

YOU CAN: BE SUCCESSFUL!

Note: With slight modifications, each of these lessons may be used as a single activity. They are “bundled” because of their inter-relatedness about the topic of effective work/study skills—the Habits of Success; in addition, the lessons provide an example of a performance event. The Student Thinking Papers and PSC Resources may be used to supplement other lessons you are teaching related MCGP Concepts.

PSC Note¹: This series of four lessons lends itself well to collaboration with classroom teacher, music teacher and art teacher. It might even be expanded to include the critical examination of advertising and the covert persuasion used to convince an audience to buy a product. Is it true or false/right or wrong or...? You may want/need to modify the “Take-One” Student Thinking Paper and modify procedures to shorten the lessons.

PSC Note²: Lesson 1 and the first part of Lesson 2 address school and work habits of success. The remainder of Lesson 2 and Lessons 3 & 4 are designed as a performance event to demonstrate understanding of the Habits of School and Work Success. With slight modifications, [Lessons 1 and 2 may be used as a single activity](#).

Purpose: Some students view success as unattainable and become learning discouraged. This series of lessons helps students understand their roles in determining their own success. Students learn/re-learn their study and work habits make a difference in their success (or lack of success) in school and in the World of Work (WOW). Students learn about the school and work benefits of universally effective school and work success habit They assess their current level of application and are provided a check-list they may use on a daily basis to monitor their application of the skills. Self-advocacy is emphasized throughout the lessons.

Lesson 1: Can We Predict Success? *The relationship of Habits of School and Work Success* to self-advocacy and planning for one’s own school and work success.*

Materials: Student Thinking Papers: [Work Success Habits: Pre-Assessment](#) And [Habits of School Success: How They Help](#)

**a number of writers have used the term “habits of success”; a web search takes you to links for a variety of websites; Arthur Costa & Bella Kallik’s 16 Habits of the Mind complement the teaching of this series of lessons about the habits of success (<http://www.instituteforhabitsofmind.com/>).*

Lesson 2: Take One, Part 1: *Students review/expand information about Habits of School Success. They work in teams and begin the process of creating a commercial for one of the Habits of School Success.*

Materials: Student Thinking Paper: [Take One](#); Student Resource: [Habits of School Success: Checklist](#); Chart paper (to allow all team members to have visual reminder [group memory] of team’s discussion; to be saved and reviewed during the succeeding work sessions), Poster Board, Markers, Crayons

Lesson 3: Take One, Part 2: Start from Where You Are! *Teams complete 60 second commercials.*

Materials: Arrange for photocopies to be made during the lesson of each team’s script for team. Student Thinking Paper: [Take One](#) and student-generated materials from Lesson 2 (Students complete work started in Lesson 2)

Lesson 4: Show-Time: *Each team presents its 60 second commercial to whole class.*

Materials: Timer, Camera to make video recordings* of commercials; Teams’ scripts/props and other materials required for “airing” of commercials; [Work Success Habits: Post-Assessment](#); [Habits Of School Success: My Self-Assessment](#) Student Thinking Paper

***Review school/district’s policy regarding photographing students (video or still). What permissions are required? Who is responsible for obtaining/verifying/recording permissions? Comply!**

Time: Four (4) 50-60 minute lessons

Group Size: Small group or whole Class

Grade Level: 4-6

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

Strand: Career Development (CD)

Big Idea: CD 9 Applying Employment Readiness Skills And The Skills For On-The-Job Success.











Concept: CD.9.A. Personal skills for job success

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

Career Development Domain

Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

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 th Grade	CD.9.A, CD.9.B	Unit:	Working Together	 
6 th Grade	CD.9.A, CD.9.B	Unit:	Evaluating One's Personal, Ethical, Academic and Work Habits	 
The following Units/Lessons address study habits related to success in school and on the job.				
4 th Grade	AD.4	Unit	Tick-Tock Goes the Clock	 
5 th Grade	AD.4	Unit	Successful Students!	 
6 th Grade	AD 4	Unit	The Successful Student (Lessons 1 & 2)	 

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

X	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations.
	Mathematics	
X	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition/performance of one or more of the visual or performed arts 4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines.

Enduring Life Skill(s)

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

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

See Individual Lessons

Lesson Preparation/Motivation

<p><i>Essential Questions:</i> What do successful students and adults do that makes them successful? Can anyone be successful? Who decides?</p> <p><i>Engagement (Hook):</i> See individual lessons.</p>
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Procedures

Professional School Counselor Procedures:	Student Involvement:
<p>LESSON 1: CAN WE PREDICT SUCCESS?</p> <p>Materials: See book titles listed in <i>Hook</i>; Student Thinking Papers: Work Success Habits: Pre-Assessment And Habits of School Success: How They Help</p> <p><i>Throughout these lessons, systematically observe students as they participate in their assigned small groups. Be aware of students who mask their lack of participation with such behaviors as: seemingly looking at thinking papers--hat pulled over eyes masks closed eyes; appearing to write notes during discussion—actually doodling).</i></p> <p>Hook: Enter classroom with an armload of books about how to be successful, such as, Sean Covey’s <i>The 7 Habits of Happy Kids</i> (2008, Simon & Schuster Children's Publishing) and Marianne Richmond’s <i>Hooray for you!: A celebration of "you-ness"</i> (2003, Sourcebooks Inc.), and Charlene Costanzo’s <i>The twelve gifts of birth</i> (1999, William Morrow (HarperCollins)</p> <p>Say something like “Do you know that there are many people rooting for you and your success? Most of whom you don’t even know! Just look at all these books...</p> <ol style="list-style-type: none"> Transition from Hook to lesson: Ask students to hypothesize about reasons strangers might want them to be successful. Invite 3 or 4 students to tell the class their hypotheses. If “Because I’m worth it” is not a response, point out the importance of believing everyone including themselves is worthy of success. <p>Point out that in this very school, there are adults whom they know who are ready to help them on their own journey to success.</p> <ol style="list-style-type: none"> Introduce Lessons: In this and the next 3 lessons, the emphasis will be “YOU CAN: BE SUCCESSFUL”. They: <ul style="list-style-type: none"> Assess their present thinking about work success; Identify and assess Habits of School Success; Create and produce commercials about habits of success; Develop a plan for monitoring application of the Habits of School Success. SHOW-ME SHOUT-OUT (one-at-time; inside 	<p>LESSON 1: CAN WE PREDICT SUCCESS?</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>Hook: Volunteer a hypothesis about why strangers want all students to be successful. If do not volunteer, listen/think about other students’ hypotheses. Do you agree or disagree?</p> <p>Listen to and think about school counselor’s statement that there are adults at school who ready to help every student be successful...in school and in life. What do the words mean for you?</p> <ol style="list-style-type: none"> As school counselor talks about the next lessons, listen AND think about what you know and want to learn about making yourself successful. Contribute one thing you want to learn about success to the SHOW-ME SHOUT-OUT Contribute an idea to the class conversation with

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<p>shouts)... What do you want to learn about making yourself successful? Summarize and use their comments to transition to next part of lesson.</p> <p>Explain to students that school success predicts job success. Talk with students about the relationship between work/study habits and school success. Emphasize:</p> <ul style="list-style-type: none"> • Most students do poorly in school because of poor work habits, rather than because of the inability to do the work. • Most employees lose their jobs due to poor work habits. • Study and work habits they use now are the ones that are required when they get a job—now AND in the future. • Study habits they use help them learn WHAT to do on the job (e.g., mathematical equations); • The work habits they use will help them know HOW to do the job. • For example: <ul style="list-style-type: none"> ○ If their neighbors hire them to shovel snow, they need to know the shovel becomes a lever to make their work easier AND ○ They need to start and finish the job when the neighbors expect. <p>4. Pre-Assessment: Distribute and explain the Work Success Habits Pre-Assessment (Student Thinking Paper). Invite clarifying questions.</p> <p>Read each statement as students mark their responses (this keeps assessment from being an assessment of reading ability). When completed, invite student comments about the assessment statements, especially statements about which they were unsure. Collect their papers.</p> <p><i>The results of the pre-assessment will be compared with the post-assessment results to assess students' thinking about work success habits before and after the series of lessons.</i></p> <p>5. Write the title “Habits of School Success” on the board. (Review procedure for <i>SHOW-ME...ON-THE-BOARD</i> with students: [plan ahead for enough “chalk” for 5 or 6 students at a time to write their ideas.]; Remind students what “quickly and orderly” means [5 or 6 students writing at all times—no lag between writers].)</p> <p>Ask students to think about what they do or can do to</p>	<p>school counselor about the relationship of success and WHAT STUDENTS DO (study/work habits). What are your thoughts about his or her points?</p> <p>4. Look over the <i>Work Success Habits Pre-Assessment</i> thinking paper. Ask clarifying questions.</p> <p>As school counselor reads each item, mark your response (with integrity).</p> <p>What did you think of the statements? Contribute to conversation about the statements. Give thinking papers to school counselor.</p> <p>5. Participate in review of procedure for <i>SHOW-ME...ON-THE-BOARD</i>. Ask questions if unclear about any part of directions.</p> <p>What do you do (or know you could do) to assure</p>

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<p>assure their success in school.</p> <p>6. SHOW-ME...ON THE BOARD...IN WRITING...ALL TOGETHER QUICKLY AND ORDERLY.</p> <ul style="list-style-type: none"> Instruct students to write, on the board, what they do to assure their own success (e.g., being on time, maintaining good attendance, producing neat and accurate work, being dependable). It's ok if two or more people write the same habit of success. <p>7. Students Generate List of Habits of School Success: Help students analyze the Habits of School Success they wrote; combine duplicate ideas and/or clarify "fuzzy" statements; compile ideas into a new list of Habits of School Success.</p> <p>8. Contribution of Habits of Success to School Success: Distribute the <i>Habits of School Success: How They Help</i> Student Thinking Paper. Instruct students to enter their newly compiled list of habits of success in the first column of the chart.</p> <p>9. Discuss each column in the chart; as a whole class, in pairs or individually write (in the appropriate column) how each habit of success contributes to the success of learners and workers. When completed, instruct each student to independently rank the importance to him or her of each habit of success (1-10 [1=most important]).</p> <p>10. Public Sharing: Invite 3-4 students to tell their classmates which habit of success they ranked #10 (least important) and which one they ranked #1 (most important) and why. Use their comments as starting points for further conversation about the importance of applying the Habits of School Success every day.</p> <p>ASSESSMENT: Content: Step 9 provided assessment of content through the <i>Habits of School Success</i> Student Thinking Paper. Their responses indicated basic knowledge of the relationship of the habits of success to school and work success.</p> <p>ASSESSMENT: Personalization of Content: Students complete the reflection stems on their <i>Habits of School Success: How They Help</i> thinking papers (reflections are repeated here): <i>When I started this lesson, I thought my school success depended upon _____. After this lesson, I _____.</i></p>	<p>your success in school? Be ready to add your idea to SHOW-ME...ON-THE-BOARD.</p> <p>6. Follow school counselor's directions; go to board when directed to do so; write one thing you do to assure own success.</p> <p>7. Look over the list: 1) find duplicates and combine; 2) identify "fuzzy statements" & help clarify; 3) help school counselor compile ideas into a new list.</p> <p>8. On the thinking paper, enter the habits of success of success generated by you and your classmates.</p> <p>9. Listen and think as your school counselor discusses each column; ask questions if unsure about either of the two columns and what to include. Complete the thinking paper with integrity (honestly and thoughtfully).</p> <p>10. Volunteer to tell classmates about your #1 and #10 rankings. If don't volunteer, listen and think about others' comments. How do their rankings compare with yours?</p> <p>ASSESSMENT: Content: Completed thinking paper (Step 9) demonstrated your knowledge about the habits of success.</p> <p>ASSESSMENT: Personalization of Content: Complete reflections (look for them below the chart of Habits of School Success: How They Help)—with integrity.</p>

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<p><i>From now on I ____.</i></p> <p>Invite volunteers to read their reflections. Summarize as appropriate to extend meaning of reflections for class members.</p> <p>CLOSURE: SHOW-ME: THUMBS UP OR DOWN: Who wants to be more successful in school?</p> <p>Tell students that during the next lesson, they will receive a checklist to be used to monitor their use of the Habits of School Success every day. In addition, they have an opportunity to explore the work of those who create commercials by creating a commercial about the importance of one of the Habits of School Success.</p> <p>Encourage students to pay special attention to the commercials they see on television or hear on the radio. What techniques are used to convince consumers to buy the product? How long is each commercial? Keep mental or written notes.</p> <p>Collect <i>Habits of School Success: How They Help Student Thinking Papers</i>.</p> <p><i>(PSC: After the lesson, review the students' thinking paper responses [and the pre-assessment]. Make note of any "out-of-the-ordinary" responses [e.g., extraordinary insight, indications of attitudes that may sabotage success, indications of inability to complete tasks/understand concepts].</i></p> <p>See the blank student resource: Habits of School Success: Checklist. <i>Before the next lesson, use the student-generated Habits of School Success (Steps 6 & 7) to create a checklist for students to use independently after completion of lessons. Make copies of the checklist; to distribute to students at the end of Lesson 2)</i></p> <p>LESSON 2: TAKE ONE, PART 1 <i>Take to class: Habits of School Success: Checklist (distribute during Step 4) & students' completed Habits of School Success: How They Help (Distribute in Step 6)</i></p> <p>Materials: Student Thinking Paper Take One; Prior to lesson, gather print advertisements and, if possible, clips of television commercials.</p>	<p>If you have not volunteered today, courageously volunteer to read your reflection. If don't volunteer, listen and think about others' comments. Ask clarifying questions or make comments as appropriate.</p> <p>CLOSURE: SHOW-ME: THUMBS UP OR DOWN: Thumbs up to indicate desire to be more successful in school.</p> <p>Commit to paying special attention to radio and television commercials. Become a critical observer—What makes them work (i.e., convince people to buy the product)?</p> <p>Give school counselor your <i>Habits of School Success: How They Help</i> thinking paper.</p> <p>LESSON 2: TAKE ONE, PART 1</p> <p>A Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas. Remember to use the conventions of standard English in all speaking and writing.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>Hook:</i> Tell students to ponder this: What do successful students and adults do that makes them successful? Can anyone be successful? Who decides?</p> <ol style="list-style-type: none"> Review Lesson 1: SHOW-ME...WITH WORDS: Who will tell me one Habit of School Success you remember from our last lesson? Continue review of the Habits of School Success by inviting several more students to remind the class of a Habit of School Success. Inquire about students' thinking in regard to the relationship of school success and worker/job success. Ask about students' use of the Habits of School Success since the last lesson. Who applied a habit of success to a job at home (e.g., completed chores with positive attitude or emptied trash before playing video games—and without being asked). Adults in School are Ready to Help: Remind students of one of the first statements made during Lesson 1: <p>“... (I)n this very school, there are adults whom (you) know who are ready to help (you) on (your) own journey to success.”</p> <p>SHOW-ME SHOUT-OUT (one-at-a-time; inside shouts): Name an adult to whom you can go for help on your journey to success.</p> Monitoring Self: Distribute the <i>Habits of School Success-Checklist</i> Student Resource. Explain the columns and that the checklist is a good reminder for them to continue to plan and be self-advocates for their own success. Invite clarifying questions. Complete first row of chart together. Encourage students to put the Habits of Success checklist in their planners or notebooks as a reminder to use the habits every day. <p><i>*PSC Note: If you want to eliminate the performance event, this is a good place to stop. The remainder of Lesson 2 and Lessons 3 & 4 are preparation for the performance event—assuming roles on an advertising team: creating commercials for habits of success commercials. If you stop here, distribute the students' completed Lesson 1 Habits of School</i></p>	<p><i>Hook:</i> Ponder (think about) questions school counselor asks. How would you answer them?</p> <ol style="list-style-type: none"> Contribute to SHOW-ME...WITH WORDS: Volunteer to tell one Habit of School Success. Contribute to conversation about relationship between school success and work/job success. What makes school success a predictor of work success? Tell about one or two habits of success that have been helpful to since the last lesson. Think about: To whom can you/will you go for help? <p>Participate in SHOW-ME SHOUT-OUT (one-at-a-time; inside shouts): Name an adult to whom you can go for help.</p> <ol style="list-style-type: none"> Look over the <i>Checklist</i>; ask clarifying questions if something is not clear. <p>Decide where to keep the <i>Checklist</i> so you remember to use it every day as a part of your plan for success.</p>

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<p>Success: How They Help thinking papers. Provide feedback in the form of general comments summarizing their completed charts. Assess content knowledge/understanding by inviting students to tell shoulder partner two ideas they will always remember about the Habits of School Success.</p> <p>CONTINUE TO PERFORMANCE EVENT:</p> <p>6. Transition: Distribute students' completed Lesson 1 thinking paper: <i>Habits of School Success: How They Help</i>. Make comments summarizing their completed charts and link to the next part of the lesson: Selling one of the habits of success to their peers.</p> <p>7. Discuss Print and Broadcast Advertisements and Commercials: Show print advertisements you gathered. Comment about persuasive elements. Ask: What did you learn from being a critical observer of radio and television commercials? How do companies persuade consumers to buy their products? Write list on board.</p> <p>Encourage students to think beyond content of "commercials" or "ads" to the specific elements that get people to listen or look at the commercials/ads (e.g., grab interest, use repetition, logos, music, stories).</p> <p>8. Introduce Procedure: Tell students that during this and the next two lessons they have opportunities to try out a job in the world of advertising—they will write a commercial for one of the Habits of School Success.</p> <p>Explain that their task is to write (and perform) a commercial for an assigned Habit of Success. During this and the next two lessons they assume roles of advertising specialists in the field of television. On the board, create a list of the jobs they will perform: For example:</p> <ul style="list-style-type: none"> • Director—coordinates workers' production, keeps team moving along and checks that tasks are being completed. • Copywriters—write the copy (script) for the commercial. They must use standard English, make it attention-grabbing and follow time limit. • Editor—works with copywriters to make sure everything "fits" together and is accurate. • Art Director—works with Director and the copywriters to create artwork (e.g. logo/jingle or slogan/music (if used). <p>9. Assign Students to Teams: Divide the class into</p>	<p>6. Look over responses on the <i>Habits of School Success: How They Help</i> thinking paper. Refer to these during the advertising team task for hints about the benefits of buying the assigned habit of success.</p> <p>7. Contribute to class discussion about observations of radio and television commercials and the persuasive techniques companies use to convince consumers they "need" to buy products.</p> <p>8. Think about commercials observed. What workers were required to produce the commercial? Listen, contribute and comment as appropriate to the list of jobs to be performed by your team of advertising specialists.</p> <p>9. Write the name of your advertising team's assigned</p>

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<p>teams of four or five; assign each team a Habit of Success (from <i>Habits of School Success: How They Help</i> thinking paper).</p> <p>Distribute the <i>Take One</i>-Student Thinking Paper. Give students time to look it over with the caution that it may seem complicated at first; however, when they take it one step at a time, it will be easy to complete the tasks.</p> <p>Give a general overview of the first and second work sessions. Invite general questions to get initial anxieties out in the open; undoubtedly, they will have questions that will be answered during your explanation.</p> <p>Give their to-be-answered questions credence by writing them (or telling student to write them) on the board so they are not forgotten.</p> <p>10. First Work Session Tasks: Explain the advertising teams' tasks for the First Work Session (see thinking paper for description of tasks):</p> <ul style="list-style-type: none"> • Assign roles • Define assigned Habit of Success • Identify the features (benefits) of their team's Habit of Success, including why everyone should "buy" it to help him or her become more successful in school and in present/future jobs. • Identify the characteristics (e.g., age, interests) of the audience for their commercial (classmates). • Identify the elements of existing commercials that appeal to this audience. • Decide on consistent message/theme for commercial <p><i>As time permits:</i></p> <ul style="list-style-type: none"> • Develop a story board for commercial • Brainstorm possible logos and jingles for Habit of Success. <p>Respond to students clarifying questions. Remind students of the importance of <i>collaboration</i> and <i>respect</i> for each other and each other's ideas—everyone won't get his or her way; everyone must have his or her say!</p> <p><i>PSC Note: As students are working, go from team to team to answer questions and encourage on-task work. If there are conflicts, urge students to resolve them on their own—with respect for self and others. Systematically observe group participation skills of each student—make note of too much as well as, too little participation.</i></p>	<p>Habit of Success at the top of your <i>Take One</i>-Student Thinking Paper.</p> <p>Look over the thinking paper. Remember: your team will not be doing everything today!</p> <p>Ask clarifying questions (school counselor may ask you to wait for the answers to some of your questions)</p> <p>10. Listen/Think/Ask clarifying questions about any tasks that are unclear.</p> <p>COLLABORATE AND RESPECT SELF AND YOUR ADVERTISING TEAM MATES!</p>

Professional School Counselor Procedures:	Student Involvement:
<p>11. Team Progress Reports: Each team reports-out about its progress and asks whole team for help in solving unresolved challenges.</p> <p>Acknowledge: working on a team is not always easy—conflicts will occur and compromises must be made. Remember the importance of everyone having a say and everyone being heard—and then compromising.</p> <p>ASSESSMENT: Content: (Every advertising team may not complete all tasks for today...they will start where they are in Lesson 3). Using the Take One Student Thinking Paper, each team is able to identify: the benefits of the assigned Habit of Success; the characteristics of audience members to whom they will present their commercial; the consistent theme/message of their commercial and has completed the majority of a storyboard for the commercial</p> <p>Instruct students to put the materials their teams generated in a safe place until the next lesson (if necessary, make arrangements with classroom teacher to store materials in the classroom).</p> <p>ASSESSMENT: Personalization of Content: <i>Systematically observe students as they work in teams and make mental note of productive/non-productive behaviors. These observations (without names or other identifying information) may be used as part of encouraging feedback (e.g., I noticed several learners inviting/encouraging others to contribute their ideas or I noticed several learners did most of the talking in teams.)</i></p> <p>Self assessment: Instruct students to think about their own behaviors as they worked together. On the back of the <i>Take-One</i> papers, answer the following questions:</p> <ul style="list-style-type: none"> • Did I help or hinder my team’s work toward today’s goal? • In what ways? • What will I do more of/less of to help my team reach its goals during the next lesson? • Whose help do I want to help me help my team accomplish its tasks? <p>CLOSURE: SHOW-ME: Invite several students to tell how they will use one of the Habits of School Success before the next lesson. Tell them that during the next lesson, they will work to complete their commercials</p>	<p>11. Decide on a team reporter—one who will report your advertising team’s progress and ask for help with challenges. Listen, think and learn from the reporting-out of other teams.</p> <p>ASSESSMENT: Content: At the end of the work session, each team has identified the benefits of the assigned Habit of Success; the audience & characteristics; the consistent theme/message of commercial and has completed the majority of its storyboard (as identified in <i>Take One</i> Student Thinking Paper). (Not to worry if ALL of today’s tasks were not completed today...IF your advertising team has worked diligently.)</p> <p>ASSESSMENT: Personalization of Content: Reflect on your interactions and work as a member of advertising team.</p> <p>On the back of <i>Take-One</i> papers, respond to the school counselor’s prompts with integrity (honesty and thoughtfulness):</p> <p>CLOSURE: SHOW-ME: Several students volunteer to tell how they will use one of the Habits of School Success before the next lesson. If you don’t volunteer, listen and think about others’ comments</p>

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<p>and in the following Lesson, they will present their commercials.</p> <p>PSC Note!! <i>Plan to record (still or video) students' commercials: Before Lesson 4 arrange for camera (and videographer, if possible) AND review school/district's policy regarding photographing students (video or still). What permissions are required? Who is responsible for obtaining/verifying/recording permissions? Comply!</i></p> <p>LESSON 3: TAKE ONE, PART 2: START FROM WHERE YOU ARE!</p> <p><i>Plan a procedure for getting scripts photocopied as they are completed (e.g., ask classroom teacher to help or office aid or ____ to help). Every team member needs a copy of his or her team's script to review between this lesson and the next)</i></p> <p>Materials: Student Thinking Paper: <u>Take One</u> and team materials generated for their team's use. (Lesson 2).</p> <p><i>Continue to systematically observe students as they work in teams and make mental note of productive/non-productive behaviors and individual students who have difficulty with any aspect of the lesson.</i></p> <p>Hook: Tell students to ponder this: What do successful students and adults do that makes them successful? Can anyone be successful? Who decides?</p> <ol style="list-style-type: none"> Transition from Hook to Lesson: Tell students to get out their <i>Take One</i> thinking papers (Lesson 2). Look over the reflections they wrote on the back of their papers). Tell them to note the reflection about what they will do more of or less of as a team member today. Introduce this Lesson: Review teams' accomplishments during first work session; remind students that by the end of this work session they must have the script for their commercial completed. As students are getting into their teams, tell them to gather materials from the last lesson (e.g., their storyboards, their "team memory" [chart paper lists] and anything else they need to finish tasks). Teams Assess their Progress: Teams review and check-off accomplishments during the first work session and identify where team will start (every team's first task is to complete First Work Session 	<p>and how they are similar to or different from the responses you would give.</p> <p>LESSON 3: TAKE ONE, PART 2: START FROM WHERE YOU ARE!</p> <p>A Reminder for Students: Courageously volunteer especially if you did not contribute your ideas during Lessons 1 & 2. Remember: 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>Hook: Ponder (think about) your answers to questions school counselor asks. Are answers the same as they were at the beginning of the last lesson?</p> <ol style="list-style-type: none"> Get out <i>Take One</i> thinking paper from Lesson 2; review reflections and identify specific things you will do to help your team complete today's tasks. Remind yourself about the tasks your advertising team completed during the last work session. Teammates gather all materials needed for this work session—help each other. Working together, advertising team members check off completed tasks and determine where to start for this work session.

Professional School Counselor Procedures:	Student Involvement:
<p>tasks). When teams have assessed their progress from first work session and identified where to begin this work session, explain Take One Second Work Session (page 3 of thinking paper). Invite clarifying questions.</p> <p><i>Work closely with each team; offer assistance as needed. Extra attention may help build the confidence of students who find writing or drawing threatening or difficult.</i></p> <p>4. Mid-point Team Progress Check: Mid way through Lesson, ask each team to briefly report-out about its progress and ask classmates for help in solving unresolved challenges. Remind students to review their Lesson 2 projections. Are they following through on their commitments to apply the Habits of Success to their work with other team members?</p> <p>Teams return to work; as scripts are completed, get photocopies made for each team member.</p> <p>5. Final Progress Report for 2nd Work Session: Gather the class together and ask for a progress report from each team. Draw numbers for the order of presentations to be made in the next lesson.</p> <p><i>Make sure every team member has a copy of script for his or her team’s commercial—or knows when/where to get it later.</i></p> <p>ASSESSMENT: Content: Each team’s 60 second commercial is complete—script, including: visual and auditory elements, props and any other necessary materials are ready and/or assurances are made that all materials will be “ready-to-go” for “SHOW-TIME!”</p> <p>ASSESSMENT: Personalization of Content: Every member of a team is responsible for helping the team accomplish its tasks. Guiding each student to reflect on his or her contribution to team goals helps each person think beyond him or herself. On the backs of <i>Take One</i> thinking papers, students complete the following reflections about their contributions during the 2nd work session:</p> <ul style="list-style-type: none"> • Did I help or hinder my team’s work toward today’s goal? • In what ways? • I’m proud that I contributed ____ to our commercial. 	<p>Follow-along as school counselor explains <i>Take One: Second Work Session</i>. If do not understand any part of instructions, ask a clarifying question.</p> <p>4. Choose teammate to make mid-point progress report. Listen, think and learn from the reporting-out of other teams.</p> <p>Remember projections from Lesson 2: work cooperatively and collaboratively with teammates to create commercial; seek help as needed.</p> <p>RESPECT YOURSELF AND YOUR ADVERTISING TEAM MATES</p> <p>As soon as script is completed, give it to school counselor to be copied—write the number of copies needed at the top of the first page.</p> <p>5. Decide who will make final progress report for your team. Seek help on any unanswered questions and/or challenges. Draw a number for order of team presentation.</p> <p>ASSESSMENT: Content: Your advertising team’s 60 second commercial is COMPLETE. Every member has a copy of script (or team knows when/where to pick it up)</p> <p>ASSESSMENT: Personalization of Content: Reflect with integrity (honestly and thoughtfully) about your contribution to helping team meet its goals for today. Respond to the reflection stems read by school counselor—with integrity.</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> Presenting the commercial to the class ____. <p>CLOSURE: Summarize today’s work; describe the procedures for the big event-- invite comments and/or questions. If commercials will be recorded, tell students so they are not surprised.</p> <p><i>System Support/Program Advocacy PSC NOTE: This is an excellent opportunity to let others know what you are doing to help students’ academic achievement. Consider inviting principal and classroom teacher to participate in this Lesson.</i></p> <p>Are parent/guardian permissions in place for recording students’ in commercials??? Is camera ready and arrangements made to set-up early?</p> <p>LESSON 4: SHOW-TIME <i>Set-up recording equipment before lesson. If other school faculty/staff are attending, set up “adult chairs”.</i> <i>PSC Note: Arrange for a time or times that teams may view the video of their commercials. Self-observation is an excellent means for self-assessment.</i></p> <p>Materials: Kitchen timer</p> <p>Hook: It’s Show-Time, folks! SHOW-ME...THUMBS UP OR DOWN: Are you excited? Are you ready? Can you be successful? Do you have questions?</p> <p>Answer questions.</p> <ol style="list-style-type: none"> Final Prep: Allow 5-8 minutes for teams to do final “go over” of commercial, i.e., time to rehearse one more time, resolve any last minute issues. Remind teams of the order commercials will be “aired (numbers drawn last lesson).” <p>Remind students of guidelines of respect and acknowledgement for each presentation.</p> <ol style="list-style-type: none"> Begin Procedure: Introduce the first team, set timer for 60 seconds; roll the cameras for <i>Take One</i> while other class members get hooked by the commercial. <p>After commercial, allow a few minutes for discussion.</p>	<p>CLOSURE: Listen, think and ask questions as school counselor goes over procedures for the big event: your team’s debut as advertising specialists!</p> <p>LESSON 4: SHOW-TIME</p> <p>A Note to Students: Relax, you are prepared; get your butterflies flying in concert! (We all get butterflies before a performance; trick is to get them to fly in concert.)</p> <p>Hook: Participate in SHOW-ME...THUMBS UP OR DOWN; ask any questions you or your team have about today’s big event(s).</p> <ol style="list-style-type: none"> Final team meeting: encourage each other! <p>When it is your team’s turn, present your commercial with competence, confidence and belief in the Habit of School Success your team is selling.</p> <p>As the other teams present, think about ways their Habit of School Success can/will benefit your own journey to success.</p> <p>During Q&A discussion tell the presenting team what</p>

Professional School Counselor Procedures:	Student Involvement:
<p>Proceed in the same way with the remaining presentations.</p> <p>3. Summarize: After the presentations, acknowledge the work of each advertising team—identifying specific strengths (in general...no personal identifying information). Invite feedback about the process—NOT content of individual commercials:</p> <ul style="list-style-type: none"> • What did you like (about team process)? • What would you change if doing the exact same assignment again? • In the future, how will you use what you have learned? <p>Tell students when/how they may view their commercials. Follow-up with reminders; view videos together with team members.</p> <p>ASSESSMENT: Content 1: Commercial presented: 60 seconds, an attention-getter, consistent message, the benefits of habit, reasons to “buy” and how/where to “buy”.</p> <p>ASSESSMENT Content 2: Distribute Habits Of School Success: My Self-Assessment thinking papers. Explain directions; read each item and invite clarifying questions. <i>Depending upon developmental reading level of students, you may want students to complete thinking paper as a class.</i> (The stems are repeated here FYI.)</p> <ul style="list-style-type: none"> • <i>Before these lessons about the Habits of School Success, I thought my school success depended upon _____. After these lessons, I _____. From now on I _____.</i> • <i>The important things I learned about the Habits of School Success are _____.</i> • <i>The Habits of School Success that I need to change are _____.</i> • <i>To make the needed changes I _____every day _____. I will know I have been successful when _____. My accountable person will be _____; he or she will _____. We will celebrate my success _____.</i> <p>ASSESSMENT: Personalization of Content: Continuing on their self-assessment papers, ALL students respond to questions posed in Step 3 (repeated [and expanded] here):</p> <ul style="list-style-type: none"> • What did you like about your work as a team member? • What did you like most about the assignment? • What did you like least about the assignment? 	<p>the commercial persuaded you to do (e.g., how you will apply the habit in your school work).</p> <p>3. Volunteer to contribute to the feedback process. If don’t volunteer, listen and think about others’ comments. Are classmates’ feedback comments similar to or different from comments you thought about?</p> <p>ASSESSMENT: Content 1: Commercial presented with competence and confidence!</p> <p>ASSESSMENT Content 2: What did you learn? Answer questions school counselor poses.</p> <p>ASSESSMENT: Personalization of Content: Reflect in writing about the prompts provided by school counselor.</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> • What would you change (about you) if doing the exact same assignment again? • In the future, how will you use what you have learned? • I (your school counselor) will teach these lessons again. What advice do you have for me to make the assignment better (answer with integrity [honestly and thoughtfully]). <p>Before collecting thinking papers, inform students that you will be reading their papers and returning papers to their classroom teacher; who will return papers to students. The classroom teacher might read the papers. Is that OK with you? Tell students who want their responses to be between the two of you to write “PLEASE DO NOT SHARE” at top of thinking paper. Collect Habits of School Success self assessment papers.</p> <p>Post-Assessment: Distribute the <i>Work Success Habits: Post-Assessment</i> thinking paper. Tell students that a post- assessment is used to determine if one’s ideas are the same or different as result of a lesson or lessons. Remind them that they completed an assessment before (<i>pre-assessment</i>) the lessons about habits of success; now (after lessons) they will complete another assessment (<i>post</i>); <i>pre</i> and <i>post</i> results will be compared. Inform them about how you will use results and when/how they can see results if they are interested.</p> <p>Read each item so conditions are the same as the pre-assessment (see idea for use of results below). Collect papers.</p> <p>CLOSURE: SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts)</p> <ul style="list-style-type: none"> • What do successful students and adults do that makes them successful? • Can anyone be successful? • Who decides? <p>REMEMBER: YOU CAN—BE SUCCESSFUL!</p> <p><i>After the lesson, review reflections (responses to sentence stems) for students’(age appropriate) level of awareness about themselves and the Habits of School Success AND 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</i></p>	<p>If prefer that your reflections are private between you and school counselor, write “PLEASE DO NOT SHARE” at top of thinking paper. Give school counselor Habits of School Success self-assessment papers.</p> <p>Post-Assessment: <i>Work Success Habits</i> Look over the thinking paper. Listen and think about school counselor’s explanation about post-assessment. Ask clarifying questions as appropriate.</p> <p>Complete (with integrity) the <i>Work Success Habits: Post-Assessment</i>. Give completed paper to school counselor.</p> <p>CLOSURE: Contribute to SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts)</p> <p>REMEMBER: YOU CAN—BE SUCCESSFUL!</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>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>Compare the Pre-and Post-assessments to identify changes in students’ pre- and post-assessment responses. Summarize the results because...<i>the results provide support for the district’s Comprehensive Guidance Program and the effectiveness of your classroom guidance lessons as an important part of the district’s plan for the success of all students.</i></p>	

Classroom Teacher Follow-Up Activities

Provide Classroom Teacher with a brief overview of the lessons and copies of the thinking papers and resources: Student Thinking Papers: [Work Success Habits: Pre-Assessment](#), [Habits of School Success: How They Help](#), [Take One](#), [Work Success Habits: Post-Assessment](#), [Habits Of School Success: My Self-Assessment](#); Student Resource: [Habits of School Success: Checklist](#).

Summarize Systematic Observations: Identify:

- Students’ persistent misconceptions about work success habits; school success habits, the relationship between school and work success and their (students’) ability to make a difference in their own success.
- Students whose attitudes may sabotage success, e.g., made fun of or seemed to belittle being successful in school and/or demonstrated a lack of confidence in themselves and/or the benefits of self-advocacy and planning for success.
- Students who masked their lack of team participation, e.g., seemed to looking at thinking papers--hat pulled over eyes masked closed eyes or who appeared to write notes during discussion—actually doodling;
- Students whose behaviors kept team from accomplishing goals in a timely way, e.g., did work for everyone else, let everyone else do work for him or her, demonstrated an inability to compromise or listen to others’ ideas;
- Students who consistently had difficulty with any aspect of the lessons: cognitively, behaviorally or affectively.

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 challenges. How are they evidenced in the classroom? What interventions have been used—success? Determine if the difficulty is a “will” or a “skill” issue. Does the student know HOW to participate as a member of a team and lacks the motivation or confidence to take the risk to express own ideas or to let go of the control being “bossy” gives him or her (will)? Or does the student lack the ability to participate as a team member (skill)?

Collaborate with Classroom Teacher: Work together to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities requiring team-work or courageously expressing opinions/ideas in front of class. Responsive Services involvement may be indicated in the form of individual or small group counseling focused on (for example) self-confidence, team-building or academic self-concepts to help students learn they can be advocates for and make a difference in their own success. More extensive parental involvement may be required.

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?

WORK SUCCESS HABITS: PRE-ASSESSMENT

Name: _____ **Class:** _____ **Date:** _____

Directions: Indicate with an "X" whether the statement is True or False; if you don't know, mark the "?" column. If the habit leads to school success, place a "Y" in the "Yes" column; if not, place "N" in "NO" column.

Work Success Habit	T	F	?	School Success Habit	
				Yes	No
1. When people arrive at work, they must act happy to be there.					
2. Going to work late is all right if no one says anything about it.					
3. Regular attendance is not important because one person absent doesn't make a difference.					
4. It is important to finish work assignments as close as possible to their due dates.					
5. Work considered priority should always be completed first.					
6. Arranging materials so they can be easily found is important.					
7. Companies make lots of money, so it is ok for workers to take supplies (e.g., boxes of paperclips or pens).					
8. Using the telephone at work for personal calls is all right if the conversation is shorter than 15 minutes.					
9. It is important to look ahead at work to be done so plans can be made to do it efficiently.					
10. Sloppy work is not acceptable even if it has to be done quickly.					
11. One should not waste time reading directions.					
12. Everyone is entitled to chat with friends or colleagues for long periods of time during work hours.					
13. It is a good idea to look neat and well-groomed.					
14. If you don't get paid very much, it's ok to show displeasure work (e.g., complain, be grumpy).					
15. No matter what the boss wants a worker to do, the worker should do it with a positive attitude.					
16. If a worker does not agree with a rule, he or she shouldn't have to follow it.					
17. If customers are rude to a worker, it's ok for the worker to be rude, too.					

HABITS OF SCHOOL SUCCESS: HOW THEY HELP**Name:** _____ **Class:** _____ **Date:** _____

Directions: Write the habits your class listed on the board. Next to each habit, write how this habit contributes to school success and worker success. After you have completed your answers, rank the habits with number one being the most important to you and number ten being the least important to you.

Rank	Success Habits	Contribution to School Success	Contribution to Worker Success

When I started this lesson, I thought my school success depended upon _____

_____. After this lesson, I _____

_____. From now on I _____

HABITS OF SCHOOL SUCCESS: CHECKLIST

(PSC Note: Insert the Habits of School Success students generated in Lesson 1 Steps 7/8; copy and distribute to students during Lesson 2. Encourage students to keep the checklist in their planners or notebooks so they can use it every day to monitor their journey to even greater success.

Name: _____ **Class:** _____ **Date:** _____

Directions: Use this checklist to monitor your use of the Habits of School Success every day. If you have difficulty applying any of them or if it seems they are not working—talk with your classroom teacher and/or your school counselor. We all want YOU to be successful! REMEMBER: YOU CAN—BE SUCCESSFUL! PLAN FOR IT! BE A SELF-ADVOCATE!

Date	Habits of School Success	How I Used This Habit To Be Successful	The Help I Need To Be Even More Successful In School.

Other thoughts (or doodles)

TAKE-ONE!

A commercial is an attempt to sell a product. Your commercial must be designed to sell your assigned Habit of Success to your audience. Why should everyone buy this Habit of Success? You have **one (1) minute** to sell your Habit via your commercial. (Most television commercials are 30 seconds.)

First Work Session: GOAL: Roles assigned and storyboard for commercial developed

Assign roles (may assume more than one role):

1. Director—coordinates workers' production, keeps team moving along and checks that tasks are being completed.
2. Copywriters—write the copy (script) for the commercial. They must use standard English, make it attention-grabbing and follow time limit.
3. Editor—works with copywriters to make sure everything “fits” together and is accurate.
4. Art Director—works with Director and the copywriters to create artwork (e.g. logo/jingle or slogan/music (if used)).

Director: *One of your tasks is to make sure that every person has a say and that each team member respects the ideas of each other team member. Be sure every person has his or her say! Everyone won't get his or her way, but everyone must have a say in decisions!*

NOTE: *The time allotted for each task AND the total time (running time) used are expressed as: (___ minutes [task time]/running time ___ minutes [total time used]). Times are estimates; however, establishing time limits for discussions will help team accomplish task by end of work session.*

TASKS & TIME ESTIMATES FOR FIRST WORK SESSION (The director facilitates the discussion; write ideas on chart paper for each step—so all team members have a visual to help them remember the points made):

1. **Define assigned Habit of Success** (5 minutes/running time 5 minutes)
Write the name of your Habit of Success at the top of your large page of chart paper in large letters.
Discuss its meaning and write the definition under the name of the habit on the chart paper. This will be your team's memory one of the anchors you will use throughout your work sessions.
2. **Brainstorm the characteristics (e.g., age, interests) of your audience** (classmates) (4 minutes/running time 9 minutes)
Write the list on chart paper.
3. **Identify the features (benefits) of your Habit of Success** (8 minutes/running time 17 minutes)
As a team, develop a list of the benefits of your Habit. Answer the questions: “Why should your audience (classmates) “buy” the Habit? How will it help them become more successful in school and in present/future jobs? Is there a success story you can tell?
List the benefits on the chart paper. Remember—you want every team member to have a visual reminder of your discussions for current and future reference.
4. **Brainstorm the elements of existing commercials** that appeal to this audience (5 minutes/running time 22 minutes)
5. **Decide on consistent message/theme** (8 minutes/running time 30 minutes)
Use the list of benefits and the characteristics of your audience (better grades might be a theme)

6. **Develop a story board** (15 minutes/running time 45 minutes):

- A story board is similar to a rough draft with estimated time allotments; it will be the basis for the script, e.g.:
 - grab interest (how?) 3 seconds;
 - habit name + 3 benefits of habit: 6 seconds/9 seconds;
 - success story or result of using this habit in school: 8.5 seconds/17.5 seconds;
 - long-term benefits e.g., happier parents, earn more money if use when doing jobs for neighbors: 10 seconds/27.5 seconds;
 - how to obtain the habit: 6 seconds/33.5 seconds;
 - BUT WAIT--there's more: (success story or more benefits): 7 seconds/40.5 seconds;
 - Summary/Closing Pitch/How/where to "buy"/guarantee (?): 19.5seconds/60 seconds.
 - Your storyboard may be a "list" (see "Sample Format for Storyboard—I") or it may be a series of pages with visual and auditory elements for each segment on each page (see "Sample Format for Storyboard—II")
7. **IF TIME PERMITS:** after completed storyboard, brainstorm possible logo/slogan/jingle for your team's habit of success.
8. After this work session, put your storyboard and "team memory" (chart paper lists/notes) in a safe place—you will need them during the next session.

SAMPLE FORMAT FOR STORYBOARD--I

(Expand boxes so you can include sketches and words)

Visual (Art and/or Character Activity) What will audience see/hear?	Approx. Time/Running Time (part of final edit)	Key Points of Narration What will audience be told/learn
Grab Interest of Audience	3 seconds/3seconds	
	/60 seconds	

(Add more rows as needed)

SAMPLE FORMAT FOR STORYBOARD—II

Scene 1: Grab interest of audience: NARRATOR says something like:

Do you ever think?



"Everyone has something to say ...EXCEPT ME!"
 Listen up--we have the perfect solution for
 BLANK MIND SYNDROME...

SECOND WORK SESSION: Start Where You Are: GOAL: Commercial developed, including script (art/music for logo/jingle/theme/characters and actions/narrative)

TASKS FOR SECOND WORK SESSION (The director facilitates the discussion):

During this work session, times for tasks are not included because each team is working at a different stage in the development of its commercial. The goal is the same for all teams—a completed commercial.

1. Post “team memory” chart papers and make sure everyone has copy of *Take-One* and has visual access to the storyboard.
2. Review work of last session/identify what needs to be done to complete your 60 second commercial (including: logo/slogan/jingle to carry out consistent theme).
3. Everyone “signs-off” on general ideas presented in storyboard.
4. Assign tasks: You may want to work in sub-groups (e.g. Art Director and Artists work together to create visuals; copywriters work together to write narrative).
5. Identify times for sub-groups to report-out to the team. Plan several times during the session so that every member of the team is involved in every aspect. Periodic reporting-out helps avoid disagreements later.
6. Gather supplies (e.g., poster board, markers, paper) and make sure everyone has visual access to story board
7. GO TO WORK! HAVE FUN WITH TASKS!
8. Report-out!
9. Back to work! Have fun!
10. Editor: Review final script—EVALUATE TIME ALLOTMENTS TO MAKE SURE THEY ARE WITHIN THE 60 SECOND LIMIT.
11. If you have not done so, assign character roles for commercial (Narrator, actors)
12. Rehearse! TIME—CUT/ADD TO AS NEEDED. REHEARSE & TIME AGAIN.
13. ENJOY SUCCESS!

HABITS OF SCHOOL SUCCESS: MY SELF-ASSESSMENT

Name: _____ **Class:** _____ **Date:** _____

ASSESSMENT: Content: Respond to the following (use the back of this paper if needed):

1. Before these lessons, I thought my school success depended upon _____.
2. These lessons, helped me know I _____.
3. From now on, I _____.
4. The important things I learned about the Habits of School Success are _____.
5. The Habits of School Success that I need to change are _____.
6. My Plan: To make the needed changes, every day I _____.
7. I will know I have been successful when _____.
8. My accountability person will be _____; he or she will help me stay on-track by _____.
9. We will celebrate my success by _____.

ASSESSMENT: Personalization of Content: Reflection/Projection:

1. What did you like about your work as a team member? _____.
2. What did you like most about the assignment? _____.
3. What did you like least about the assignment? _____.
4. What would you change (about you) if doing the exact same assignment again? _____.
5. In the future, how will you use what you have learned? _____.
6. I (your school counselor) will teach these lessons again. What advice do you have to make the assignment better for students like you? (answer with integrity [honestly and thoughtfully]). _____.

WORK SUCCESS HABITS: POST-ASSESSMENT

Name: _____ Class: _____ Date: _____

Directions: Indicate with an "X" whether the statement is True or False; if you don't know, mark the "?" column. If the habit leads to school success, place a "Y" in the "Yes" column; if not place "N" in "No" column.

Work Success Habits	T	F	?	School Success Habit?	
				Yes	No
1. When people arrive at work, they must act happy to be there.					
2. Going to work late is all right if no one says anything about it.					
3. Regular attendance is not important because one person absent doesn't make a difference.					
4. It is important to finish work assignments as close as possible to their due dates.					
5. Work considered priority should always be completed first.					
6. Arranging materials so they can be found easily is important.					
7. Companies make lots of money, so it is ok for workers to take supplies (e.g., boxes of paperclips or pens).					
8. Using the telephone at work for personal calls is all right if the conversation is shorter than 15 minutes.					
9. It is important to look ahead at work to be done so plans can be made to do it efficiently.					
10. Sloppy work is not acceptable even if it has to be done quickly.					
11. One should not waste time reading directions.					
12. Everyone is entitled to chat with friends or colleagues for long periods of time during work hours.					
13. It is a good idea to look neat and well-groomed on any job.					
14. If you don't get paid very much, it's ok to show displeasure work (e.g., complain, be grumpy).					
15. No matter what the boss wants a worker to do, the worker should do it with a positive attitude.					
16. If a worker does not agree with a rule, he or she shouldn't have to follow it.					
17. If customers are rude to a worker, it's ok for the worker to be rude, too.					

As a result of these lessons, I learned I _____

Things about school and work success habits that I still want to learn or know more about _____