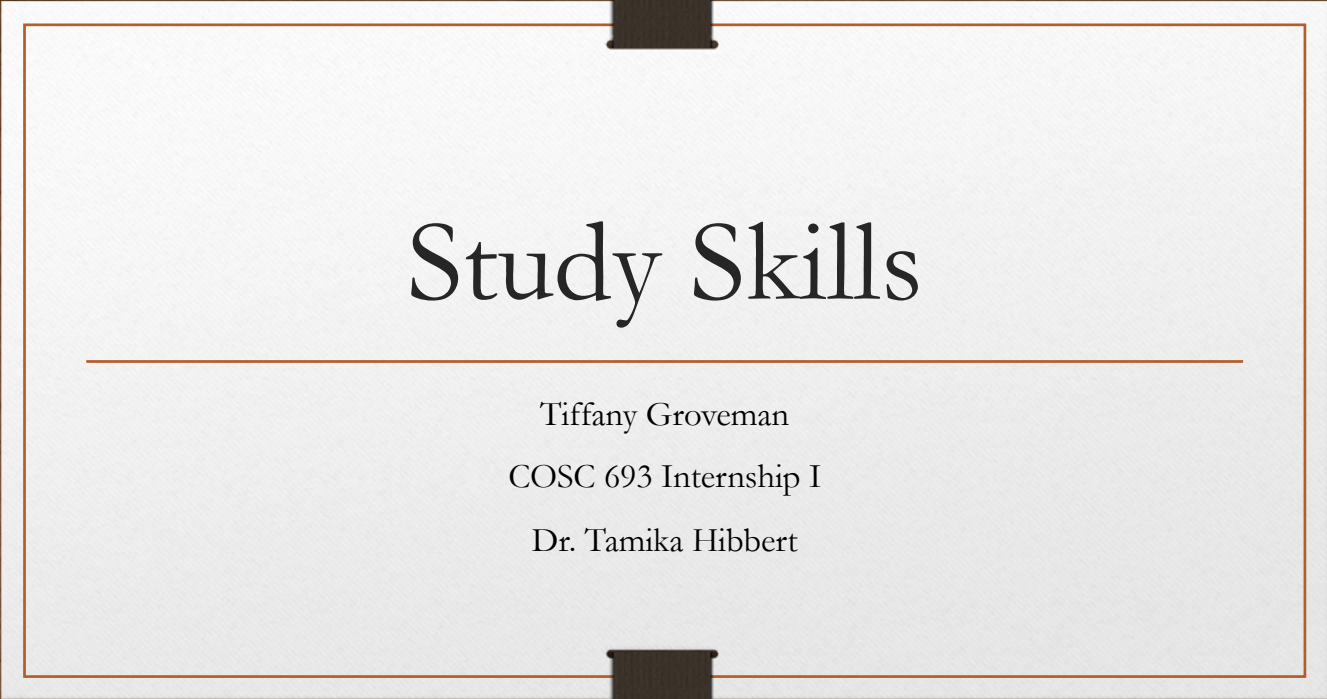




Study Skills

Tiffany Groveman

COSC 693 Internship I

Dr. Tamika Hibbert

Lesson Plan Overview

- This lesson plan was created and implemented with the purpose to teach healthy study habits within the classroom setting, empowering students to balance school, personal and professional life.

Existing Data Sources

- Behavioral Data
 - Counselor Referrals
 - Email referrals from parents & teachers
 - Schoology messaging from students
- Achievement Data
 - Consistency in grades



Figure 1 google image of Schoology www.google.com

Needs Assessment

- Student's in 9th & 10th grade & Parents
- Faculty
- School Counselor

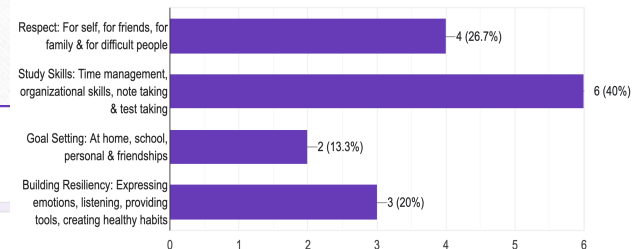
Lesson Plan

Faculty & school counselors

What topic would be beneficial for this years 9th & 10th grade students?

- ☐ Respect: For self, for friends, for family & for difficult people
- ☐ Study Skills: Time management, organizational skills, note taking & test taking
- ☐ Goal Setting: At home, school, personal & friendships
- ☐ Building Resiliency: Expressing emotions, listening, providing tools, creating healthy habits

What topic would be beneficial for this years 9th & 10th grade students?
15 responses



Description of Project

- Study skills
 - Time Management
 - Organizational Skills
 - Note Taking
 - Test Taking
- Group details
- Board game



Figure 2 google image of board game www.google.com

AIA Specialty Standards and Rationale

- Counseling Prevention & Intervention (CAEP A1.1d, f)
 - Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional development of students.
- Academic Development (CAEP A1.1.d,e,f)
 - Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
- Collaboration & Consultation (ASCA M-5; M-6; B-SS 4;B-SS 5; B-SS 6;B-PA 1; B-PA 5; B-PA 8)
 - Uses peer helping strategies in the school counseling program.
- Diversity & Advocacy (CACREP G.1.d;G.2.b;G.2.d;G.2.j;G.3.d,G.3.f;G.3.k)
 - Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional development of students.

ASCA Mindsets & Behaviors Rationale

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- B-LS 2. Creative approach to learning, tasks and problem solving
- B-SS 1. Effective oral and written communication skills and listening skills

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Time Management Tips

1. **Learn to say "no."** Everyone wants you to be something that you aren't. Learn to say "no," it's a step to turn down the idea. It's the same thing you can apply after someone wants you to do it. You have to have time and only apply yourself from what people want and to your best.
2. **Make decisions.** Some energy and confidence comes from fall in love with the idea. You can't be a decision maker without following through, you spend your time on important tasks instead of wasting it on people or situations.
3. **Think ahead and set goals.** Everyone should have something to work on. You can be a leader in your business. You should set your purpose for the future.
4. **Get your best and do things in stages.** A lot of time for the exercise and make sure you're not too tired. You can be a leader and not be a leader.
5. **Twinkle the toughest part of your job or assignment first.** Start with the very first step. A change of your behavior and motivation. When you're in a stage of your life, you can be a leader and not be a leader.
6. **Don't stop your job.** Perfectionism is the biggest obstacle to your progress. You can be a leader in your business. You should set your purpose for the future.
7. **Be flexible.** When circumstances or information are able to cope with conditions, you can be a leader in your business. You should set your purpose for the future.

Pacing a Time Log

Use the space on the opposite page to keep track of the things you do during the day. Use the space on the opposite page to keep track of the things you do during the day.

CODES

- 68. Time with friends
- 69. Time with family
- 70. Time with friends
- 71. Time with family
- 72. Time with friends
- 73. Time with family
- 74. Time with friends
- 75. Time with family
- 76. Time with friends
- 77. Time with family
- 78. Time with friends
- 79. Time with family
- 80. Time with friends
- 81. Time with family
- 82. Time with friends
- 83. Time with family
- 84. Time with friends
- 85. Time with family
- 86. Time with friends
- 87. Time with family
- 88. Time with friends
- 89. Time with family
- 90. Time with friends
- 91. Time with family
- 92. Time with friends
- 93. Time with family
- 94. Time with friends
- 95. Time with family
- 96. Time with friends
- 97. Time with family
- 98. Time with friends
- 99. Time with family
- 100. Time with friends

Time	Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00								
7:30								
8:00								
8:30								
9:00								
9:30								
10:00								
10:30								
11:00								
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11:30								
12:00								
12:30								
1:00								
1:30								
2:0								

The image displays three distinct productivity templates designed for daily use. The first template, titled 'Daily Planner', features a vertical column of seven boxes on the left, each labeled with a day of the week (Monday through Sunday). To the right of these boxes is a large rectangular area labeled 'TO DO' at the top, followed by a section for 'GOALS' and a section for 'NOTES'. The second template, titled 'Daily Routine', is divided into three main sections: 'MORNING ROUTINE', 'AFTERNOON ROUTINE', and 'EVENING ROUTINE'. Each section contains a checklist box with a green checkmark and a series of horizontal lines for notes. To the right of these routine sections are two larger boxes labeled 'DAILY GOALS' and 'NOTES'. The third template, titled 'Daily Goals', is a single sheet with a large section for 'GOALS' at the top, followed by a section for 'NOTES' at the bottom. The entire image is presented in a light, airy aesthetic with soft pastel colors and decorative floral elements.

Name _____ Date _____

The Mapping Method

The mapping method of taking notes will help you understand lessons better by writing a key word or concept anywhere on the page. As the lecture continues, continue writing down ideas until you make a connection between the different ideas; draw lines to connect them together.

DIRECTIONS: Today's class is _____

Name _____ Date _____

Note Taking Skills

DIRECTIONS: Put a check mark next to the things you *should* do when taking notes in class.

☐	Copy what the teacher writes on the board
☐	Paraphrase what the teacher says with your notes
☐	Highlight and underline everything you write down.
☐	Re-write your notes every day
☐	Create your own abbreviations to make note-taking easier
☐	Be sure to write down anything that the teacher repeats
☐	Note the teacher's emotions (e.g., "Is this important?")
☐	Don't write down anything you don't understand
☐	Use as much space to take notes as you need
☐	Don't write down your questions, only what the teacher says
☐	Don't write down any of your own thoughts or ideas
☐	Highlight things you need to remember
☐	Write down examples your teacher gives
☐	Rewrite or type up your notes after class

Name _____ Master Trading Skills

Outlining Method

Left-align the most general ideas. Show relationships between ideas by indenting.

General idea: _____

General idea: _____

General idea: _____



_____ should do when _____



Cultural Sensitivities

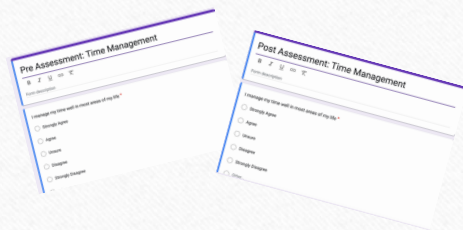
- Study skills conversations
- Application of information
- Group board game activity/creation



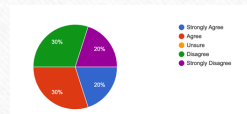
Figure 3 google image of heart of hands www.google.com

Evaluation

- Pre/Post assessments
- Supervisor feedback
- Student engagement/board game completion
- Areas of Improvement



Two screenshots of a 'Pre Assessment: Time Management' and 'Post Assessment: Time Management' form. The forms are identical and show a section for 'Assessment' with a question: 'How often do you feel you are able to manage your time?' Below the question are five radio button options: 'Strongly agree', 'Agree', 'Neutral', 'Disagree', and 'Strongly disagree'. The 'Pre Assessment' form has the 'Strongly agree' option selected.



References

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