**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** | *Eighth-grade students* | | | | |
| **Setting** | Classroom  Large Group  Small group  Individual | | | | |
| **Reason for this lesson:** *How will this lesson  help students improve achievement and/or contributing factors?* | *This lesson will help students learn skills that create positive relationships with others, help create a safe learning environment and reduce discipline referrals. Students will learn ways to stop mean behaviors, such as cyberbullying, that cause students to feel unsafe and can lead to discipline infractions. If students feel safe and are focused on positive behaviors, they are more likely to be academically successful.* | | | | |
| Single Lesson | | Unit of Lessons: Lesson of | | |
|  | |  | | |

**EXAMPLE**

ASCA National Model® Fifth Edition 18/25

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| --- | --- | --- |
| **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.* |
|  |
| *Students will be able to state personal opinions/thoughts respectfully during disagreements.* | 1. *How can you remain respectful when disagreeing?* |
|  |

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| **Materials:** | |
| *Slide deck presentation, computer, projector*  *Chart paper and marker* |

**EXAMPLE**

ASCA National Model® Fifth Edition 28/25

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| --- | --- |
| **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.* |
| 1. 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?* |
| 1. 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.* |
| 1. Summarize: | 1. *Review the list with the class.* 2. *Leave the list in the classroom for students to reference.* |

**END OF PLAN**

**EXAMPLE**

ASCA National Model® Fifth Edition 38/25

**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**

ASCA National Model® Fifth Edition 48/25

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| **How can you remain respectful when disagreeing?** |

**EXAMPLE**

ASCA National Model® Fifth Edition 58/25

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| --- | --- |
| 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**

ASCA National Model® Fifth Edition 68/25

**Optional Data Organizer**

*(Required for RAMP®)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ACCESS** | | | | | |
| **Baseline Participation Data**  Number of students expected to participate in the lesson: | | **Final Participation Data**  Number of students who actually participated in the lesson: | | |
| *23* | | *22* | | | | |
| **LIFE-READINESS** | | | | | |
| **Baseline ASCA Student Standards Data** | | | | **Final ASCA Student Standards Data** | |
| ASCA Student Standard Pre-Assessment Results  Calculate the average student response or percent correct for each item. | | | | ASCA Student Standard Post-Assessment Results  Calculate the average student response or percent correct for each item. | | |
| 1. | | *2.1* | | 1. | *3.2* | |
| 2. | | *32* | | 2. | *82* | |
| 3. | |  | | 3. |  | |
| 4. | |  | | 4. |  | |
| **Contributing-Factors Data – What other data has been impacted through this plan?** | | | | | | |
| **Baseline Attendance Data**  (when applicable) | | | | **Final Attendance Data**  (when applicable) | | |
| *NA* | | | | *NA* | | |
| **Baseline Discipline Data**  (when applicable) | | | | **Final Discipline Data**  (when applicable) | | |
| *NA* | | | | *NA* | | |

**EXAMPLE**

**BLANK TEMPLATE FOLLOWS EXAMPLE**

ASCA National Model® Fifth Edition 78/25

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **School Name** |  | | | | | | |
| **School Counselor Name** |  | | | | **School Year** |  | |
| **Lesson Title/Topic** |  | | | | | | |
| **Participants** |  | | | | | | |
| **Setting** | Classroom  Large Group  Small group  Individual | | | | | | |
| **Reason for this lesson:** *How will this lesson  help students improve achievement and/or contributing factors?* |  | | | | | | |
| Single Lesson | | | Unit of Lessons: Lesson of | | | |
| **ASCA Student Standards, Objectives and Assessment Items for Lesson** | | | | | | | |
| **Behavior Standard from**  **ASCA Student Standards** | | **Learning Objectives** | | **Pre-/Post-Assessment Statements** | | | |
|  | | Students will | | 1. | | | |
| 2. | | | |
| Students will | | 1. | | | |
| 2. | | | |

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| --- | --- |
| **Materials:** | |
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| --- | --- |
| **Steps** | |
| 1. Administer pre-assessment. 2. Record pre-assessment data. Optional data organizer can be used for this information (baseline data column under Life-Readiness.)   **Describe how you will:** | |
| 1. Introduce lesson and objective: |  |
| 1. Teach content: |  |
| 1. Practice content: |  |
| 1. Summarize: |  |

**END OF PLAN**

**Lesson Data Report**

|  |  |  |
| --- | --- | --- |
| **ACCESS** | | |
| **Participation Data Results** | | |
| Number of students at beginning of plan: | |  |
| Number of students at end of plan: | |  |
| If number of students changes from beginning to ending of plan, provide an explanation for the change. | |  |
| **Graphs**  *If needed, use optional data organizer on the final page to organize the data.* | | |
| **LIFE-READINESS GRAPH** | | |
| **ASCA Students Standards Data Results** | | |
| **Behavior Standard Addressed:** |  | |

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

|  |
| --- |
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|  |  |
| --- | --- |
| What strategies facilitated inclusion and supported diverse learners? |  |
| What components of the lesson could be improved? |  |

**Optional Data Organizer**

*(Required for RAMP®)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ACCESS** | | | | | |
| **Baseline Participation Data**  *Number of students expected to participate in the lesson:* | | **Final Participation Data**  *Number of students who actually participated in the lesson:* | | |
|  | |  | | | | |
| **LIFE-READINESS** | | | | | |
| **Baseline ASCA Student Standards Data** | | | | **Final ASCA Student Standards Data** | |
| ASCA Student Standard Pre-Assessment Results | | | | ASCA Student Standard Post-Assessment Results | | |
|  | |  | |  |  | |
|  | |  | |  |  | |
|  | |  | |  |  | |
|  | |  | |  |  | |
| **Contributing-Factors Data – What other data has been impacted through this plan?** | | | | | | |
| **Baseline Attendance Data**  *(when applicable)* | | | | **Final Attendance Data**  *(when applicable)* | | |
|  | | | |  | | |
| **Baseline Discipline Data**  *(when applicable)* | | | | **Final Discipline Data**  *(when applicable)* | | |
|  | | | | % | | |