Lesson Plan and Data Report

Purpose

The lesson plan provides details of specific lessons that enhance life-readiness skills for each and every student and defines:

1. **What** will be delivered to each and every student in a grade level (for Tier 1 lessons)
2. **To whom** it will be delivered
3. **How** it will be delivered
4. **How** students' attainment of the lesson's learning objective will be assessed

Implementation Notes

1. Lessons are based on student data and developmental needs.
2. Lessons are delivered to all students at a grade level in classroom, large-group, small-group or individual settings (Tier 1).
3. Some lessons may be based on specific requests from staff for unique circumstances/situations (Tier 2).
4. Lessons are connected to only one ASCA Student Standard.
5. Directions are in red text below.

School Name	*Everett Naismith K–9 School*		
School Counselor	*Ellie Da Silva*	**School Year**	*2025–2026*
Lesson Title/Topic	*Understanding Bullying: Stopping Mean Behaviors*		
Participants	*All eighth-grade students*		

Setting – Lesson(s) will be delivered in**:**

- ☑ Classroom (Tier 1 whole-class instruction or Tier 2 specific classroom)
- ☐ Large Group (grade-level or multi-class instruction)
- ☐ Small groups (single session delivered to a group of students, ex., junior planning conferences)
- ☐ Individual (one-on-one student instruction) ex. senior credit checks

Reason for this lesson:
Select from each:

- Life-Readiness – select no more than one category
- **Academic Success** - select any category that applies

Life-Readiness

- ☐ Learning Strategies
- ☐ Self-Management Skills
- ☑ Social Skills

Academic Success

- ☐ Improve academic performance
- ☐ Meet benchmarks
- ☐ Improve test scores
- ☐ Meet promotion/graduation requirements

☑ Single Lesson ☑ Unit of Lessons: Lesson _____ of _____

EXAMPLE

Lesson Plan and Data Report

ASCA Student Standards, Objectives and Assessment Items for Lesson

Behavior Standard from ASCA Student Standards Identify one behavior standard from the ASCA Student Standards.	**Learning Objectives** 1. Include one or two objectives that align with the selected behavior standard from the ASCA Student Standards. 2. Begin each objective with "Students will…"	**Pre-/Post Assessment Statements** Write one-two assessment items per learning objective. Administer pre-/post-assessments aligned with the learning objectives for: 1. each lesson or 2. the beginning of the first and end of the last lesson of the unit.
B-SS 2: Create positive and supportive relationships with other students	*Students will be able to state personal needs/wants respectfully when needed.*	1. *I see how my wants and the wants of others interact.* 2.
	Students will be able to state personal opinions/thoughts respectfully during disagreements.	1. *How can you remain respectful when disagreeing?* 2.

Materials:

Slide deck presentation, computer, projector
Chart paper and marker

EXAMPLE

Lesson Plan and Data Report

Steps

1. Administer pre-assessment.
2. Record pre-assessment data. Optional Data Organizer can be used for this information (Life-readiness baseline data).

Describe how you will:

1. Introduce lesson and objective:

Talk about and define "mean" behaviors. Ask for examples (without names).

Today's lesson will focus on types of "mean" behavior and what to do when it happens.

2. Teach content:

Discussion questions:
Why do people engage in mean behaviors? What are reasons you think people claim when they mistreat others?

Slide deck review:
Go over slides, asking questions and discussing each. Ask for examples to check for understanding during the presentation.

Question:
1. *Who has been cyberbullied?*
2. *Why is cyberbullying such a problem?*
3. *Why are bystanders so important?*

3. Practice content:

Brainstorm:
1. *Have students work in small groups to brainstorm ways they can stop mean behaviors.*
2. *Each group will choose one of their ideas and create a role play for the class.*

Role Play:
1. *Each group will role play their idea. After each, add their strategy to the chart, which will be left in the classroom.*
2. *Continue the list started during the role plays. Ask groups to bring up other ideas or strategies that were discussed in their small groups. Add them to the chart.*

4. Summarize:

1. *Review the list with the class.*

2. *Leave the list in the classroom for students to reference.*

END OF PLAN

EXAMPLE

Lesson Data Report

ACCESS

Participation Data Results

Number of students at beginning of plan:	*23*
Number of students at end of plan:	*22*
If number of students changes from beginning to ending of plan, provide an explanation for the change.	*One student moved to another school.*

Graphs

If needed, use organizer on the final page to organize the data.

LIFE-READINESS GRAPH

Follow these guidelines for graphs.
Pre-/post-assessment results:

1. Match data reported in the results section.
2. Data represented side by side.
3. Graph aggregate data, not individual student data.

All graphs are bar charts and include:

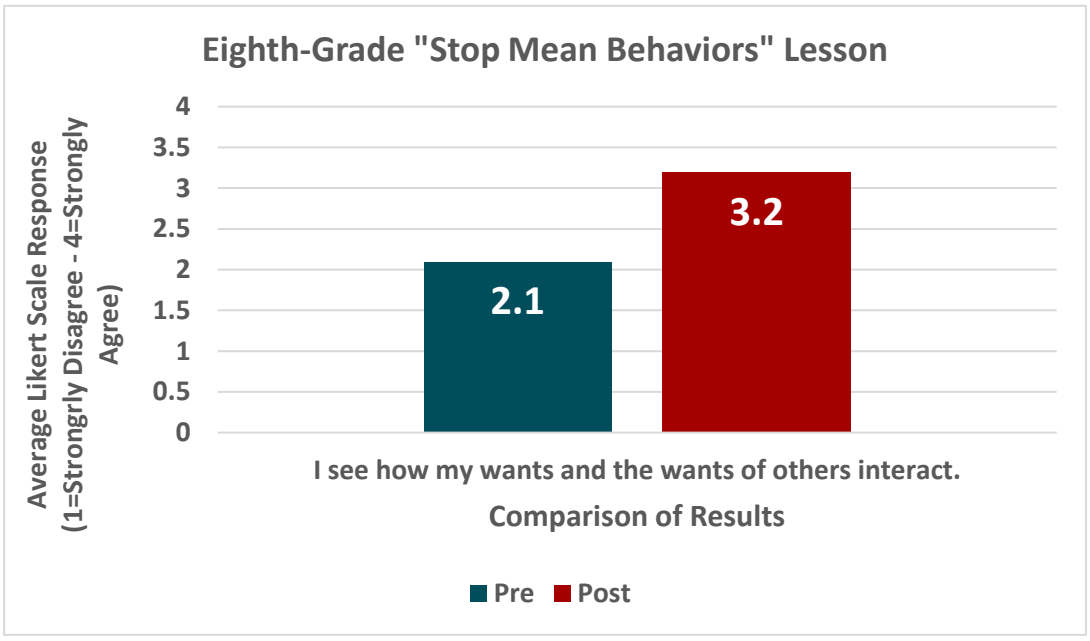
1. Primary title: ASCA Student Standards Data Results
2. Subtitle with specific details about the students or data represented on graph
3. Y-axis label: describes data being graphed; if Likert scale is used, defines the scale
4. X-axis label: defines what is being compared
5. Data points included for each bar on graph

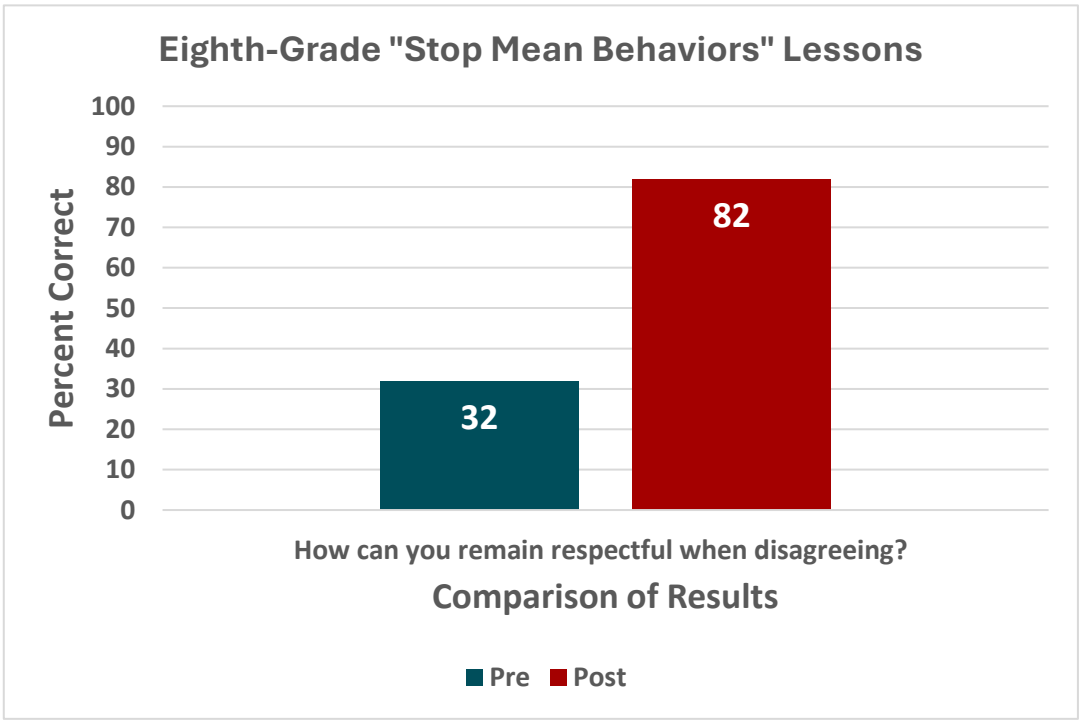
ASCA Students Standards Data Results

Behaviors Standards Addressed:	*1. B-SS 2: Create positive and supportive relationships with other students*

Insert graph for data from the ASCA Student Standards pre-/post-assessment results for this plan.

EXAMPLE


Eighth-Grade "Stop Mean Behaviors" Lesson
Average Likert Scale Response (1=Strongly Disagree - 4=Strongly Agree)
4
3.5
3
2.5
2
1.5
1
0.5
0
2.1
3.2
I see how my wants and the wants of others interact.
Comparison of Results
Pre
Post


Eighth-Grade "Stop Mean Behaviors" Lessons
Percent Correct
100
90
80
70
60
50
40
30
20
10
0
32
82
How can you remain respectful when disagreeing?
Comparison of Results
Pre
Post

EXAMPLE

Reflection

What strategies facilitated inclusion and supported diverse learners?	*I used differentiated instruction and teaching methods with visuals, audio and technology. I encouraged students to share their personal experiences and traditions to foster cultural appreciation.*
What components of this lesson could be improved?	*I plan to update my "hook" to get the students connected to the lesson. I also updated my slide deck with more diverse images. I found that students need more time to share and reflect on their experiences and will build in extra time for the next presentation.*

EXAMPLE

Optional Data Organizer

(Required for RAMP®)

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Baseline Participation Data

Number of students expected to participate in the lesson:

23

Final Participation Data

Number of students who actually participated in the lesson:

22

LIFE-READINESS

Baseline ASCA Student Standards Data

ASCA Student Standard Pre-Assessment Results
Calculate the average student response or percent correct for each item.

1. *2.1*
2. *32*
3.
4.

Final ASCA Student Standards Data

ASCA Student Standard Post-Assessment Results
Calculate the average student response or percent correct for each item.

1. *3.2*
2. *82*
3.
4.

Contributing-Factors Data – What other data has been impacted through this plan?

Baseline Attendance Data
(when applicable)

NA

Final Attendance Data
(when applicable)

NA

Baseline Discipline Data
(when applicable)

NA

Final Discipline Data
(when applicable)

NA

EXAMPLE