

Lesson Plan

School Counselor:	Tiffany Groveman (Counseling Intern)
Lesson Plan Title:	The King's Garden (Lesson on Self-Esteem)
	☒ Single Classroom Lesson o Unit of Classroom Lessons: Lesson _____ of _____ o Small-Group Session Lessons: Lesson _____ of _____
Target Audience:	

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-SMS 1.	Self-confidence in ability to succeed Responsibility for self and actions	Student(s) will: Learn to recognize and appreciate the differences in themselves and others.

Materials:

Multicolored flowers (violet, pink, yellow, orange) -tulips, roses

Props: crown for king, hat for coachman, baker hat, apple/ruler for teacher, hoe, small shovel, horse to ride

Worksheet "I am Unique"

Crayons/Color Pencils

Describe how you will:

Introduce Lesson Topic/Focus:	The student counselor will introduce the lesson by greeting the students and telling them that we are going to talk about self-esteem. Students will then be asked if they know what self-esteem means.
Communicate the Lesson Objective:	The student counselor will tell students they are all unique and it is important to recognize and appreciate the differences in themselves and others.
Teach Content:	1. The lesson plan will begin with a story about the Kings Garden. The student counselor will ask for volunteers: 1 king, 1 baker, 1 coachman, 1 teacher, 2-3 men on horses. Students will be handed appropriate props and asked to "act out" the story as it is being read aloud. 2. At the end of the story, the students will be asked a series of questions about the story: - Why was the teacher's garden the most beautiful? - What was it about the class that gave the teacher the idea for planting such a beautiful garden? - What are some ways that we are all alike? - What are some ways that we are different? 3. The student counselor will communicate that our differences actually make us who we are and that we need to learn to appreciate those differences instead of comparing ourselves to others. Student counselor will then ask students: - What does the word unique mean?

Practice Content:	1. The student counselor will have the students return to their seats and take out crayons or colored pencils. The students will complete the "I am Unique" worksheet. 2. The worksheets will be collected and the student counselor will tell the students that they are going to play a guessing game. The student counselor will begin reading worksheets out loud, seeing if the students can guess who is being described.
Summarize/Close:	The student counselor will close out the lesson by splitting the classroom into 2 groups (1's or 2's). Once the students are numbered, the student's counselor will have the students move to opposite sides of the room. One group will read the print in blue and the other group will read the print in green.

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

Participation Data Plan:

Anticipated number of students:	23-28
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Planned length of lesson(s):	45 minutes
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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:

Pre

Post

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):

✕ Attendance (describe): Students who develop healthy views of themselves and others will more likely come to school and participate in learning and building relationships.

£ Discipline (describe):

Follow-Up Plans

Explain your plan for students who missed the lesson.

-The student will read the King's Garden and will fill out the "I am unique" worksheet.

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

-The students who did not master these competencies will retake the lesson in a small-group.