

KSU Counseling Lesson Plan – ASCA and KSDE aligned

School Counselor:	Taylor Robertson and Taiyler Blanck
Lesson Plan Title:	Who Am I?
	☐ Single Classroom Lesson ☐ Unit of Classroom Lessons: Lesson ____ of ____ ☐ Small-Group Session Lessons: Lesson ____ of ____
Target Audience:	Middle School Students
☐ ☐ 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: KSDE Targeted Standards:		Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: (Best practice = select one)		For each of the selected student standards, write or select 1–2 learning objectives
M&B#	Mindsets & Behaviors Statement	Student Learning Objectives
M 2. B-SS 2.	Sense of acceptance, respect, support and inclusion for self and others in the school environment Positive, respectful and supportive relationships with students who are similar to and different from them	Student(s) will: Students will have an increased level of understanding among students about what makes each of them uniquely different and what makes them similar.

Pins 4x6 cards for each student

Updated, June 2021

Introduce Lesson Topic/Focus: (Anicipatory Set)	Tell students, “We will be learning a lot about who we are. It is important to understand yourself and what has influenced who you are today. The activity we will be starting with is a great way to remind us about what things are unique to each of us and help us to recognize the differences in others.”
Communicate the Lesson Objective: (What’s the goal?)	Students will have an increased level of understanding among students about what makes each of them uniquely different and what makes them similar.

Teach/ Practice Content: (2-3 engaging elements)	Give each student a 4 × 6 card and read aloud the following instructions: a. Print your first name in the center of the index card. Write large enough so other people can read it. b. In the upper left-hand corner, write or put a symbol for: 1. Where you were born 2. A favorite place you would like to visit on a vacation 3. In the upper right-hand corner, put a symbol or write words that depict something you like to do to have fun. c. In the lower left-hand corner, write three words your best friend might use to describe you if you were not present. d. In the lower right-hand corner, describe one characteristic about the specific culture to which you belong (Anglo, African American, etc.) that you value and appreciate. e. Finally, somewhere on your card put another symbol that tells something you are really looking forward to doing in the future. f. After completing their “Who Am I” cards, have students fasten the cards to the fronts of their shirts or blouses. Then ask them to find an individual they do not know very well, preferably of a different culture or gender, someone with whom they can pair up. Each pair should interview one another concerning the data on the cards for 10 minutes.
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Summarize/Closure: (Evaluation- How will I measure understanding?)	Discussion: Next, form a large circle with pairs standing together. Each pair should in turn step forward and introduce one another to the group. Afterward, have students share something they have learned regarding a student and what they would like to know more about. Closure: Ask the participants to wear their name tags to subsequent sessions until everyone knows everyone else.
Resources:	

Participation Data Plan:	
Anticipated number of students:	25
Planned length of lesson(s):	45 minutes
ASCA Student Standards Data Plan:	
<i>For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.</i> Pre-/Post-Assessment items are: 1. Students will follow through on the activity by instructing them to learn more about one person in the group. 2. 3. 4.	
Outcome Data Plan: (choose one and describe specific data point to compare)	
<i>Examples:</i> <i>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</i> ☐ Achievement (describe): School counselor will compare sense of self and awareness of others before activity and after. ☐ ☐ Attendance (describe): ☐ ☐ Discipline (describe):	

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