

Lesson Plan

School Counselor:	Vivian Huynh and Lauryl Hebenstreit
Lesson Plan Title:	EmpOURed Minds Session 5: Gratitude and You
	Small-Group Session Lessons: Lesson 5 of 6
Target Audience:	Middle School Students; 6th, 7th, 8th grade

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
M1	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	Student(s) will: - Students will identify and apply four coping strategies for managing negative thoughts. - Students will identify events that necessitate usage of learned coping skills.
B-SMS7	Effective coping skills	

Materials:

Writing Utensils
 Google Slides
 Gratitude Work-Sheet
 Journal
 Envelopes/Letter Writing Material

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Describe how you will:	
Introduce Lesson Topic/Focus:	Gratitude and Gratitude Practices
Communicate the Lesson Objective:	Teach students why gratitude is important to well being; give gratitude strategies
Teach Content:	Defining and the science of gratitude; negativity bias; self-gratitude
Practice Content:	gratitude list and thank you letter to self
Summarize/Close:	what from today resonates with you and your life/where does this fit

Data Collection Plan – For multiple lessons in a unit, complete this section only once for the unit.	
Participation Data Plan:	
Anticipated number of students:	5
Planned length of lesson(s):	30 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. I can identify three things I like about myself. 2. I can identify situations that make me feel negatively about myself. 3. I know what I can do when I am having negative thoughts about myself. 4. I feel confident using coping skills to address negative thoughts in stressful situations.	
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):

- o School counselors will compare pre and post data assessment as well as student participation/attendance in class (from teacher consultation).

☐ Attendance (describe):

☐ Discipline (describe):

Follow-Up Plans

Explain your plan for students who missed the lesson.

Students will receive a one on one check-in and will be given a copy of the google slides as well as the gratitude list worksheet and thank you note material. If a student continues to miss sessions, student and counselor will meet to determine future participation at which point the student will be given the option to no longer be a part of the current group or to be asked for future participation.

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

It is not an expectation that students demonstrate mastery on the pre/post assessment. However, if counselor has determined that student participation during group sessions demonstrates hesitancy or lack of understanding of material/session objectives, one one one check-ins will be conducted which may lead to teacher/parent consultation, outside support, counseling sessions, or a different kind of group.