

Lesson Plan 1: Introduction to Academic Study Skills Group

School Counselor: Mrs. Nicash Krublo

Date: 10/24/19

Topic & Title: Introduction to Academic Study Skills Group

Grade: 4th grade

Learning Objective:

1. Students will be able to:
 - Demonstrate the retention of the names of other group members
 - Explain procedural routines on how to prepare for group
 - Formulate group norms and group name as a team
 - Recognize the importance of confidentiality and reasons the school counselor would need to breach confidentiality

ASCA Mindsets & Behavior:

- M 3: Sense of belonging in the school environment
- M 6: Positive attitude toward work and learning
- B-SS 2: Create positive and supportive relationships with other students

Materials:

- Counseling center space (includes table and 1 chair for each student)
- Access to technology and projector
- Laptop
- School-counselor generated powerpoint presentation
- Positive Behavior Intervention Support (PBIS) tickets
- Poster board
- markers

- Prize box
- Comprehensive Small Group Pre-Survey copies (1 per student)

Preparation for Group:

- Remind the students and teachers of students in group that group counseling will begin soon (i.e.; email, verbal reminder)
- Ensure there are enough working computers on the day of group counseling that have the pre-survey link already up

Procedure/Lesson Outline:

1. Introduction:

a. **Welcome (3 minutes):**

School counselor introduction -

- Welcome students to the counseling center and ask them to each pick a seat around the table.
- Thank the students for attending group, for quietly entering the counseling center respectfully, and inform them that they will later be learning the exact procedures for entering group.
- Re-introduce yourself and express excitement for the group.
- Explain your role at the school, including important points of academic, social/emotional, and college/career support and advocacy for students, being there to support students become problem-solvers and to simply listen.
- Ask the group for examples of potential topics students can turn to the school counselor for help (i.e.; help with a friend, angry or sad feelings, making better decisions, being more organized and learning to stay focused). Reinforce and clarify student suggestions and explain that the small group is another way (aside from class presentations and individual counseling) the school counselor may do this.

2. Lesson Purpose & Procedures (5 minutes):

- Ask the students if anyone remembers the reason why they are in group from the interview and after validating their answers, reinforce that the purpose of group is to have some time and a place to get to know each other, learn and practice some activities and strategies to become even better learners, so that they are even more academically successful. Describe some of the academic study skill lesson topics that will be addressed throughout group each week.
- Explain that each group will have a specific structure or procedural routines, beginning from prior to entering the group, how the group lesson will unfold each week, as well as the same reinforcement/incentive systems for each group session.
- Explain and model the procedure for “leaving the class and entering group counseling pick up”.
 - School counselor stands at the door with a sign with the group members name on it
 - Student silently clean up their current work, push in their chair, grab their backpack and walk outside the classroom to line up behind other group members
 - As school counselor walks to other potential classrooms to pick up the remainder of the students, the students stay quiet in their line outside of the new classroom
 - Students enter the group counseling center, sit down at a seat, and put their backpack on the back of their chair and show active listening in preparation for the weekly check-in
- Have students briefly work together to explain the “leaving the class and entering group counseling pick up” procedure
- Thank the students for their participation and give each one a Positive Behavioral Intervention Support (PBIS) ticket.
- Explain that the school-wide PBIS reinforcement ticket will be used in group as a way to reinforce positive behaviors (such as participation and attendance) that were observed. Ask and validate the students for other behaviors that are

reinforced at school that may also earn a PBIS ticket in group. Inform students that the PBIS tickets from group may be used for a raffle to choose a prize from the prize box at the end of each group or be saved for the school-wide weekly raffles. Communicate to the students that on top of the weekly group participation PBIS tickets that they can earn, if the students are able to attend the entirety of the 8 weeks of group, there will be a celebration party at the end with their favorite food

- Tell the students that each group session has a similar structure that will unfold the same, so that they know what to expect:
 - i. Practice leaving classroom entering group counseling procedure
 - ii. Check in/ice breaker/team builder
 - iii. Revisit/review of the last topic from week prior
 - iv. Introduction of new topic
 - v. Instruction of knowledge and skills
 - vi. Engaging activity reinforcing the new knowledge and skills
 - vii. Check for comprehension
 - viii. Closure (includes wrap up, prize box, and free time, if it was earned)

3. Icebreaker 1 (5 minutes)

- a. Now that they know the purpose of group and have learned some of the procedures and incentives to look forward to, inform the students that they will begin with a counseling center tour and ice breaker.
- b. Walk the students around the counseling center highlighting where everything is and the resources they will have access to during free time.
- c. Inform the students that they will now be playing an ice breaker called “Blow Wind Blow” to get to know each other.
- d. Instruct the students to bring their chair to the center of the room, where there is more space for movement, and create a circle with their chairs. Once seated, explain that there will always be one person standing in the middle who does not have a chair and is ‘it’ for that round. The person in the middle must begin by saying the same phrase “My name is (insert name here). Blow wind blow” and

the rest of the group will respond after with “blow what”? Once the group has responded, the student in the center respond “blow wind blow to people who....” and will pick something they like or are interested in, which can be related to school or something more personal for them. For example, “blow wind blow to people who love to eat pizza”. Tell the students that if the statement that the person in the center said applies to them, they must get out of their seat and find another seat. Inform the students that there are a few caveats to be aware of 1) Students need to be honest if the statement applies to them, so that they can genuinely get to know each other. 2) If the statement applies to the student, they must get out of their seats and switch with another student or the person in the middle. They are not allowed to stand up and sit back in the same seat. 3) Must be careful and keep their bodies to themselves and watch out for possible collisions, as this game can become competitive. If the game gets out of hand, it will need to stop and the group will move on to the next activity. 4) Fun and deeper statements (vs. surface statements) are encouraged to challenge each other to share more about themselves and give example of a surface statement (i.e.; “blow wind blow to people who like the color blue” compared to deeper statements such as “blow wind blow to people who struggle with math.. Or people who may feel lonely at school” Check for student comprehension and model the first round with a statement that relates to all the students in the group “My name is Ms. Nicash. Blow wind blow to all the students who attend elementary school” to ensure they have the opportunity to get up and switch seats.

- e. After a number of rounds, inform the students to sit back in their seats, ask if one student can name everyone in the group and allow a couple of students to try, and illicit things they might have learned from engaging in the ice breaker (i.e.; names, things they have in common).
- f. Inform the students that each week, there will be a fun activity similar to “blow wind blow”.

4. Content (15 minutes)

- a. *Creating Group Norms* - Take out a poster board, marker, and explain to the group that now that they understand the purpose of group, have had a chance to get to know each other a little bit, it is important to work together to come up with group norms/rules that they can write on the poster board to refer back to. State that these norms are created in order to continue to successfully work together and support each other to learn as much as they can during group counseling.
 - Share an example of the importance of attending group each week as an important norm and explain how someone's lack of attendance can affect the collective learning
 - Illicit 5-7 group norms, ensuring each student has had a chance to contribute a norm. Ask the students if they are all in agreement and inform them that these norms will be out during each group as a visual aid reminder.
 - Verbally thank the students for their participation with creating the group norms and give them a PBIS ticket each.
- b. *Group Name*
 - i. Explain that now that the norms are created, collectively deciding on a group name would be build cohesion and a fun way to refer to the group they belong to.
 - ii. Inform the students that they will have one minute to brainstorm quietly to themselves and that the group will reconvene after the minute.
 - iii. Once the group is done brainstorming individually, ask the students if they have any suggestions that you can write down on the back of the poster for the group to vote upon afterwards.
 - iv. Remind the students of the purpose of group and to be creative with the name, while keeping the purpose in mind.
 - v. Allow time for some suggestions and take a silent and unanimous vote for the most popular group name. Share that if there are a couple of names that are close in votes, it is okay to blend the two or top choices together.

- vi. Once the name is created, ask if all the students are in agreement and write the final group name on the top of the group norms side of the poster.

5. Activity

a. Pre-survey: (5 minutes)

- i. Explain to the students that the last thing on the agenda is completing the group counseling pre-survey. Inform the students that they will have five minutes to complete a quick 10 question survey that they will be taking individually on the computers to help inform the facilitators on what the students already know and what the school counselor needs to focus on teaching them.
- ii. Ensure that the students know that there will be no grade, that there will be questions they may not know the answers too and it is okay. Inform them that the pre-survey will not affect their grades, but encourage them to try their best.
- iii. Set a five minute timer on projector, walk around the group space to check on timing and check in when the time has run out. Thank students for their effort on the pre-survey and inform them that they will be taking the exact same survey at the end of group to show us all the things they have learned.

6. Closure (5 minutes)

- a. Inform the students that at this time, they can sign the back of their PBIS tickets for a chance to enter the raffle for the three winners who will get the opportunity to pick from the prize box.
- b. Reinforce with the students that since they completed all the group session tasks successfully, as mentioned, they earned “free play time.” Put the allotted amount of time on the projector.
- c. Give a warning minute for the students to clean up and come back to the circle. Once the time is up and students are back in the circle, thank the students for attending the first group and express excitement for the rest of the future sessions.

- d. Ask the students to identify activities they completed during this first session and what they enjoyed the best.
- e. Remind the students that as they are dropped off to their classrooms, they need to mirror the same positive behavioral expectations they did as they left for group, as they return from group.
- f. Walk students back to class.

Plan for Evaluation:

Process Data:

Who: Two groups of six to eight 4th grade students

What: Lesson on Introduction to Academic Study Skills Group

When: 10/24/17 at 1:30pm

Perception Data: Pre/Post Survey

Outcome Data: Improvement in Work Habits section of the report card

Follow Up: School counselor will review introduction lesson during check-in

Reference: