

**Assignment #4: Tier 2 MTSS Program Lesson Plans**

Princess Diana Hasan, Marybeth Morris, Natalia Read & Kathleen Schneider

Department of School Counseling, Concordia University Irvine

EDSC 535: Academic Development & Support

Professor Casey Kunde

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**Lesson Plan**

Lesson Plan for	Understanding Emotions & Self-Management	(lesson title)
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School Counselor:	Princess Hasan			
Target Audience:	9th-12th Grade Students with Identified Need for Behavior Intervention			
Mindsets & Behaviors: (limit of three)	M 1.- Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-SMS 8.- Balance of school, home, and community activities			
Lesson	1	Of	4	

<b>Learning Objective(s)/Competency</b>	
Students will:	Learn the importance of balancing their core values
Students will:	Understand their emotions on stressors
<b>Materials:</b>	
Sand or rice Pebbles Rocks Big Jar	
<b>Evidence Base:</b>	
<input checked="" type="checkbox"/> Best Practice <input checked="" type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based	
<b>Procedure: Describe how you will:</b>	
Introduce:	Start the lesson by explaining that the jar is a representation of life, the rocks represent the important aspects like family and school, the pebbles represent things that are semi-important like money, and the sand/rice represents things in life that do not have value. Next, fill the jar with the

	<p>sand/rice (have enough to fill most of the jar) and explain that if we place value on the small things first there is less room for other things. Then add the pebbles, and next will be the rocks (which will have almost no space to close the lid.</p> <p>Then remove everything and place the rocks first as they are the most important, then the pebbles, and lastly the sand/rice. When students finish this activity, they will be instructed to fill out the <a href="#">Pre-Assessment</a> before I begin the lesson.</p>
Communicate Lesson Objective:	<p>Communicate this by asking them to recognize that this is symbolic to their life. The rocks are the important things in life (family, health, a partner, etc.)- if lost it would be critical to their life. The pebbles signify the other important things but on a smaller scale (job, house, car). The sand is the small stuff that does not hold value.</p>
Teach Content:	<p>If you put the sand or pebbles first there would be no room for the important things.</p> <p>Spending all the time and energy on the small things, would leave no room for what matters the most.</p> <p>Learn to set your priorities and recognize what is important.</p>
Practice Content:	<p>Ask students to name some things that stress them out and some things they can do to cope.</p> <p>Offer strategies like grounding and breathing techniques.</p>
Summarize:	<p>Summarize by speaking about the pebble lesson and how they can remember to take things step by step. First, remembering what is important. Then, remind them how to cope by providing an example.</p>
Close:	<p>Ask students what they learned and liked about the lesson</p>
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	6 students in a group

Planned length of lesson(s):	30 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> <li>▪ <a href="#">Pre-Assessment</a> administered before first lesson</li> <li>▪ <a href="#">Post-Assessment</a> administered after last lesson of unit/group session</li> </ul>	
Outcome Data: (choose one)	
<p>Attendance (describe): By targeting student skills on self-management and balancing the various aspects of their lives, we intend to see a positive impact on attendance. With students understanding the importance of managing themselves, their time, and prioritizing school, we intend to see a 10% decrease in truancies and tardies.</p>	

**Lesson Plan**

Lesson Plan for	Empowering Self: Navigating Personal Respect & Healthy Choices	(lesson title)
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School Counselor:	Natalia Read			
Target Audience:	9th-12th Grade Students with Identified Need for Behavior Intervention			
Mindsets & Behaviors: (limit of three)	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being B-SMS 2. Self discipline and self control B-SMS 9. Personal safety skills			
Lesson	2	Of	4	

<b>Learning Objective(s)/Competency</b>	
Students will:	Acquire an understanding of respect for their personal well-being
Students will:	Develop strategies to make healthy and informed choices in all facets throughout their lives
<b>Materials:</b>	
<a href="#">Why Fentanyl is so Dangerous Video</a> <a href="#">Vaping: The Hit Your Brain Takes Video</a> <a href="#">Before &amp; After Drug Use Video</a> <a href="#">Solution Brainstorming Worksheet</a> Student Devices Projector Computer for Projecting Reliable Internet Connection Tape for Start & Finish Lines	
<b>Evidence Base:</b>	
<input checked="" type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based	

Procedure: Describe how you will:	
Introduce:	<p><i>Introduction</i></p> <p>I will welcome students and go over the expectations and reminders about respect and being active and kind listeners for the presentation and when sharing with their peers.</p> <p><i>Icebreaker</i></p> <p>I will begin the lesson by using the “Race for the Truth” IceBreaker to get students out of their seatings and talking to begin allowing them to build rapport with one another. Every student will stand on the “start line” and the first person I choose will begin by stating a fact about themselves. If this fact applies to any of the other students, such as multiple students having a sibling, the students will move forward toward the finish line. Whoever crosses the finish line first wins and everyone gets to learn more about one another while connecting over similarities.</p>
Communicate Lesson Objective:	<p><i>Lesson Objective Overview</i></p> <p>I will explicitly disclose the lesson objectives and communicate that by the end of the lesson, the students should have a greater understanding of respect for their personal well-being and be able to make healthy and informed choices in all facets throughout their lives.</p>
Teach Content:	<p><i>Importance of Self-Respect &amp; Respect Discussion</i></p> <p>Students will be asked these questions and engage in “Think, Pair, Share” in which they will think about the question individually, discuss with one another peer, and share out as a class.</p> <ol style="list-style-type: none"> <li>1. Why do you think self-respect is important?</li> <li>2. What does self-respect look like to you?</li> <li>3. What does respect towards your peers vs your teacher look like at school?</li> </ol> <p><i>Dangers &amp; Consequences of Substance Use</i></p> <p>I will show the <a href="#">Why Fentanyl is so Dangerous Video</a>. I will then open it up into a class discussion for students to feel comfortable talking about the video’s main points and how they might have been impacted by a fentanyl-related death of a peer or family member. I will also provide the following statistics:</p> <p><a href="#">Drugs &amp; Fentanyl</a>: Will how first 3 minutes of video and discuss the 70,601 overdoses involving synthetic fentanyl occurred in 2021, importance of saying no to all drugs all together due to high percentage of drugs being laced with other drugs like fentanyl and lifelong health impacts</p>

	<p><a href="#">Vaping</a>: Will how the video on the negative impacts of vaping and highlight the 2,807 case of vaping associated lung injury with a subsequent 68 deaths</p> <p>Alcohol: 13.01% of deaths of people age 20-39 are alcohol related</p> <p>Impacts: lung and throat cancer, cirrhosis, liver failure, heart issues, kidney issues, greater rates of early death, homelessness, job instability, incarceration</p> <p><i>D.E.C.I.D.E Model Discussion</i></p> <p>I will go over the DECIDE model and discuss what each letter in the acronym means:</p> <p><b><u>D</u></b>efine the Decision to Be Made</p> <p><b><u>E</u></b>xplore Your Options</p> <p><b><u>C</u></b>onsider the Consequences</p> <p><b><u>I</u></b>dentify Your Values</p> <p><b><u>D</u></b>ecide and Act</p> <p><b><u>E</u></b>valuate the Results</p> <p>After explaining the DECIDE model, students will brainstorm a prevalent problem in their daily lives and fill out the <a href="#">Solution Brainstorming Worksheet</a>, keeping in mind the DECIDE model.</p> <p><i>Taking Care of Yourself</i></p> <p>I will go over the things in students' control and how making healthy choices in their daily lives can impact their decision making skills and self-respect for the better.</p> <p>Healthy Diet: Importance of lean protein, complex carbs, and vegetables; long term impacts of fast food, how processed food can impact brain and behavior</p> <p>Sleep: 6-8 hours, no screen time before bed, dark room</p> <p>Screen Time: 2-4 hours a day, as limited as possible, utilizing for reading/education, limit TikTok scrolling, setting screen time alarms</p> <p>Relationships: securing and maintaining good relationship with family and friends- boosts happiness, improves confidence, and can even increase likelihood of survival by 50%</p>
Practice Content:	<p><i>Making Good Decisions Roleplay</i></p> <p>Students will be randomly organized into three groups of two. Students will be instructed to listen to the following scenarios and role-play with both a positive and negative decision:</p> <ol style="list-style-type: none"> <li>1. A friend invites you to a party with all the popular kids and</li> </ol>

	<p>agrees to be the designated driver. At the end of the night, you can tell they have been drinking but you don't have your license with you. What do you do?</p> <p>2. You are very upset about your home life and family issues. When you are hanging out with your "friend" they offer you a marijuana vape and xanax to "take the edge off". What do you do/say?</p>
Summarize:	<p><i>Summary of Lesson</i></p> <p>I will go over the key points of the lesson for students to take away and thank them for their attentive listening.</p> <ul style="list-style-type: none"> <li>● Importance of Self-Respect</li> <li>● DECIDE Model</li> <li>● Healthy Everyday Choices</li> </ul>
Close:	<p><i>Conclusion &amp; Takeaway</i></p> <p>We will conclude the small group lesson and explain to students that we hope they found the lesson valuable and helpful in learning about positive choices and how to make informed, healthy decisions for themselves that show self-respect. Students will write their 2 biggest takeaways from the lesson on a sticky note and show us as they leave for their exit ticket.</p>
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	6 students

Planned length of lesson(s):	30 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> <li>▪ <a href="#">Pre-Assessment</a> administered before first lesson</li> <li>▪ <a href="#">Post-Assessment</a> administered after last lesson of unit/group session</li> </ul>	
Outcome Data: (choose one)	



Discipline (describe): This lesson's components focus on helping students understand the multifaceted aspects of high school specific choices and self-respect. Students will learn about the importance of respecting themselves and their bodies and strategies they can implement to ensure they are making informed, healthy choices that reflect respect for themselves. School data from reported behavior incidents and Infinite Campus contact logs will be utilized to compare the number of drug related suspensions from before the mall group lessons to after to determine effectiveness. Additionally, we will collaborate with the PBIS team to collaborate on changes witnessed in students' choices.

**Lesson Plan**

Lesson Plan for	Self-Motivation (Self image)	(lesson title)
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School Counselor:	Marybeth Morris			
Target Audience:	9th-12th Grade Students with Identified Need for Behavior Intervention			
Mindsets & Behaviors: (limit of three)	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-SMS 1. Responsibility for self and actions B-LS 4. Self-motivation and self- direction for learning			
Lesson	3	Of	4	

<b>Learning Objective(s)/Competency</b>	
Students will:	Understand how they treat themselves & be honest about how they think and feel about themselves
Students will:	Be honest about what they like and don't like about themselves
<b>Materials:</b>	
Classroom Paper Bags Pieces of Paper with Questions Pre-Written	
<b>Evidence Base:</b>	
<input checked="" type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based	
<b>Procedure: Describe how you will:</b>	
Introduce:	Introduce myself to the group. Explain and ask what a school counselor does. Then I will explain confidentiality and let students know what stays in the classroom is between us. Have students sit in a circle and ask

	if they have any questions. Give examples of what is confidential and where they can talk about the lesson.
Communicate Lesson Objective:	Ask if students know each other. Explain what the first step is. They will grab a question out of the bag and say their name before answering and reading the question. These questions consist of where do you see yourself in 5 years, what's your favorite color and why, favorite food and why. Etc.
Teach Content:	<p>After the first step of the lesson, the counselor will explain the next three questions which consist of:</p> <ol style="list-style-type: none"> <li>1. When you look in the mirror, what do you see?</li> <li>2. Describe yourself in a few words.</li> <li>3. What are the thoughts you have about yourself?</li> </ol> <p>Counselors will also have a mirror, so the student can look into the mirror.</p>
Practice Content:	<p><i>Practice in the Mirror:</i></p> <p>Each student will take a turn at looking in the mirror.</p> <p>Counselor will ask them to describe three things about their image</p> <p>Students will state three things that they like about themselves.</p> <p>Students will say three things they dislike about themselves</p> <p>Counselor will ask how can we change what we don't like</p> <p>Students will repeat the process until they understand and can explain why they chose the three things that they chose.</p>
Summarize:	When each student answers the three questions, the counselor will summarize what the student states about themselves.
Close:	Thanking the students for coming and asking students what they have learned about themselves.
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	6 students

Planned length of lesson(s):	30 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> <li>▪ <a href="#">Pre-Assessment</a> administered before first lesson</li> <li>▪ <a href="#">Post-Assessment</a> administered after last lesson of unit/group session</li> </ul>	
Outcome Data: (choose one)	
<p>Discipline (describe):</p> <p>This lesson intends to target student discipline by encouraging students to develop a positive mindset for themselves. By helping instill self-confidence, understanding, and honesty, behavioral referrals stemming from lack of respect and academic dishonesty should decrease.</p>	

**Lesson Plan**

Lesson Plan for	Peer Pressure & Important Positive Influences	(lesson title)
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School Counselor:	Kathleen Schneider			
Target Audience:	9th-12th Grade Students with Identified Need for Behavior Intervention			
Mindsets & Behaviors: (limit of three)	M 1.- Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 9. Social maturity and behaviors appropriate to the situation and environment			
Lesson	4	Of	4	

Learning Objective(s)/Competency	
Students will:	Learn to recognize the negative effects of peer pressure
Students will:	Understand how to identify positive influences
Materials:	
Two Large Chart Papers Markers <a href="#">Navigating Teen Life Video</a>	
Evidence Base:	
<input checked="" type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based	
Procedure: Describe how you will:	
Introduce:	<i>Introduction:</i> Friendships are very important throughout our lives. The friends you make now could be friends for a lifetime. They can make our lives much easier or much more difficult.

	<i>Icebreaker:</i> Who is your best friend and what is the craziest thing your friends have talked you into.
Communicate Lesson Objective:	In this lesson we are going to learn how to identify friends that are good for us and nurture the good in us and friends who aren't necessarily good for us.
Teach Content:	<a href="#">Navigating Teen Life Video</a> Introduce Video: Let's watch how these teens discuss peer pressure. Take notes and work with your group to identify positive and negative peer pressure and how you can be true to yourself while remaining friends. What are some strategies for standing up for what you believe in?
Practice Content:	In two groups of 3: One group will identify advantages of good friends and strategies to strengthen that group. The other group will identify toxic traits in a group and strategies to limit their negative influence on us socially or emotionally.
Summarize:	Share out the findings of your group: Students will have 5-7 minutes per group to share their strategies for coping with peer pressure. Ask follow up questions: Why is it hard to express true feelings in front of friends? What can make it easier? How do you know if your peer group really cares about you? How can you encourage others to make better choices while still having fun?
Close:	Summarize the lesson by highlighting the following key points: • How can you be true to yourself with confidence • It's normal to want to be accepted by others • We all make mistakes so who will be your go to person to help make things right • What values will you promote in your friendship groups  Then, as their exit ticket, students will be instructed to fill out the <a href="#">Post-Assessment</a> and show the form submission proof as they leave.
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	6 students

Planned length of lesson(s):	30 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> <li>▪ <a href="#">Pre-Assessment</a> administered before first lesson</li> <li>▪ <a href="#">Post-Assessment</a> administered after last lesson of unit/group session</li> </ul>	
Outcome Data: (choose one)	
<p>Discipline (describe): This lesson's components focus on helping students understand peer pressure and the importance of positive peer influences. Students will learn about the importance of identifying good friends and surrounding themselves with people who make them better. School data on office discipline referrals will be utilized to compare the number of office discipline referrals from before the mall group lessons to after to determine its' effectiveness with intentions of seeing a 10% reduction in referrals for bullying.. Additionally,</p>	