



Lesson Plan

School Counselor:	Julie Anderson
Lesson Plan Title:	Who Am I? Positive Self-Talk
	<input checked="" type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Unit of Classroom Lessons: Lesson _____ of _____ <input type="checkbox"/> Small-Group Session Lessons: Lesson _____ of _____
Target Audience:	8 th grade students

Evidence Base:

Best Practice (*commonly used and believed to be of high quality*)
 Action Research (*individual investigates own practice to improve content/delivery*)
 Research-Informed (*a review of research provides foundation for content/delivery*)
 Evidence-Based (*highest level of evidence, results published in peer-reviewed journal*)

ASCA Student Standards Targeted:		Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: <i>(Best practice = select one)</i>		For each of the selected student standards, write or select 1–2 learning objectives
M&B#	Mindsets & Behaviors Statement	Student Learning Objectives
M 4.	B-LS 4. Self-motivation/direction for learning	Student(s) will: Develop/Increase their understanding of what it means to use Positive Self Talk.
M 4.	B-SMS 1. Responsibility for self & actions B-SMS 7. Effective coping	Student(s) will: Demonstrate the ability to use/apply Positive Self-Talk as a means of taking responsibility for themselves and their coping.

Materials:

G.I.R.L.S. in Real Life Situations, Google Form, Google Slides

Describe how you will:

Introduce Lesson Topic/Focus:	Who Am I? activity. Walk to the line if... *develop rapport, use observation skills, learn about self & others, appropriate self-disclosure
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Communicate the Lesson Objective:	During this lesson student will increase their understanding of the definition of positive self-talk, practice forming their own positive self-talk phrases, and apply this new skill to real life situations.
Teach Content:	Who Am I? activity (warm up & ice breaker): "walk to the line if..." Positive self-talk vs. negative self-talk Thoughts/Actions/Feelings connection diagram Power cards prompts: I am/I can/I will
Practice	Power Cards worksheet
Summarize/Close:	Group discussion: Why do we sometimes struggle to talk about our positive qualities? Share examples of how you can combat negative self-talk with positive/power thinking? How will you use positive self-talk to benefit you(exit ticket)?

Data Collection Plan – For multiple lessons in a unit, complete this section only once for the unit.

Participation Data Plan:

Anticipated number of students: 121

Planned length of lesson(s): 45 minutes

ASCA Student Standards Data Plan:

For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.

Pre-/Post-Assessment items are:

1. Who Am I? survey (pre-test)
2. Exit Ticket (post-test)
- 3.
- 4.

Outcome Data Plan: (choose one and describe specific data point to compare)

Examples:

Achievement: School counselor will compare reading levels of students before and after delivery of lesson.

Attendance: School counselor will compare number of absences last year to this year.

Discipline: School counselor will compare total number of disciplinary reports for peer-on-peer conflict first quarter with second quarter

Achievement (describe): 98% of students reported an increase understanding of Positive Self-Talk after completing the lesson; 80% of student reported Positive Self-Talk to be a skill they plan to use.

Attendance (describe): 101 students participated in the lesson and completed their Exit Ticket.

Discipline (describe):

Follow-Up Plans

Explain your plan for students who missed the lesson.

Information & activities will be shared on the Counseling Department website with an offer to meet with students individually who missed the content.

Explain your plan for students who did not demonstrate mastery on the pre-/post-assessment of student standards (M&B)/student learning objectives.

Students who do not show mastery of these skills can meet with the School Counselor individually. Follow-up/enrichment ideas to reinforce this lesson will also be shared with classroom teachers to enhance learning for all.