies ready
8. Cooperate
9. Be honest with yourself and others
10. Keep work area organized; organize time
11. Respect all human beings.
12. Respect the property of others
13. Obey school rules
14. Take care of yourself by eating healthy foods and getting enough rest

Examples of teacher responsibilities:

1. Be on time
2. Have work ready
3. Give clear directions
4. Help students learn
5. Make lessons interesting
6. Assess student work
7. Be honest and fair
8. Be respectful of all others
9. Maintain a comfortable and productive class environment
10. Prepare and discuss student assessment reports with parents
11. Set a good example for students by looking and acting their “teacher best” in all ways
12. Help students learn to organize their work areas and time

Examples of parent/guardian responsibilities:

1. Love, spend time with and listen to child everyday!
2. Get child to school on time
3. Ensure that child gets adequate rest
4. Help child learn about (and use) personal hygiene
5. Prepare healthy meals every day
6. Check to see that child completes homework
7. Provide school supplies
8. Keep house and clothes clean
9. Work to provide home necessities
10. Help child learn (and follow) safety rules
11. Answer questions about things child does not understand
12. Demonstrate and help child learn to show respect for all human beings
13. Set a good example

GETTING READY FOR NEXT YEAR

Purpose: In this lesson, students learn what is expected of them in the next grade. This activity strives to calm anxieties students may have about the next school year. Through the activities, students develop the skills of transition that will help students throughout their lives as they prepare for transitioning to any new situation.

Time: 30-40 Minutes (lesson designed for end of school year) **Group Size:** Whole Class **Grade Level:** K-3

Materials: Student Thinking Paper: [Lucky Me!](#) (4-leaf clover outline); Drawing paper, crayons; PSC: Big question mark & 4-leaf clover ([see Hook](#))

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

Strand: Academic Development (AD)

Big Idea: Ad 5 Applying The Skills Of Transitioning Between Educational Levels

Concept: Ad.5.A. Transitions

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

Academic Development Domain

Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

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)

Kdg	AD 5.B	UNIT:	Transition into Kindergarten		
1 st Grade	AD 5.B	UNIT:	What do First Graders Look and Act Like?		
2 nd Grade	AD 5.B	UNIT:	Great Expectations!		
3 rd Grade	AD 5.B	UNIT:	How to Succeed in Third Grade		

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)
Communication Arts	<i>NOTE: This strategy supports the development of the universal skill of making successful transitions—from grade to grade, level to level and school to life. Learning the skill of transitioning will facilitate students' adjustment to changing expectations in all academic content areas as they progress through school grades and levels.</i>
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	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:

Complete the Student Thinking Paper: *Lucky ME!* Together. Each student will demonstrate a knowledge of self and fears/worries that accompany transitioning to a new situation AND identify a procedure to help alleviate fears by responding to the following (See *Lucky Me?* Student Thinking Paper):

- One or two worries about next year
- Questions that go along with the worries.
- People who can help answer the questions.
- Action to be taken to show they are smarter than the worry.

Lesson Preparation/Motivation

Essential Questions: How do students prepare for the unknowns of a new situation?

Engagement (Hook): See Lesson

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>Throughout this lesson, systematically observe students to identify those who seem to be very uneasy or verbalize many fears about the future. In addition, systematically observe as students complete thinking papers noting those who demonstrate atypical development of ability to formulate/ask questions.</i></p> <p><i>Hook:</i> Come into class waving a big question mark and a 4-leaf clover. Say something like “When you see a question mark, what do you think? What do you think when you see a 4-leaf clover? Did you know you can change a question mark into a lucky clover? Our lesson today will help you learn how to do that!</p> <ol style="list-style-type: none"> 1. Introduction to Lesson: Following Hook, relate a personal experience about entering a new learning experience (e.g., college) and share with students that you were worried because you did not know what it would be like. Whenever we start something new, we may be afraid and we usually have lots of questions and no answers! 2. What are students’ worries? Explain to students that the school year is almost over and they will be in a new class next year. Ask students what they worry about when they think of going to a new class. List responses on the board. 3. BIG WORRY or little worry? Tell students that moving to a new grade can sometimes be scary. SHOW-ME...WITH HANDS: As the list of worries is read Show-Me your ranking for each of the worries: if the worry is just a “little worry”, hold up 1 finger; if the worry is a REALLY big worry hold up 5 digits (4 fingers + thumb).” Make a mental note of the worries that appear to be of most concern. 	<p>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.</p> <p><i>Hook:</i> Listen with curiosity about how a worry can become lucky. Respond to school counselor’s questions: What does a “?” stand for? What does a 4- leaf clover stand for?</p> <ol style="list-style-type: none"> 1. Demonstrate engagement with the ideas the school counselor presents (make [as culturally appropriate] eye contact, follow with eyes as school counselor moves about room); think about what it is like to begin a new situation. 2. Contribute to the list of worries; encourage those who do not contribute by making comments such as, “Seth, what are you worried about?” or Maggie, we haven’t heard from you. (Seth and Maggie know they can pass if they are not ready to contribute.) 3. Participate in SHOW-ME...WITH HANDS: think of OWN feelings about each worry as it is read.

4. **It's Magic: A Worry Turns Into Luck:** Hold up the big question mark and remind students that you promised you would show them how to change a question mark into a lucky clover. Explain that for every worry, there is a question to ask that will help us not to worry so much because we are smarter than the worry! Invite comments and/or questions from students.
5. **BIGGEST WORRIES:** Identify the worries that appeared to be of most concern during step 2. Help students formulate questions they can ask to help them gain information about the major worries. Explain that by asking questions, they are able to turn their question marks into lucky clovers...they are lucky to be able to ask questions AND lucky not to have so much to worry about because they are **smarter than their worries!**

ASSESSMENT: Content: Distribute the Student Thinking Paper: *Lucky ME!* Complete the handout together, completing each leaf before going on to the next. Depending upon the skill level and/or preferences of students, they draw or write the responses.

- One or two worries about next year
- Questions that go along with the worries.
- People who can help answer the questions.
- Action to be taken to show they are smarter than the worry.

CONGRATULATIONS! YOU JUST TURNED A QUESTION MARK INTO A LUCKY CLOVER!

ASSESSMENT: Personalization of Content:

Distribute drawing paper and ask students imagine their first day of school next year and draw a picture of themselves that shows:

- Something new or different about self, the school or the classroom.
- Thought bubble with a worry about next year.
- Another thought bubble with a question that will help make the worry go away (or get smaller).
- Him or her celebrating being **SMARTER THAN THE WORRY!**

When pictures are completed, ask students to tell shoulder partners about their pictures. Invite 4 or 5 students to explain pictures to class.

Tell students take their pictures home and suggest they tell their at-home-adult about the future they see for themselves on the first day of school next year.

4. Engage in conversation; make topic-relevant comments or ask clarifying questions

5. Help school counselor formulate questions to help worries disappear. (Younger students will need reminders about what a question is and my need extra help developing the ability to formulate questions.)

ASSESSMENT: Content: Complete each leaf of the “*Lucky Me?*” thinking paper as school counselor explains the directions. Ask clarifying questions.

ASSESSMENT: Personalization of Content: Fast forward to the first day of school next year; follow school counselor’s directions--draw a picture of self. Ask clarifying questions as needed.

When pictures are complete, tell a shoulder partner about worries; the questions to be asked and who can help answer the question.

Put pictures in back-pack or other “to-take-home” place. Talk with at-home-adult about picture; explain how asking questions about a worry helps

<p>Before collecting the <i>Lucky Me</i> thinking papers, inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher might read the papers. Is that OK? If it's not "OK," write "PLEASE DO NOT SHARE" at top of paper.</p> <p>Collect <i>Lucky Me</i> thinking papers.</p> <p>CLOSURE: Ask: How do students prepare for the unknowns of a new situation? Invite students to respond. Fill in gaps in order to provide a "complete" review of lesson (e.g., give clues and invite more students to respond).</p> <p><i>After class review four-leaf clovers (Lucky Me thinking papers) for students' (age appropriate) ability to ask questions and to seek answers to questions. Assess age-appropriate command of conventions of standard English & ability to articulate thoughts and feelings in 1st person language.</i></p> <p><i>Return thinking papers to classroom teacher for distribution to students. Honor the privacy of students who write "PLEASE DO NOT SHARE" on papers. Personally deliver papers to those students after your review.</i></p>	<p>the worry go away.</p> <p>If you want your responses to be private between you and your school counselor, write "PLEASE DO NOT SHARE" at top of paper.</p> <p>Give <i>Lucky Me</i> thinking papers to school counselor.</p> <p>CLOSURE: Volunteer to answer the question asked by school counselor.</p>
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Classroom Teacher Follow-Up Activities

<p>Provide classroom teacher with a brief overview of the lessons and copies of <i>Lucky Me</i> Student Thinking Paper.</p> <p>Summarize Systematic Observations: Identify those who seemed uneasy expressing fears or who verbalized many fears about the future. Identify students who demonstrated atypical development of ability to formulate/ask questions.</p> <p>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 fearfulness about the future...is it evidenced in the classroom as anxiety when any new task is approached? Is hesitancy to ask (age-appropriate) questions a will (won't) or a skill (can't) issue?</p> <p>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 transitioning to the next grade level or the skill of asking questions or Responsive Services involvement, e.g., individual/group counseling regarding transitions and/or learning to ask questions in class or parental involvement.</p> <p>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?</p> <p>When you return <i>Lucky Me</i> thinking papers, ask classroom teacher to "hang" them in the classroom (be sure to remove the papers of those who requested privacy) and ask him or her to follow-through with reminding/helping students to seek answers to questions (worries) about the next year.</p>
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LUCKY ME! I AM SMARTER THAN MY WORRIES!

One or two of my worries about next year

Questions that relate to my worries

Action I will take to show I am smarter than the worry.

People who can help me answer the question(s).