

Introduction

It is quintessential that incoming freshman have the necessary tools to be successful in high school. Two of those tools are goal-setting and time management. All students need these skills to be successful in school as well as in life. In order to facilitate this process, I have created a unit plan that consists of the following topics: goal-setting, time management, and stress management/test anxiety. These three topics will allow all students to gain the necessary knowledge that will encourage them to become successful. Within my unit plan, each group will consist of six freshman and this particular unit plan will occur during the month of October. This unit plan will be taught to all students, including students with disabilities.

Lesson Plans

Title of Lesson: Goal-Setting (30 minutes)

This lesson will be taught in the month of: October

Delivery Method: small group

Participants: High school- 9th grade students- 6 students

Outcomes or Standards:

M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.

B-LS 4. Apply self-motivation and self-direction to learning.

B-SMS 2. Demonstrate self-discipline and self-control.

B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals.

B-SS 1. Use effective oral and written communication skills and listening skills.

B-SS 2. Create positive and supportive relationships with other students.

Indicators: IV-A-4. Counseling theories and techniques in different settings, such as individual planning, group counseling, and classroom lessons. IV-B-1d. Develops materials and instructional strategies to meet student needs and school goals. IV-B-3b. Understands appropriate individual and small-group counseling theories and techniques such as rational emotive behavior therapy, reality therapy, cognitive-behavior therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems. IV-B-3c. Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change.

Learning Objectives:

1. Students will be able to make decisions and act as responsible members of society.
2. Students will be able to gather, analyze and apply information and ideas.
3. Students will be able to recognize and solve problems.
4. Students will be able to communicate effectively within and beyond the classroom.

Materials:

Pen/Pencil, Paper, Student Planner/assignment books, Role Model student to share ideas, gold covered chocolate

Developmental Learning Activities:

Discussion: Why set goals?

<u>Professional School Counselor Procedures</u>	<u>Student Involvement</u>
---	----------------------------

1. Review Small Group Counseling Ground Rules with students.	1. Students review and discuss the Small Group Counseling Ground Rules.
2. Review planner/assignment book and check for student progress.	2. Students will review their planners/assignment books and discuss their progress.
3. Ask students to think of how reaching for goals is like “going for the gold”. Suggestions might include visualization, preparation, hard work, time management, self-discipline, etc.	3. Students discuss and share what steps it takes to get to the goal they are trying to reach. Then discuss how reaching personal goals uses the same principles as those needed for a race or competition of some kind.
4. Have students write three short-term personal goals they plan to reach by the next group meeting so that they will be more successful in school.	4. Students write (in planner/assignment book) three personal goals and steps they need to take to reach those goals.
5. <u>Closure/Summary:</u> Discuss how goal setting, time management, and understanding the importance of grades are essential in achieving academic success.	5. <u>Closure/Summary:</u> Students share thoughts and feelings.
6. <i>Group homework assignment:</i> Ask students to document throughout the week what steps they take to reach their goals.	6. <i>Group homework assignment:</i> Students will be prepared to discuss how they reached each of their goals at the next group meeting.
This lesson was adapted from: West Virginia http://wvde.state.wv.us/counselors/group-lessons.html	

Extension/Connection Activities:

Check on students throughout the week to see how they are progressing on their assignment.

After each group meeting, the professional school counselor will provide classroom teacher(s) and parents/guardians a written summary of the skills learned during the group meeting. The summary includes suggestions for the classroom and/or home reinforcement of the skills.

Assessment/Evaluation: Teacher, parent/guardian, and students will complete a pre-test and post-test of the unit. (See Appendix A)

Academic Integration: All students will learn within the group meeting how to connect academic objectives with personal/social objectives. The professional school counselor will collaborate with all teachers and parents of the students selected to be involved in small group counseling.

Title of Lesson: Time Management (30 minutes)

This lesson will be taught in the month of: October

Delivery Method: small group

Participants: High school- 9th grade students- 6 students

Outcomes or Standards:

B-LS 3. Use time-management, organizational and study skills.

B-LS 4. Apply self-motivation and self-direction to learning.

B-LS 7. Identify long- and short-term academic, career and social/emotional goals.

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions.

B-SMS 1. Demonstrate ability to assume responsibility.

B-SMS 2. Demonstrate self-discipline and self-control.

B-SMS 3. Demonstrate ability to work independently.

B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals.

B-SMS 8. Demonstrate the ability to balance school, home and community activities.

B-SS 1. Use effective oral and written communication skills and listening skills.

B-SS 2. Create positive and supportive relationships with other students.

Indicators: IV-A-4. Counseling theories and techniques in different settings, such as individual planning, group counseling, and classroom lessons. IV-B-1d. Develops materials and instructional strategies to meet student needs and school goals. IV-B-3b. Understands appropriate individual and small-group counseling theories and techniques such as rational emotive behavior therapy, reality therapy, cognitive-behavior therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems. IV-B-3c. Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change.

Learning Objectives:

1. Students will be able to make decisions and act as responsible members of society.
2. Students will be able to gather, analyze and apply information and ideas.
3. Students will be able to recognize and solve problems.
4. Students will be able to communicate effectively within and beyond the classroom.

Materials:

Pen/Pencil, Student Planner/assignment books, clock

Developmental Learning Activities:**Discussion:** How and when do you study?

<u>Professional School Counselor Procedures</u>	<u>Student Involvement</u>
1. Review Small Group Counseling Ground Rules with students.	1. Students review and discuss the Small Group Counseling Ground Rules.
2. Have students watch a clock for 1 minute.	2. Students discuss how time flies when they are enjoying themselves, but may seem to drag when they have difficult tasks to complete.
3. Have students explain how they manage their time now and what they may need to do to manage their time more effectively. How will this help them be more successful academically?	3. Students can discuss how they can get things done and still have leisure time to reach their academic goals.
4. Refer students to their personal career plan. Discuss how planning now will affect their future career goals.	4. Refer to personal career plans and discuss how having a career plan can keep them on track.
5. Ask students to refer to their career plans and assignment books/planner. How do these relate to each other?	5. Discuss how managing time in their school work now will help them reach their career goals.
<u>Summary/Closure:</u> Remind students to use personal planner/assignment books daily so that they can manage their time for personal success.	<u>Summary/Closure:</u> Students look through personal planner/assignment books and write the next group meeting in so they will not forget.
<u>Group homework assignment:</u> Instruct students to carry planner/assignment books and use them during the school day. Bring planner/assignment book to	<u>Group homework assignment:</u> Carry planner/assignment books and use during the school day. Bring planner/assignment books

next session with entries of homework and test/quiz dates.	to next group meeting with entries of homework and test/quiz dates.
This lesson was adapted from: West Virginia http://wvde.state.wv.us/counselors/group-lessons.html	

Extension/Connection Activities:

Check on students throughout the week to see how they are progressing on their assignment.

After each group meeting, the professional school counselor will provide classroom teacher(s) and parents/guardians a written summary of the skills learned during the group meeting. The summary includes suggestions for the classroom and/or home reinforcement of the skills.

Assessment/Evaluation: Teacher, parent/guardian, and students will complete a pre-test and post-test of the unit. (See Appendix A)

Academic Integration: All students will learn within the group meeting how to connect academic objectives with personal/social objectives. The professional school counselor will collaborate with all teachers and parents of the students selected to be involved in small group counseling.

Title of Lesson: Stress Management/ Test Anxiety (30 min)

This lesson will be taught in the month of: October

Delivery Method: small group

Participants: High school- 9th grade students- 6 students

Outcomes or Standards:

B-LS 3. Use time-management, organizational and study skills.

B-LS 4. Apply self-motivation and self-direction to learning.

B-LS 10. Participate in enrichment and extracurricular activities.

B-SMS 2. Demonstrate self-discipline and self-control.

B-SMS 3. Demonstrate ability to work independently.

B-SMS 7. Demonstrate effective coping skills when faced with a problem.

B-SS 1. Use effective oral and written communication skills and listening skills.

B-SS 2. Create positive and supportive relationships with other students.

B-SS 2. Create positive and supportive relationships with other students.

Indicators: IV-A-4. Counseling theories and techniques in different settings, such as individual planning, group counseling, and classroom lessons. IV-B-1d. Develops materials and instructional strategies to meet student needs and school goals. IV-B-3b. Understands appropriate individual and small-group counseling theories and techniques such as rational emotive behavior therapy, reality therapy, cognitive-behavior therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems. IV-B-3c. Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change.

Learning Objectives:

1. Students will be able to make decisions and act as responsible members of society.

2. Students will be able to gather, analyze and apply information and ideas.
3. Students will be able to recognize and solve problems.
4. Students will be able to communicate effectively within and beyond the classroom.

Materials:

Pen/Pencil, paper

Developmental Learning Activities:

Discussion: How do I manage and cope with test anxiety?

<u>Professional School Counselor Procedures</u>	<u>Student Involvement</u>
1. Review Small Group Counseling Ground Rules with students.	1. Students review and discuss the Small Group Counseling Ground Rules.
2. Review students' progress on goals discussed last session. Offer encouragement to students to continue working toward their goals.	2. Students share their results.
3. "What is test anxiety?" Have the students brainstorm a list of physical and emotional symptoms of test anxiety.	3. Students will discuss test anxiety and the physical and emotional symptoms.
4. Define stress and discuss results of long-term stress.	4. Students discuss personal experiences with stress.
5. Ask the students to identify various ways to deal with stress.	5. Students identify and develop a personal stress management program.
6. Instruct students on a stress management technique (Ex. Deep breathing, aromatherapy, visualization, meditation, etc.)	6. Students participate and give feedback on their current state of relaxation.

<u>Closure/Summary:</u> Have the students practice stress management techniques.	<u>Closure/Summary:</u> Students practice stress management techniques.
<i><u>Group homework assignment:</u></i> Have students keep a log of their stressful situations and the techniques they used to alleviate the stress during the week.	<i><u>Group homework assignment:</u></i> Students keep a log of their stressful situations and techniques they used to alleviate the stress during the week.
This lesson was adapted from: West Virginia http://wvde.state.wv.us/counselors/group-lessons.html	

Extension/Connection Activities:

Check on students throughout the week to see how they are progressing on their assignment.

After each group meeting, the professional school counselor will provide classroom teacher(s) and parents/guardians a written summary of the skills learned during the group meeting. The summary includes suggestions for the classroom and/or home reinforcement of the skills.

Assessment/Evaluation: Teacher, parent/guardian, and students will complete a pre-test and post-test of the unit. (See Appendix A)

Academic Integration: All students will learn within the group meeting how to connect academic objectives with personal/social objectives. The professional school counselor will collaborate with all teachers and parents of the students selected to be involved in small group counseling.

References

American School Counselor Association. (n.d.). ASCA School Counselor Competencies. [PDF]

Retrieved February 1, 2018, from

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

Small Group Counseling. (n.d.). [DOC] Retrieved February 14, 2018, from

<https://wvde.state.wv.us/counselors/.../SMALLGROUPOUNSELINGhandouts.doc>

Group Lessons. (n.d.). Retrieved February 14, 2018, from

<http://wvde.state.wv.us/counselors/group-lessons.html>

APPENDIX A

Note to Professional School Counselor: *The classroom teacher will complete Part 1 of this form before students begin their small group sessions. The teacher will complete Part 2 of this form after the group ends. This process will provide the school counselor with follow up feedback about individual students who participated in the group.*

SMALL GROUP COUNSELING
TEACHER PRE-POST-GROUP PERCEPTIONS
Individual Student Behavior Rating Form

STUDENT _____ GRADE _____ TEACHER _____

Date of Pre-Group Assessment _____ Date of Post-Group Assessment _____

Part 1 - Please indicate rating of pre-group areas of concern in the left hand column.

Part 2 - Please indicate rating of post-group areas of concern in the right hand column.

Pre-Group Concerns Rank on a scale of 5→1 (5 = HIGH→1 = LOW)	Student Work Habits/Personal Goals Observed	Post-Group Concerns Rank on a scale of 5→1 (5 = HIGH→1 = LOW)
	<i>Colleagues, will you please help us evaluate the counseling group in which this student participated. Your opinion is extremely important as we strive to continuously improve our effectiveness with ALL students!</i>	
	Academic Development	
	Follows directions	
	Listens attentively	
	Stays on task	
	Compliance with teacher requests	
	Follows rules	
	Manages personal & school property (e.g., organized)	
	Works neatly and carefully	
	Participates in discussion and activities	
	Completes and returns homework	
	Personal and Social Development	
	Cooperates with others	

Note to Professional School Counselor: This form measures the teacher's perceptions of the overall effectiveness of the group. Teachers complete after Session 5.

SMALL GROUP COUNSELING

TEACHER POST-GROUP PERCEPTIONS:

TEACHER FEEDBACK FORM: OVERALL EFFECTIVENESS OF GROUP

One or more of your students participated in a small counseling group about _____.
 We are seeking your opinion about the effectiveness of the group e.g., students' relationship with the professional school counselor and other participants in the group and your observations of students' behavioral/skill changes (positive OR negative). We appreciate your willingness to help us meet the needs of ALL students effectively. The survey is anonymous unless you want us to contact you.

Teacher's Name: _____ Date: _____

Professional School Counselor's Name: _____

Before the group started, I hoped students would learn:

While students were participating in the group, I noticed these changes in their behavior/attitude

Using a scale of 5 to 1 (5 being the highest and 1 the lowest), please circle your opinion about the following:

What do you think?	5=High					1=Low
	5	4	3	2	1	
Overall, I would rate my students' experience in the counseling group as:	5	4	3	2	1	
Students enjoyed working with other students in the group.	5	4	3	2	1	
Students enjoyed working with the counselor in the group.	5	4	3	2	1	
Students learned new skills and are using the skills in school	5	4	3	2	1	
I would recommend the group experience for other students.	5	4	3	2	1	

Additional Comments for Counselor:

Note to Professional School Counselor: Send this COVER LETTER and the Parent/Guardian Feedback Form home with students after Session 4.

Request for Feedback from Parents/Guardians

Small Group Counseling topic/title:

Student's Name _____ Teacher's Name _____

Date: _____

Dear Parent/Guardian,

I have enjoyed getting to know your child in our small group counseling sessions. Next week will be the last session for our group. During the group sessions, we shared information related to a variety of topics. Below is a list of topics discussed during the group sessions.

Session 1: _____

Session 2: _____

Session 3: _____

Session 4: _____

Session 5: _____

Comments about your child's progress:

Attached is a feedback form. I would appreciate input from you about your child's experience in the small group. Please complete the attached **Parent/Guardian Feedback Form** and send the completed form back to school with your child by _____.

Thank you for your support and feedback. Please contact me if you have questions or concerns.

Sincerely,

Professional School Counselor

SMALL GROUP COUNSELING PARENT/GUARDIAN POST-GROUP PERCEPTIONS
Parent/Guardian Feedback Form

Your child participated in a small counseling group about _____. Was this group experience helpful for your child? Following is a survey about changes (positive OR negative) your child made at home while participating in the group at school and since the group ended. The survey will help us meet the needs of ALL students more effectively. The survey is anonymous unless you want the school counselor to contact you. We appreciate your willingness to help us!

Professional School Counselor: _____ Date: _____

Small Group Title:

Before the group started, I hoped my child would learn:

I've noticed these changes in my child's behavior and/or attitude as a result of participating in the group:

Using a scale of 5 to 1 (5 being the highest and 1 the lowest), please circle your opinion about the following:

What do you think?	5=High	4	3	2	1=Low
Overall, I would rate my child's experience in the counseling group as:	5	4	3	2	1
My child enjoyed working with the other students in the group	5	4	3	2	1
My child enjoyed working with the counselor in the group.	5	4	3	2	1
My child learned new skills and is using the skills in and out of school	5	4	3	2	1
I would recommend the group experience to other parents/guardians whose children might benefit from the small group.	5	4	3	2	1

Additional Comments to Counselor:

Note to Professional School Counselor: *The Student Feedback Form measures the student's perceptions of the overall effectiveness of the group using the same questions as teachers' and parents answer on their feedback forms. Students complete during the last session. This form may be adapted and used at the upper elementary, middle school or high school levels.*

SMALL GROUP COUNSELING
STUDENT POST-GROUP PERCEPTIONS:
STUDENT FEEDBACK FORM: OVERALL EFFECTIVENESS OF GROUP

We want your opinion about the effectiveness of your group. We appreciate your willingness to help us make our work helpful to all students. The survey is anonymous unless you want us to contact you.

My Name (optional): _____ Date: _____

Professional School Counselor's Name: _____

Small Group Title:

Before the group started, I wanted to learn: _____

Because of the group, I have noticed these changes in my thoughts, feelings, and actions:

Using a scale of 5 to 1 (5 being the highest and 1 the lowest), please circle your opinion about the following:

What do you think?	5=High					1=Low
	5	4	3	2	1	
Overall, I would rate my experience in the counseling group as:	5	4	3	2	1	
I enjoyed working with other students in the group	5	4	3	2	1	
I enjoyed working with the counselor in the group.	5	4	3	2	1	
I learned new skills and am using the skills in school	5	4	3	2	1	
If other students ask me if they should participate in a similar group, I would recommend that they "give-it-a-try"	5	4	3	2	1	

Additional Comments to Counselor:

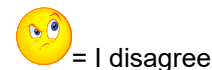
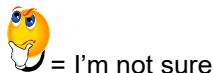
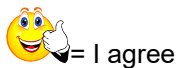
Note to Professional School Counselor: This form measures the student's perceptions of the overall effectiveness of the group using the same questions as teachers' and parents answer on their feedback forms. Students complete during the last session.

SMALL GROUP COUNSELING POST-GROUP FOLLOW UP WITH STUDENTS
Student Feedback Form

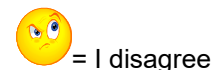
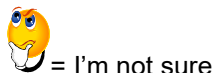
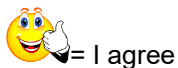
Name (optional): _____ Date: _____

When I started the group, I wanted to learn _____ about
 (the topic of the group).

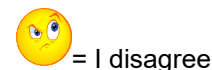
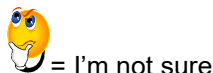
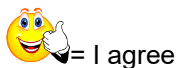
Instructions: Read each sentence. Put a circle around the face that shows how you think and feel right now about what you learned in the group.



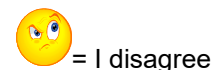
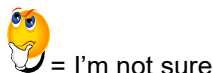
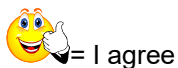
1. Overall, I enjoyed working in the group:



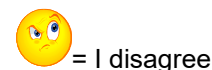
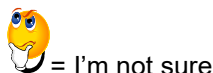
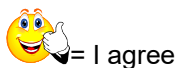
2. I enjoyed working with other students in the group



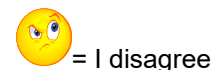
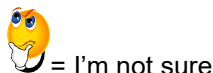
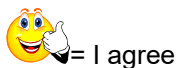
3. I enjoyed working with the counselor in the group.



4. I learned new skills and am using the skills in school.



5. If other students ask me if they should participate in a similar group, I would recommend that they "give-it-a-try"



Additional comments you would like to share with the school counselor:

Note to Professional School Counselor: *The Follow-up Session Feedback Form for Students may be used in several ways, e.g., as an alternative "Procedure" for the post-group follow-up session, as a discussion guide, or (if post-group follow-up session is NOT scheduled) as a guide for interviewing individual students 4-6 weeks after the group ends. Adapt as appropriate for developmental level of*

FOLLOW-UP SESSION FEEDBACK FORM FOR STUDENTS

Name (optional): _____ Date: _____

Questions:

1. What specific skills are you practicing now that the group is over?

2. What was the most useful thing you learned from the group?

3. What could you use more practice on?

4. How are things different for you now?

5. What Progress have you made toward the goals you set for yourself at the end of our group meetings? _____

6. How are you keeping yourself accountable?

7. What suggestions do you have for future groups?

8. Circle your overall experience in the group on a scale from 1 → 5 _____

1=Most positive activity in which I have participated for a long time
 2=Gave me a lot of direction with my needs
 3=I learned a lot about myself and am ready to make definite changes
 4=I did not get as much as I had hoped out of the group
 5=The group was a waste of my time
9. What specific "things" contributed to the ranking you gave your experience in the group?

10. What would have made it better?

Additional comments you would like to share with the school counselor:

