

**Unit #1 Title:** The Successful Student

**Lesson Title:** Picturing the Successful Student

**Lesson #:** 1 of 4

**Grade Level:** 6

**Length of Lesson:** 45 min.

**Missouri Comprehensive Guidance and Counseling Domain:**

AD.4 Applying Skills Needed for Educational Achievement

**Grade Level Standards (GLSs):**

AD.4.A.06.a.i: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources.

AD.4.B.06.a.i: Develop and practice a self-management system to promote academic success.

**American School Counselor Association (ASCA) National Standard:**

Academic Development

A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

**Materials (include activity sheets and/ or supporting resources)**

Markers and tape

Handout “*Characteristics/Qualities of a Successful Student*” (1 for each student group)

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research.</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works.</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.</li> </ol>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>3. Exchange information, questions and ideas while recognizing the perspectives of others</li> </ol>
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>2. Develop and apply strategies based on ways others have prevented or solved problems</li> <li>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</li> <li>7. Evaluate the extent to which a strategy addresses the problem</li> </ol>

X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks
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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	Writing, evaluating information
	Mathematics	
X	Social Studies	Relationships of individuals and groups
	Science	
	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

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

### Lesson Measurable Learning Objectives:

The student will describe five qualities and/or characteristics of a successful student.
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### Lesson Formative Assessment (acceptable evidence):

<b>Assessment should relate to the performance outcome for goals, objectives and GLS's.</b> <b>Assessment can be question answer, performance activity, etc.</b> Learners will work in cooperative-learning groups to identify the characteristics of a successful learner. Students will identify at least five characteristics that will be most helpful for them.
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### Lesson Preparation

<b>Essential Questions:</b> What does a successful student look like?  <b>Engagement (Hook):</b> What does a successful student look like?
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**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<p>NOTE: Counselor/Instructor actively encourages participation by all students and monitors student participation making note of those who do not participate. These students may be candidates for Responsive Services, e.g., small groups focusing on participation skills.</p> <ol style="list-style-type: none"> <li>1. Pose the following question: “What does a successful student look like?” Point out that being a successful student requires more than “looking” successful.</li> <li>2. Divide students into groups and assign group member responsibilities. Give the following instructions: “Brainstorm the qualities/ characteristics of a successful student. The group recorder will write those qualities on the handout “<i>Characteristics of a Successful Student</i>.” Monitor the progress of the group and check for cooperative behavior.</li> <li>3. As the students share the results of their group work, the counselor/instructor or assigned student will write the characteristics of the successful student on the chart paper.</li> <li>4. Pose the questions “What one characteristic stands out as being potentially helpful for you? How might you incorporate the characteristic into your actions?”</li> <li>5. During the next lesson you will analyze your learning style: how, when, where, you learn the best. Between now and then, be aware of the choices you make about where to study.</li> </ol>	<ol style="list-style-type: none"> <li>1. Class discussion</li> <li>2. Students work on the project in cooperative groups of four. Assign roles: Recorder, Encourager, Monitor and Reporter.</li> <li>3. Students share results with the rest of the class.</li> <li>4. Students identify characteristics and give an example of when and/or how the characteristic will be used. Have students write which characteristics will be the most beneficial to them and how they will use this characteristic to improve their academic success.</li> <li>5. Students reflect on choices made.</li> </ol>

**Teacher Follow-Up Activities**

Counselor/instructor posts the chart with the characteristics of the successful student in the classroom.

The teacher will reinforce the qualities/characteristics of a successful student periodically throughout the year.

The teacher/counselor/students will add at least quarterly other qualities/characteristics to the chart as the year progresses.

**Counselor reflection notes (completed after the lesson)**

## Characteristics/Qualities of a Successful Student

Your group will brainstorm qualities of a successful student. Write the qualities below and be ready to share with the class.

1: \_\_\_\_\_

2. \_\_\_\_\_

3: \_\_\_\_\_

4: \_\_\_\_\_

5: \_\_\_\_\_

6: \_\_\_\_\_

7: \_\_\_\_\_

8: \_\_\_\_\_

9: \_\_\_\_\_

10: \_\_\_\_\_