**Graphical user interface

Description automatically generated with medium confidence**

**Small Group Outline**

Student Assent………………………………………………………………………………... 3

Parent Consent ………………………………………………………………………….......... 4

Pre-Test Survey …………………………………………………………………………..……5

Post-Test Survey………………………………………………………………………………. 6

Lessons:

Lesson 1: Welcome Friends, Getting Organized!......................................................... 7-8

Lesson 1: Parent Connect…………………………………………………………. 9

Lesson 2: Tick Tok Goes the Clock: Time Management…………………………… 10-12

Lesson 2: Parent Connect………………………………………………………… 13

Lesson 3: Study Skills……………………………………………………………….. 14

Lesson 3: Parent Connect………………………………………………………… 15

Group Rules………………………………………………………………………………….. 16

**Schooled in Success Small Group**

Student Assent

My name is LeAnn Wills, and I am a graduate student at Vanderbilt University, as well as the school counseling intern at your school. I am inviting you to be a part of a small group on the topic of how to be successful in school.

Your parent knows about this group and has given permission for you to be a part of it. If you agree and would like to participate, you will come to a small group with other 5th grade students, and myself, once a week for three weeks. Your teachers will determine what time would be best. You will do activities during the small group and complete two surveys about strategies for success in school.

Participation in the group is voluntary. This means you do not have to participate if you do not want to. If you join the group but later decide you no longer want to, you can stop at any time.

**CERTIFICATE OF ASSENT**

Signing below indicates that you have read this letter, or have had it read to you, and that you are willing to be a part of this group.

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

(Your Name)

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

(Your signature)

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

(Today’s Date)

**Schooled in Success Small Group**

Dear parent or guardian,

My name is LeAnn Wills, and I am a master’s student at Vanderbilt University, as well as the school counseling intern at your school. One of the services offered as a part of the comprehensive school counseling program is small group counseling on a variety of topics throughout the school year.

Your child, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has been invited to participate in a small group for 5th grade students on the topic of Academic Success. The group will begin February 1, 2022 and should end February 22, 2022. The purpose of this group is to provide students with research-based education and techniques that foster skill development leading to students increased skills that aid in academic success. It is expected that participation in this small group will provide skill building that will assist students in future development and provide foundational skills that will aid in the successful transition to 6th grade.

Participation in this group is completely voluntary. Group sessions will be once a week for three weeks. The groups are scheduled such that interference with academic time is minimized.

Please feel free to contact me with any questions. My email is [lwills@lcstn.org](mailto:lwills@lcstn.org).

Warm regards,

LeAnn Wills

CCA School Counseling Intern

I give permission for\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to participate in this small group with the school counseling intern.

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

Parent Signature & Date

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

Phone Number

**Shape

Description automatically generated with medium confidencePre-Survey**

**Read each statement and circle you if usually, sometimes, or rarely do the action in the sentence. There is no right or wrong answer!**

1. I complete my homework and turn it in on time.

Usually Sometimes Rarely

1. I know how to manage my time.

Usually Sometimes Rarely

1. When I get home, I have a routine.

Usually Sometimes Rarely

1. I write down my assignments and check them off as I complete them.

Usually Sometimes Rarely

1. I know how to prepare for tests.

Usually Sometimes Rarely

1. My binder is organized.

Usually Sometimes Rarely

1. When I need to turn in an assignment, I know where to find it.

Usually Sometimes Rarely

1. I feel comfortable asking for help when I feel stuck on an assignment.

Usually Sometimes Rarely

**Shape

Description automatically generated with medium confidence**

**Post-Survey**

**Read each statement and circle if you strongly agree, agree, are neutral, disagree, or strongly disagree with it. There is no right or wrong answer!**

1. I know how to manage my time.

Strongly Agree Agree Neutral Disagree Strongly Disagree

1. I have a routine when I get home from school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

1. I feel comfortable asking for help when I feel stuck on an assignment.

Strongly Agree Agree Neutral Disagree Strongly Disagree

1. I know how to prepare for tests.

Strongly Agree Agree Neutral Disagree Strongly Disagree

1. I believe being organized will help me succeed in school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

**Lesson One: Welcome Friends, Getting Organized!**

**Agenda**

*Session Duration: 30 minutes*

ACSA Mindsets and Behaviors:

* B-LS-3: Time Management, Organization, Study Skills
* B-SMS-1: Responsibility for self and actions

Check In:

* Welcome members to the group
* Orient them to the purpose of the group
* Provide overview of today’s session

Goals:

* Group members will discuss the purpose of the group, group norms, rules, and confidentiality. Students will begin to become familiar with one another and understand the purpose and goals of the group.
* Group members will begin thinking about tools to be successful in school. One such tool is being organized.

Objectives:

* By the end of the session, students will understand the purpose of the group and have an idea of what we will be going over within the group.
* By the end of the session, students will have created a homework folder to use during the year.

Learning:

* Group Leader will discuss the following:
  1. Purpose of the group
  2. Provide a general overview of structure of each session
  3. Confidentiality
  4. Group leader will introduce the topic or organization
  5. Group will discuss benefits of being organized and what it means to be organized
* *Exit Ticket:* students will complete a homework folder

Materials:

* Copies of My Homework Binder: [Link](file:///Users/leewills/Library/Mobile%20Documents/com~apple~CloudDocs/%20Counseling%20Documents/Lesson%20Plans/Organization%20Skills/FreeHomeworkBinder-1.pdf)
* Pens/Pencils/colored pencils/markers
* Glue or Tape

**Lesson One Activity: Welcome Friends, Getting Organized!**

**I. [Introduction]** *[Time: 10 minutes]*

* Group leader will introduce themselves and welcome group members.
* Group leader will talk about why they are meeting (group purpose)
* Group leader will provide overview of group structure (session structure)
* Group leader will briefly go over group rules poster

**II. [Ice Breaker]** **Alphabet Name Game** *[ Time: 10 minutes]*With the group back together, each member will say their name followed by a word that starts with the same letter. Each person who must say the names of everyone before them before saying their name. For example, Anna would introduce herself as Apple Anna, then the next person would say “Apple Anna, I am Banana Bruce” and so on.

**III. [Activity] Homework Folder**

* Group Leader will transition into talking about organization as a key component to academic success
  + **What does it mean to be organized?**
  + **What are some examples of ways you get organized?**
* Group leader will introduce the idea of a homework folder and distribute material to students
* Students will create their homework folder

**IV. [Pre-Survey]**

* Administer Pre-Survey, informing students to circle the answer they feel fits them best. Emphasize that this is not a test, they will not be graded, there is no wrong answer. [*Time: 5 minutes*]

**IV. [Closing]**

* Review the content of the session with students
  1. Got to know one another
  2. Talked about the purpose of our group & what we will be doing
  3. Introduced organization
  4. Created a homework folder

Materials:

* Copies of My Homework Binder: [Link](file:///Users/leewills/Library/Mobile%20Documents/com~apple~CloudDocs/%20Counseling%20Documents/Lesson%20Plans/Organization%20Skills/FreeHomeworkBinder-1.pdf)
* Pens/Pencils/colored pencils/markers/folders

**A picture containing diagram

Description automatically generated**

**Lesson Two: Tick Tok Goes the Clock! Time Management**

**Agenda**

*Session Duration: 30 minutes*

Mindsets and Behaviors:

* B-LS-3: Time Management, Organization, Study Skills
* B-SMS-8: Balance of school, home, and community activities

Check In:

* Greet students
* Orient students to the agenda for today’s session
* Ask if student’s have any questions from the last time we met

Goal:

* Students will understand time management and how to organize and manage different tasks they have for successful task completion.

Objectives:

* By end of lesson students will be able to identify and apply two time management techniques.
* By end of lesson, students will be able to define time management in their own words.

Learning:

* Group leader will discuss:
  1. Unscheduled tasks
  2. Scheduled tasks
  3. Tasks we want to do
  4. Introduces the concept of agenda to the students as they help fill out Betty’s
  5. Importance of time management
* *Exit Ticket:* Betty’s Busy Week mark up

Materials:

* Copies of Betty’s Busy Week Story
* Copies of Betty’s Weekly Time Management Schedule: [link](file:///Users/leewills/Library/Mobile%20Documents/com~apple~CloudDocs/%20Counseling%20Documents/Lesson%20Plans/%20Study%20Skills%20Lessons/Elementary%20School_Time%20Mgmt%20Lessons/Time%20Managment%20Lesson%201.pdf)
* Pens/Pencils

**Lesson Two: Tick Tok Goes the Clock! Time Management**

|  |  |
| --- | --- |
| **Instructor Procedures/Instructional Strategies:**  1. Counselor introduces the concept of time management:  a. Scheduled tasks/activities that we have to do (e.g. get out of bed, eat, go to school). b. Unscheduled tasks/activities that we have  to do (e.g., chores, homework). c. Tasks/activities that we want to do (e.g.,  play, watch TV, go to the park). “Trying to fit all of those tasks/activities into a week can be a challenge. Today, we are going to work together to come up with a workable plan for Busy Betty.”  2. Each student is given a copy of *Betty’s Busy Week.* Counselor asks students to:  a) Circle the tasks/activities that are scheduled that Betty must do  b) Draw a box around the tasks/activities that are unscheduled that Betty must do  c) Put an X in front of those tasks/activities that Betty wants to do  3 With students’ help, the counselor fills out the weekly schedule for Betty.  4. As a closing, have student volunteers to tell one thing they learned from this lesson.  5. Counselor can tell the class that in the next lesson they will be working in small groups to develop a weekly schedule for a student named Frantic Fred. | **Student Involvement/Instructional Activities:**  1. Students listen.  2. Students follow directions given and check their work with a partner.  3. Students offer suggestions for task placement in Busy Betty’s schedule.  4. As individuals respond, the other students can do a “thumbs up” if that is also something new that they learned from the lesson.  5. Students listen. |

Missouri Comprehensive School Counseling Programs:  
To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary

**BETTY’S BUSY WEEK**

**Betty is VERY busy (just like YOU)! She is a 5th grade student and has many activities each week.**

**This week, here are all of the activities on Betty’s “To Do” list:**

**Text, letter

Description automatically generated**

**Additional Information about Betty:**

A picture containing clock

Description automatically generated**School is from 8 a.m. until 3 p.m.  
She must be at the bus stop at 7:30 a.m. Bedtime is 9 p.m.  
Don’t forget to eat!**

Missouri Comprehensive School Counseling Programs:  
To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary

Linking School Success to Life Success and Secondary Education grants permission for the use of this material for non-commercial purpose

**Diagram

Description automatically generated**

**Lesson Three: Study Skills**

**Agenda**

*Session Duration: 30 minutes*

ASCA Mindsets and Behaviors:

* B-LS-3: Time Management, Organization, Study Skills
* B-LS-2: Creative approach to learning tasks and problem solving

Check In:

* Greet students
* Orient students to the agenda for today’s session
* Remind student this is out last session and review all that has been learned
* Ask if student’s have any questions from the last time we met

Goal:

* Students will be able to identify studying techniques that will be helpful for them

Objectives:

* By end of lesson students will be able to list two helpful study habits
* By end of lesson students will be able to define cramming in their own words

Learning:

* Group leader will discuss:
  1. In today’s lesson we will go over study skills by identifying which ones are helpful, which are not so helpful, and tips and tricks to study more efficiently
  2. *Discussion Prompt Questions*
     1. What does it mean to study?
     2. Studying is a way to ensure comprehension, which is what is checked on a test or quiz. What does comprehension mean?
  3. Next, tell students they will be playing study skills Uno
  4. Explain the rules of “**I know: Study Skills!” Uno**
     1. Each player starts with 7 cards
     2. When its your turn, you try to match one of your cards with a card in the discard pile. You can match by number or color. If you have neither, draw another card.
     3. You can play a change it up card which will change the color that is being played (player who played it picks the new color to be played).
     4. If the player plays a change it up +4 they select the new color in play and the next player must grab 4 new cards.
     5. Player with one card left yells out “I know!!”

Materials

* Card game

Diagram

Description automatically generated with medium confidence

page3image40356592page3image40369360page3image40367008

