



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Student Assistant Coordinator (SAC) / Anti-Bullying Specialist (ABS)					
Grade Level(s):	6-8					
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>	N/A	<i>Marking Period:</i>	N/A
Course Description:	<p>SAC lessons target substance abuse prevention/intervention strategies and related programs. Also includes Social Emotional Learning (SEL) five competencies: Self-Awareness, Self-Management, Responsible Decision Making, Relationship Skills, Social Awareness.</p> <p><u>District School Counseling Department Vision/Mission</u> The District School Counseling Department's Vision/Mission is Building Better People by helping all students achieve school success and plan for their future.</p>					
Grading Procedures:	N/A					
Primary Resources:	ASCA and ASAP-NJ					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Sheronda Howard
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Under the Direction of:	Jennifer Grimaldi, Director of District School Counseling
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Written: _____
Revised: _____
BOE Approval: _____

Unit Title: Introduction to SAC and ABS	
Unit Description: Ensure students have a clear understanding of the role of the student assistant coordinators and anti-bullying specialist.	
Unit Duration: September	
Desired Results	
ASCA Standard(s): M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical wellbeing. B-SS 3. Create relationships with adults that support success B-SS 6. Use effective collaboration and cooperation skills B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary	
Indicators: N/A	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> SAC is an additional source of knowledge and support regarding drug and alcohol related issues/concerns. SAC is a confidential source of support for students. SAC has a dual role in schools: SAC and ABS. 	Essential Questions: <ul style="list-style-type: none"> What is the difference between a SAC and a school counselor? What is considered confidential and what is not? If I get called to the SAC Office, am I in trouble? What does it mean to have a dual role?
Assessment Evidence	
Performance Tasks: None.	Other Evidence: Naviance Survey and SAC observation.
Benchmarks: Ongoing review of the SEL Universal Screener.	
Learning Plan	
Learning Activities: Deliver to all students via PowerPoint/Nearpod/Video and incorporate into SAC monthly E-Newsletter.	
Resources: https://nj.gov/education/license/endorsements/3461CEAS.pdf	
Unit Modifications for Special Population Students	
Advanced Learners	Invite students to explore different points of view on a topic of study and compare the two:

	<ul style="list-style-type: none"> • Ask, “What would be some reasons you go see your school counselor vs. the student assistant coordinator?” • Ask, “What’s the difference in confidentiality measures between a school counselor and a student assistant coordinator?”
Struggling Learners	<p>Emphasize critical information.</p> <ul style="list-style-type: none"> • Highlight key points from the lesson on what services they provide. • Remind students of their office hours & location.
English Language Learners	<p>Simplify language in lesson.</p> <ul style="list-style-type: none"> • Provide a handout to all students highlighting specific relevant content to this lesson (e.g. name, services, office hours/location)
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators: The following NJSLS Comprehensive Health Standards provide students with formal information on ways to connect with health professionals in the school as well as in the community.

Standard 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand B. Decision-Making and Goal Setting

Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.

2.2.2.E.1 Determine where to access home, school, and community health professionals.

4 Communicating health needs to trusted adults and professionals assist in the prevention, early detection, and treatment of health problems.

2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assist in addressing health needs and emergencies.

2.2.4.E.2 Explain when and how to seek help when experiencing a health problem

Integration of 21st Century Skills

Indicators: The following NJSL Standards Upon highlights how student will be able to identify resources and support services available to them via school (e.g. SAC services)

Standard 9.3 Career Awareness, Exploration, and Preparation

9.3.12. ED-PS.4 Identify resources and support services available in the learning organization to enhance the learning environment.



Lesson Plan

Lesson Plan for	September – Introduction to SAC and ABS	
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SAC:	Grades 6-8
Target Audience:	Grades 6-8, Teachers, Parents
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 3. Create relationships with adults that support success B-SS 6. Use effective collaboration and cooperation skills B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
Building Better People/SEL Competency	Self-Awareness, Responsible Decision Making
Lesson	1 Of 1

Learning Target(s)/Competency	
Students will:	Understand the dual role of a Student Assistant Coordinator and Anti-Bullying Specialist.
Students will:	Learn ways in which they can advocate for themselves or others through seeking services.
Materials:	
Computer, paper, pencil, highlighter	
Evidence Base:	

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure: Describe how you will:

Introduce:	Share self-introduction and give background information.
Communicate Lesson Targets:	<ul style="list-style-type: none"> • Understand the dual role of a SAC and ABS. • Learn the services provided by SAC. • Learn ways they can advocate for themselves, friends, family members by seeking services through the SAC.
Teach Content:	<ul style="list-style-type: none"> • Focus on providing students with the necessary information of services accessible to themselves and families such as information regarding drug and alcohol prevention/intervention, community resources, and referral services. • Discuss the difference in roles between the SAC & School Counselors. • Discuss confidentiality (42 CFR Part 2). • Discuss how students, families, teachers can seek services through the SAC.
Practice Content:	<p>Ask a series of questions to test their knowledge:</p> <ul style="list-style-type: none"> • Name one service the SAC provides. • Name one thing that's different between the SAC and ABS role.
Summarize:	<p>Today we learned about:</p> <ul style="list-style-type: none"> • The role of a SAC • Services provided from a SAC • Confidentiality • Difference between a SAC versus School Counselor • Ways to seek services from their SAC <p>Now we will take a quick survey in Naviance.</p>
Close:	My office is _____, if you need me, I am available _____.

Data Collection Plan – *For multiple lessons in a unit, this section only need be completed once*

Participation Data:

Anticipated number of students:	Grades 6-8
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Planned length of lesson(s):	25 minutes
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Mindsets & Behaviors Data:

- Pre-test administered before first lesson
- Post-test administered after lesson (if standalone) or after last lesson of unit/group session
- Pre-/post-assessment attached

Outcome Data: (choose one)

X Achievement (describe): Students will gained additional knowledge, understanding of support from the SAC, and resources. SAC will work collectively with building administration to analyze student records data regarding SAC services and ABS reports.

Attendance (describe):

Discipline (describe):

Unit Title: Drug Prevention Awareness

Unit Description: Ensure students understand drug prevention, the effects of drugs on the human brain and body and ways to seek help.

- Week of Respect
- Red Ribbon Week
- Anti-Bullying Lesson

Unit Duration: October

Desired Results

ASCA Standard(s): M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

B-SMS 7. Demonstrate effective coping skills when faced with a problem

B-SS 5. Demonstrate ethical decision-making and social responsibility

Indicators: N/A

Understandings:

Students will understand that...

- Red Ribbon Week is nationally recognized.
- Staying drug and alcohol-free is a personal choice and responsibility.
- The importance of making healthy and smart choices.

Essential Questions:

- What impact does drugs on your mind, body, and brain?
- Who can I talk to if I am curious about drugs?
- What if I have used drugs before?
- I don't use drugs, but I know someone that does, what should I do?

Assessment Evidence

Performance Tasks: None.

Other Evidence: Naviance survey and SAC observation.

Benchmarks:

Ongoing review of the SEL Universal Screener.

Learning Plan

Learning Activities:

Deliver to all students via PowerPoint/Nearpod/Video and incorporate into SAC monthly E-Newsletter.

Resources:

<https://www.redribbon.org/>

<https://www.dea.gov/red-ribbon-toolkit-resources-your-community>

<https://www.dodea.edu/newsroom/publications/loader.cfm?csModule=security/getfile&pageID=121599>

<http://headsup.scholastic.com/teachers/teaching-guide>

http://www.nea.org/assets/docs/18141-TS%20NEA%20HCR%206-8%20Lesson%20Plan_2-3-16.pdf

Unit Modifications for Special Population Students

Advanced Learners	<p>Encourage students to explore concepts in-depth and encourage independent studies or investigations.</p> <ul style="list-style-type: none"> • Research any drug related topic such as types of drugs, treatment, coping skills, resources from a selected list and provide the information found with their teacher and peers.
Struggling Learners	<p>Collaborate in small group learning.</p> <ul style="list-style-type: none"> • Pair into groups with a peer/buddy to discuss in details topics and relevance to RRW. • Share what they discussed with the groups.
English Language Learners	<p>Emphasize critical information.</p> <ul style="list-style-type: none"> • Provide a handout of information via email that they can refer to on the highlights of today's lesson and critical content.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators: The following NJSLS Comprehensive Health Standards highlights the topics in relevance to this unit such as drug use, dangers, and short- and long-term effects.

Standard 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Strand A. Medicines

Use of drugs in unsafe ways is dangerous and harmful.

2.3.2.B.1 Identify ways that drugs can be abused.

2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety.

2.3.2.B.3 Explain why tobacco smoke is harmful to nonsmokers.

2.3.2.B.4 Identify products that contain alcohol.

- 2.3.2.B.5 List substances that should never be inhaled and explain why. Use of drugs in unsafe ways is dangerous and harmful.
- 2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
- 2.3.4.B.2 Compare the short- and long-term physical effects of all types of tobacco use.
- 2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
- 2.3.4.B.4 Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
- 2.3.4.B.5 Identify the short- and long- term physical effects of inhaling certain substances.

Integration of 21st Century Skills

Indicators: The following NJSLS Standards highlights ways for students to develop knowledge about the use of drugs and alcohol and ways to implement healthy coping skills.

Standard 9.3 Career Awareness, Exploration, and Preparation

9.3.HU-CMH.3 Evaluate client motivation, strengths and weaknesses to develop a client treatment program



Lesson Plan

Lesson Plan for	October – Red Ribbon Week	
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SAC:	Grades 6-8		
Target Audience:	Grades 6-8 Students, Staff		
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-LS 1. Demonstrate critical-thinking skills to make informed decisions B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions B-SMS 7. Demonstrate effective coping skills when faced with a problem B-SS 5. Demonstrate ethical decision-making and social responsibility		
Building Better People/SEL Competency	Self-Awareness, Self-Management, Responsible Decision Making		
Lesson	1	Of	1

Learning Target(s)/Competency	
Students will:	Learn the dangers of using drugs and alcohol & what it does to their body.
Students will:	Learn and develop healthy alternatives to avoid drug use.
Materials:	

Paper, pencil, printouts, marker, board, eraser

Evidence Base:

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure: Describe how you will:

Introduce:	Introduce on daily announcements for the start of the week: <ul style="list-style-type: none">• This week is the start of Red Ribbon Week; throughout the week we will be collectively participating in a variety of educational activities about drug and alcohol use and ways to be a better you.
Communicate Lesson Targets:	These are our target goals for today: <ul style="list-style-type: none">• Understand the dangers of alcohol and drug use• Learn effective coping skills/alternatives• Understand why we participate in Red Ribbon Week
Teach Content:	<ul style="list-style-type: none">• Discuss the ground rules for discussion. This can be gathered collectively per class (e.g. being respectful, one person talking at a time, etc.)• Introduce the background information about the start of RRW and why we participate in this National Prevention/Intervention Campaign.• Discuss scientific facts and engage them in critical thinking about how drugs affect different parts of the body, including the brain, as well as the nonphysical effects on their lives (e.g. difficult relationships, poor grades, problems with friends).• Discuss ways in which the students can manage and deal with stress and develop healthy coping skills.
Practice Content:	Practice what they learned by gathering in groups and creating a poster board describing the dangers of drugs and alcohol and healthier ways to cope.
Summarize:	Today we learned about this history of Red Ribbon Week and why we as a nation participates in this prevention/intervention campaign. How drugs affect different parts of the body, brain and nonphysical aspects of your lives. We also discussed healthy alternatives to coping and ways to stay drug and alcohol free. Now we will take a quick survey in Naviance.
Close:	My office is _____, if you need me, I am available _____.

Data Collection Plan – For multiple lessons in a unit, this section only need be completed once

Participation Data:

Anticipated number of students:	Grades 6-8
Planned length of lesson(s):	40 minutes

Mindsets & Behaviors Data:

- Pre-test administered before first lesson

- Post-test administered after lesson (if standalone) or after last lesson of unit/group session
- Pre-/post-assessment attached

Outcome Data: (choose one)

Achievement (describe):

Attendance (describe):

X Discipline (describe): SAC will work collectively with building administration to analyze if there has been a decrease for disciplinary students regarding drug and alcohol use.

Unit Title: Respect

Unit Description: Explore what it means to have respect, self-respect, and the implication respect has on social media. Students will engage in activities where they will evaluate ways in which they can enhance respect within themselves and others.

Unit Duration: November

Desired Results

Standard(s): M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.

B-SMS 1. Demonstrate ability to assume responsibility

B-SMS 2. Demonstrate self-discipline and self-control

B-SS 4. Demonstrate empathy

B-SS 5. Demonstrate ethical decision-making and social responsibility

Indicators: N/A

Understandings:

Students will understand that...

- Difference between Respect and Self-respect.
- You can show self-respect in healthy ways.
- Technology can be used to either respect or disrespect others.

Essential Questions:

- What does respect mean to you?
- What are some personal qualities you respect about yourself/others?
- How does social media profiles convey messages or respect or disrespect?
- In what ways do you think it can be effective if someone is "trolling" you or a loved one?
- In what ways can you show self-respect in a healthy way?

Assessment Evidence

Performance Tasks: None.

Other Evidence: Naviance Survey and SAC observation.

Benchmarks: Ongoing review of the SEL Universal Screener.

Learning Plan

Learning Activities:

Deliver to all students via PowerPoint/Nearpod/Video and incorporate into SAC monthly E-Newsletter.

Resources:

<https://www.randomactsofkindness.org/grade-6-8-lesson-plans>

Unit Modifications for Special Population Students

<p>Advanced Learners</p>	<p>Ask students higher-level questions that require students to investigate causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.</p> <ul style="list-style-type: none"> • Ask, “Name a situation or experience in which you had to challenge yourself to stand above the norm?” • How does this situation relate to self-respect?” <p>Invite students to explore different points of view on a topic of study and compare the two.</p> <ul style="list-style-type: none"> • Compare the difference between integrity, self-respect & values
<p>Struggling Learners</p>	<p>Collaborate in small group learning.</p> <ul style="list-style-type: none"> • Place in small groups to help build discussion and understanding amongst their peers. • Emphasize critical information. • Allow options to draw pictures or write answers to written questions.
<p>English Language Learners</p>	<ul style="list-style-type: none"> • Check often for understanding of vocabulary, review as needed. • Emphasize critical information. • Explain “self-respect, respect, and ways to gain and implement each.”
<p>Learners with an IEP</p>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
<p>Learners with a 504</p>	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators: The following NJSLS Comprehensive Health Standards will enhance student’s ability to provide social and emotional support not only to themselves but others as well.

Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand E. Social and Emotional Health

Many factors at home, school, and in the community impact social and emotional health.

2.1.2.E.1 Identify basic social and emotional needs of all people.

2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

Integration of 21st Century Skills

Indicators: The following NJSLS Standards highlights enhancing students self-worth, communication skills and implementing healthy boundaries.

Standard 9.3 Career Awareness, Exploration, and Preparation:

9.3.HU-ED.1 Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.



Lesson Plan

Lesson Plan for	November – Respect	
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SAC:	Grades 6-8		
Target Audience:	Grades 6-8		
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. Demonstrate ability to assume responsibility B-SMS 2. Demonstrate self-discipline and self-control B-SS 4. Demonstrate empathy B-SS 5. Demonstrate ethical decision-making and social responsibility		
Building Better People/SEL Competency	Self-Awareness, Self-Management, Social Awareness		
Lesson	1	Of	1

Learning Target(s)/Competency	
Students will:	Identify respect, self-respect and how to enhance upon these skills.
Students will:	Identify ways in which social media contributes to disrespectful and respectful messages.
Materials:	

Markers, pen, puzzle printout, board, dry erase markers

Evidence Base:

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure: Describe how you will:

Introduce:	Ask the class: What does respect mean to you? <ul style="list-style-type: none">• Implement ground rules for discussion for the topic (i.e. being respectful of other opinions, one person talks at a time, etc.)
Communicate Lesson Targets:	Our targets for today are: <ul style="list-style-type: none">• Define self-respect.• Identify personal qualities they respect about themselves/others.• Brainstorm ways to show self-respect in healthy ways.• Discuss and evaluate the messages received via social media and its relations to respect or disrespect.
Teach Content:	<ul style="list-style-type: none">• Group together to identify four ways in which respect and self-respect is interconnected.• Discuss the impact that social media has on the way individuals “show” respect or disrespectful behavior.• Discuss qualities within themselves that they can enhance upon to attract respectful behavior.
Practice Content:	Vote on the top four qualities that are important to implement respect, and ways to show respectful behavior via social media.
Summarize:	Today we have learned what self-respect means, how to incorporate respect in our everyday lives as well as through social media platforms. Now we will take a quick survey in Naviance.
Close:	My office is _____, if you need me, I am available _____.

Data Collection Plan – *For multiple lessons in a unit, this section only need be completed once*

Participation Data:

Anticipated number of students:	Grades 6-8
Planned length of lesson(s):	40 minutes

Mindsets & Behaviors Data:

- Pre-test administered before first lesson
- Post-test administered after lesson (if standalone) or after last lesson of unit/group session
- Pre-/post-assessment attached

Outcome Data: (choose one)

- Achievement (describe):

Attendance (describe):

X Discipline (describe): SAC will work collectively with building administration to analyze if there has been a decrease for disciplinary students regarding behavior, inappropriate comments, etc.

Unit Title: Social Justice

Unit Description: Explore and discuss freedom, human and civil rights, social justice, oppression, equal rights and advocacy.

Unit Duration: December

Desired Results

ASCA Standard(s): M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.

B-SS 4. Demonstrate empathy

B-SS 5. Demonstrate ethical decision-making and social responsibility

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

Indicators: N/A

Understandings:

Students will understand that...

- The impact the past and present has on one's freedom, human and civil rights, oppression and equal rights.
- Equality and Freedom may look different based on your ethnicity/race.
- They have the power to make changes for their future.

Essential Questions:

- What does Freedom mean to Americans?
- What is another work we sometimes use that has a similar meaning to freedom?
- What are some things that you think are rights?
- What are equal rights?
- What does social justice mean?
- What does freedom and justice mean around the world? How has this meaning changed throughout history? (i.e. ask for examples)
- What do you think the term Oppression means?
- Who can tell me the role of an advocate?
- How do you know when people are treated unfairly? What are some other reasons people are treated unfairly?

Assessment Evidence

Performance Tasks: None.	Other Evidence: Naviance Survey and SAC observation.
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Benchmarks: Ongoing review of the SEL Universal Screener.

Learning Plan

Learning Activities:
 Deliver to all students via PowerPoint/Nearpod/Video and incorporate into SAC monthly E-Newsletter.

Resources:
http://www.nea.org/assets/docs/18141%20PH%20NEA%20HCR%203-5%20Lesson%20Plan_2-3-16.pdf

Unit Modifications for Special Population Students

Advanced Learners	<p>Ask students' higher-level questions that require students to investigate causes, experiences, and facts to draw a conclusion or make connections to other areas of learning:</p> <ul style="list-style-type: none"> • Name a time in which you have witnessed or seen any sort of social injustice? • Describe ways in which you can make an impact to ensure people are treated equally?
Struggling Learners	<p>Offer peer assistance.</p> <ul style="list-style-type: none"> • Pair together with the advance learners to discuss the relevant topics during the lesson. <p>Collaborate in small group learning.</p> <ul style="list-style-type: none"> • Group together to determine their own definition of freedom, human rights, social justice etc.) • Emphasize critical information. • Allow options to draw pictures or write answers to written questions.
English Language Learners	<ul style="list-style-type: none"> • Check often for understanding of vocabulary, review as needed. • Allow access to bilingual dictionaries, language learner dictionaries and electronic translators. <p>Emphasize critical information.</p> <ul style="list-style-type: none"> • Provide examples of what it means to be treated equal through everyday examples. • Provide examples of what it may feel like to be treated unfair.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing

	<ul style="list-style-type: none"> • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators: The following NJSLS Comprehensive Health Standards will be provided information to enhance their personal and interpersonal skills regarding social justices.

Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand E. Social and Emotional Health:

Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.

2.2.12.D.1 Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.

Standard 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand B. Decision-Making and Goal Setting

Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.

2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.

Integration of 21st Century Skills

Indicators: The following NJSLS Standards highlights will enhance their ability to be culturally sensitive to matters in their everyday life of people who may face social injustices.

Standard 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Lesson Plan for	December – Social Justice: Freedom and Human Rights	
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SAC:	Grades 6-8		
Target Audience:	Grades 6-8		
Mindsets & Behaviors: (limit of three)	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes. B-SS 4. Demonstrate empathy B-SS 5. Demonstrate ethical decision-making and social responsibility B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary		
Building Better People/SEL Competency	Self-Awareness, Social Awareness, Relationship Skills		
Lesson	1	Of	1

Learning Target(s)/Competency	
Students will:	Learn about Freedom, Human and Civil Rights, and Advocacy
Students will:	Write a letter to their future self about freedom, the freedoms they hope to have and the way they hope to help others have freedom as well.
Materials:	
Markers, colored pencil, crayons, tape, scissors, glue, drawing paper, construction paper, old magazines, poster board, collage assignment cards (freedom, rights, human rights, justice, advocacy)	
Evidence Base:	
<input type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input checked="" type="checkbox"/> Evidence-Based	
Procedure: Describe how you will:	
Introduce:	Begin by implementng ground rules for discussion: <ul style="list-style-type: none"> In lieu of recent events this year, it is important to touch upon the following...
Communicate Lesson Targets:	The learning targets for today are the following: <ul style="list-style-type: none"> Freedom and what it means to you - “with freedom comes responsibility”. What is the meaning of rights? Justice or what it means to be “fair”. What Social Justice means in our world? Oppression – when freedom and human and civil rights are unfairly denied to an individual or group.

	<ul style="list-style-type: none"> • How to be an advocate.
Teach Content:	<p>Prompt to discuss a variety of social justice components. Ask:</p> <ul style="list-style-type: none"> • How do you know when people are treated unfairly? • What are some reasons people are treated unfairly? • What can you do to ensure you and others are treated fair? <p>Prompt to examine past and present situations that exhibits injustices.</p> <ul style="list-style-type: none"> • Write a letter to their future self-freedom and the freedom they wish to have in the future. • If time allots students will be grouped together to discuss each topic in pairs and utilize the magazine to find representation of the topics (i.e. rights, human and civil rights, oppression)
Practice Content:	Write a letter to their future selves on freedom and the freedom they wish to have in the future.
Summarize:	Today we learned about social justices; freedom, human and civil rights, justice, and advocacy and how they can incorporate this throughout your day to day life. Now we will take a quick survey in Naviance.
Close:	My office is _____, if you need me, I am available _____.
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	Grades 6-8
Planned length of lesson(s):	40 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> ▪ Pre-test administered before first lesson ▪ Post-test administered after lesson (if standalone) or after last lesson of unit/group session ▪ Pre-/post-assessment attached 	
Outcome Data: (choose one)	
<input type="checkbox"/> Achievement (describe): <input type="checkbox"/> Attendance (describe): <input checked="" type="checkbox"/> Discipline (describe): SAC will work collectively with building administration to analyze if there has been a decrease for disciplinary students regarding behavior, inappropriate comments, etc.	

Unit Title: Kindness
Unit Description: Focus on ways to spread kindness throughout our everyday lives.
Unit Duration: January
Desired Results
ASCA Standard(s): M 3. Sense of belonging in the school environment. B-SS 1. Use effective oral and written communication skills and listening skills B-SS 2. Create positive and supportive relationships with other students B-SS 4. Demonstrate empathy B-SS 5. Demonstrate ethical decision-making and social responsibility B-SS 6. Use effective collaboration and cooperation skills
Indicators: N/A

<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Why is it important to be kind and the impact it has on individuals? • The difference between empathy and sympathy. • Ways in which you can show kindness to others. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What does it mean to put yourself in someone else's shoes? • How empathetic am I? • Looking back when was a time that you wished someone was more empathetic to you? • How did that feel when they were not? • How can I better show empathy towards others?
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Assessment Evidence

<p>Performance Tasks: None.</p>	<p>Other Evidence: Naviance Survey and SAC observation.</p>
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Benchmarks: Ongoing review of the SEL Universal Screener.

Learning Plan

Learning Activities:
 Deliver to all students via PowerPoint/Nearpod/Video and incorporate into SAC monthly E-Newsletter.

Resources:
<https://youtu.be/aU3QfyqvHk8>
<https://www.tolerance.org/classroom-resources/tolerance-lessons/developing-empathy>

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Ask students higher-level questions that require students to investigate causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. • Ask, What would cause someone to be sympathetic over being empathetic? • Invite students to explore different points of view on a topic of study and compare the two.
Struggling Learners	<ul style="list-style-type: none"> • Collaborate in small group learning. • Emphasize critical information. • Allow options to draw pictures or write answers to written questions.
English Language Learners	<ul style="list-style-type: none"> • Simplify language of lesson. • Check often for understanding of vocabulary, review as needed. • Allow access to bilingual dictionaries, language learner dictionaries and electronic translators. • Emphasize critical information
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators: : The following NJSLC Comprehensive Health Standards will enhance students' self-awareness by implementing empathetic skills, students will have healthier communication skills.

Standard 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand C. Character Development

Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
 2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.

Integration of 21st Century Skills

Indicators: The following NJSLS Standards highlights the importance of empathy and how it can enhance relationships inside and outside of the school setting.

9.3: CAREER AND TECHNICAL EDUCATION

9.3. IT.1 Demonstrate effective professional communication skills and practices that enable positive customer relationships.



Lesson Plan

Lesson Plan for	January – Empathy	
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SAC:	Grades 6-8		
Target Audience:	Grade 6-8 Students		
Mindsets & Behaviors: (limit of three)	M 3. Sense of belonging in the school environment. B-SS 1. Use effective oral and written communication skills and listening skills B-SS 2. Create positive and supportive relationships with other students B-SS 4. Demonstrate empathy B-SS 5. Demonstrate ethical decision-making and social responsibility B-SS 6. Use effective collaboration and cooperation skills		
Building Better People/SEL Competency	Self-Awareness, Relationship Skills, Social Awareness		
Lesson	1	Of	1

Learning Target(s)/Competency	
Students will:	Learn what it means to be empathetic.
Students will:	Practice and discuss ways in which they can be more empathetic.
Materials:	
Empathy Video https://youtu.be/aU3QfyqvHk8 , Pen, paper, printouts (put yourself in someone else's shoes scenarios) https://www.tolerance.org/sites/default/files/general/someone%20else's%20shoes.pdf	

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:	Begin by asking students: Who can tell me what empathy means?
Communicate Lesson Targets:	<p>Our targets for today are the following:</p> <ul style="list-style-type: none"> • Build upon self-awareness and self-reflection regarding being empathetic. • Practice ways in which you could express empathy. • Learn effective communication when expressing empathy. • Learn ways to enhance your listening skills.
Teach Content:	<p>Brainstorm the following:</p> <ul style="list-style-type: none"> • Can you think of a time – maybe a disagreement or argument with a friend when your feelings were hurt – when you wished that someone understood how you felt? When we try to relate to what another person is going through, we’re being empathetic. <p>Share how to show empathy:</p> <ul style="list-style-type: none"> • Share – Imagine what it feels like to being in someone else’s shoes is to ask yourself, how would I feel in this situation?” • Listening skills – Make eye contact, not interrupting the speaker, asking questions can show you’re trying to understand • You versus I questions – Using “I” questions makes the situation about yourself rather than your friend. • Upon role playing to provide your partner with gratitude for being an empathetic listener you can respond by stating “I could tell you were really listening to me because you maintained eye contact with me during the entire conversation, and that made me feel like you care”.
Practice Content:	Role play with a partner to practice what they have learned. Each student will then record and highlight parts of their interaction in which their partners were being empathetic and using “I instead of You”.
Summarize:	Today we learned what it means to be empathetic, ways to show empathy and skills to become a better listener. Now we will take a quick survey in Naviance.
Close:	My office is _____, if you need me, I am available _____.
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	Grades 6-8
Planned length of lesson(s):	35 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> ▪ Pre-test administered before first lesson 	

- Post-test administered after lesson (if standalone) or after last lesson of unit/group session
- Pre-/post-assessment attached

Outcome Data: (choose one)

Achievement (describe):

Attendance (describe):

X Discipline (describe): SAC will work collectively with building administration to analyze if there has been a decrease for disciplinary students regarding behavior, inappropriate comments, etc.

Unit Title: Healthy Relationships

Unit Description: Focus on learning the behaviors that attribute to having a healthy relationship vs. unhealthy relationship.

Unit Duration: February

Desired Results

ASCA Standard(s): M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 4. Demonstrate empathy

B-SS 5. Demonstrate ethical decision-making and social responsibility

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

B-SS 0. Demonstrate social maturity and behaviors appropriate to the situation and environment.

Indicators: N/A

Understandings:

Students will understand that...

- Effective communication is crucial for healthy relationships.
- It's important to set healthy boundaries.
- Unhealthy relationships can have lasting effects.

Essential Questions:

- What does it mean to have a healthy relationship with someone? (e.g. friend, loved-one, significant other etc.)
- What do you think it means to have effective communication?
What does ineffective communication look like?
- What are boundaries?
- What are unhealthy boundaries?
- What are healthy boundaries?

Assessment Evidence

Performance Tasks: None.

Other Evidence: Naviance Survey and SAC observation.

Benchmarks: Ongoing review of the SEL Universal Screener.

Learning Plan

Learning Activities:

Deliver to all students via PowerPoint/Nearpod/Video and incorporate into SAC monthly E-Newsletter.

Resources:

<https://www.loveisrespect.org/wp-content/uploads/2016/08/middle-school-educators-toolkit.pdf>

Unit Modifications for Special Population Students

<p>Advanced Learners</p>	<p>Ask students higher-level questions that require students to investigate causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.</p> <ul style="list-style-type: none"> • Ask, "What can you do if someone you know is in an unhealthy relationship but can't see it for themselves?" • Ask, "How can you educate others about healthy relationships?" <p>Encourage students to explore concepts in-depth and encourage independent studies or investigations.</p>
<p>Struggling Learners</p>	<p>Collaborate in small group learning.</p> <ul style="list-style-type: none"> • Pair in small groups to discuss the topics throughout the lesson. • Emphasize critical information. • Allow options to draw pictures or write answers to written questions. • Nearpod lesson will have a variety of ways to interact/respond to information/questions which will include drawing, writing, and visuals.
<p>English Language Learners</p>	<p>Simplify language of lesson.</p> <ul style="list-style-type: none"> • Allow access to bilingual dictionaries, language learner dictionaries and electronic translators. • Emphasize critical information
<p>Learners with an IEP</p>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
<p>Learners with a 504</p>	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators: The following NJSLS Comprehensive Health Standards will enhance student knowledge on healthy versus unhealthy relationships and ways this could impact their mental and physical health.

Standard 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Strand A. Relationships:

Healthy relationships require a mutual commitment.

2.4.6.A.1 Compare and contrast how families may change over time.

2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.

2.4.6.A.3 Examine the types of relationships adolescents may experience.

2.4.6.A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships.

2.4.6.A.5 Compare and contrast the role of dating and dating behaviors in adolescence. The values acquired from family, culture, personal experiences, and friends impact all types of relationships.

2.4.8.A.1 Predict how changes within a family can impact family members.

2.4.8.A.2 Explain how the family unit impacts character development.

2.4.8.A.3 Explain when the services of professionals are needed to intervene in relationships.

2.4.8.A.4 Differentiate between affection, love, commitment, and sexual attraction.

2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship.

2.4.8.A.6 Develop acceptable criteria for safe dating situations

Integration of 21st Century Skills

Indicators: The following NJSLS Standards highlights will enhance their ability to detect healthy versus unhealthy relationships (romantic/nonromantic) and be able to seek the appropriate assistance if needed.

STANDARD 9.3 CAREER AND TECHNICAL EDUCATION

9.3.HU - ED.7 Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.



Lesson Plan

Lesson Plan for	February – Healthy Relationships	
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SAC:	Grades 6-8
Target Audience:	Grades 6-8
Mindsets & Behaviors: (limit of three)	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical wellbeing.</p> <p>B-SS 1. Use effective oral and written communication skills and listening skills</p> <p>B-SS 2. Create positive and supportive relationships with other students</p> <p>B-SS 4. Demonstrate empathy</p> <p>B-SS 5. Demonstrate ethical decision-making and social responsibility</p>

	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary B-SS 0. Demonstrate social maturity and behaviors appropriate to the situation and environment.		
Building Better People/SEL Competency	Self-Awareness, Relationship Skills, Responsible Decision Making		
Lesson	1	Of	1

Learning Target(s)/Competency	
Students will:	Learn effective communication skills and healthy boundary setting.
Students will:	Be able to distinguish a healthy relationship versus unhealthy relationships.
Materials:	
Paper, Pen, Poster board, Markers, Printouts	
Evidence Base:	
<input type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input checked="" type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based	
Procedure: Describe how you will:	
Introduce:	<ul style="list-style-type: none"> • Implement ground rules for discussion. • State, “Who can define what a healthy relationship looks like?”
Communicate Lesson Targets:	<ul style="list-style-type: none"> • Role communication plays in relationships • Speaking up • Respect each other • Compromise • Be supportive • Respect each other’s privacy • Setting healthy boundaries • Defining unhealthy relationships (physical, emotional/verbal, and digital)
Teach Content:	<p><u>Healthy Relationships</u></p> <p>Discuss and brainstorm ways in which students can:</p> <ul style="list-style-type: none"> • Speak up for themselves • Respect one another • Compromise • Be supportive • Respect each other’s privacy <p>Discuss boundary setting: Healthy relationships require space, good way to keep the relationship healthy and secure:</p> <ul style="list-style-type: none"> • Set boundaries together, so that you both are on the same page. • Boundaries are not meant to make anyone feel trapped or like they are walking on eggshells.

	<p>Discuss healthy boundaries should not restrict someone’s ability to:</p> <ul style="list-style-type: none"> • Go out with other friends. • Participate in activities and hobbies they like. • Not have to share passwords to their email, social media accounts or phone. • Respect each other’s individual likes and needs. <p><u>Warning Signs of Unhealthy Relationships</u> Based on power and control, not equality and respect. Warning signs could include:</p> <ul style="list-style-type: none"> • Constantly putting someone down • Extreme jealousy or insecurity • Explosive temper • Isolating someone from their friends or family, dictating who they can see or hang out with • Mood swings (nice one minute, angry the next) • Checking someone’s cell phone, social media or email without permission • Physically hurting someone in any way • Telling someone what to do or what to wear • Possessiveness <p><u>Conflict Resolution</u></p> <ul style="list-style-type: none"> • Set boundaries – everyone deserves to be treated with respect even during an argument. If inappropriate words or language is being used, speak up and tell them to stop. • Find the real issue – typically arguments happen when one person needs aren’t being met. Try to get to the root of the issue together. • Agree to disagree – If you can’t resolve the matter at this time, it may be best to drop it. Focus on what matters. • Compromise when possible • Consider everything.
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Practice Content:	Check their knowledge through fact checking scenarios.
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Summarize:	Today we learned what a healthy versus unhealthy relationship looks like, conflict resolution skills and ways to stand up for yourself and others. Now we will take a quick survey in Naviance.
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Close:	My office is _____, if you need me, I am available _____.
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Data Collection Plan – *For multiple lessons in a unit, this section only need be completed once*

Participation Data:

Anticipated number of students:	Grades 6-8
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Planned length of lesson(s):	45 minutes
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Mindsets & Behaviors Data:

- Pre-test administered before first lesson

- Post-test administered after lesson (if standalone) or after last lesson of unit/group session
- Pre-/post-assessment attached

Outcome Data: (choose one)

Achievement (describe):

Attendance (describe):

X Discipline (describe): SAC will work collectively with building administration to analyze if there has been a decrease for disciplinary students regarding behavior, inappropriate comments, etc.

Unit Title: Prejudice and Stereotypes

Unit Description: Understand the definition of prejudice and stereotypes and the impact they can have on individual/group.

Unit Duration: March

Desired Results

ASCA Standard(s): M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

B-SS 5. Demonstrate ethical decision-making and social responsibility

Indicators: N/A

Understandings:

Students will understand that...

- Stereotypes is an oversimplified generalization about a person or group of people without regard for individual differences.
- Stereotypes can lead to prejudice.
- It is important to be mindful of your thoughts and behaviors.

Essential Questions:

- What is a stereotype?
- Are stereotypes accurate?
- What are some common stereotypes you were unaware you made/make?
- What is prejudice?
- How can stereotyping lead to prejudice?

Assessment Evidence

Performance Tasks: None.

Other Evidence: Naviance Survey and SAC observation.

Benchmarks: Ongoing review of the SEL Universal Screener.

Learning Plan

Learning Activities:

Deliver to all students via using PowerPoint/Nearpod/Video and incorporate into SAC monthly E-Newsletter.

Resources:

http://www.partnersagainsthate.org/educators/middle_school_lesson_plans.pdf

Unit Modifications for Special Population Students

<p>Advanced Learners</p>	<p>Ask students' higher-level questions that require students to investigate causes, experiences, and facts to draw a conclusion or make connections to other areas of learning:</p> <ul style="list-style-type: none"> • Where do you think stereotypes stem from? • Are some of these stereotypes about a set of group/individual true? <p>Encourage students to explore concepts in-depth and encourage independent studies or investigations.</p> <ul style="list-style-type: none"> • Name a time when you or someone you know categorized someone based on a stereotype.
<p>Struggling Learners</p>	<p>Collaborate in small group learning.</p> <ul style="list-style-type: none"> • Pair together to discuss and brainstorm different stereotypes and prejudice. • Emphasize critical information. • Allow options to draw pictures or write answers to written questions.
<p>English Language Learners</p>	<p>Pre-teach vocabulary for lesson.</p> <ul style="list-style-type: none"> • Provide a list of the main vocabulary words such as prejudice, stereotypes, unconscious, biased and unbiased opinions. <p>Simplify language in lesson.</p> <ul style="list-style-type: none"> • Allow access to bilingual dictionaries, language learner dictionaries and electronic translators. • Emphasize critical information
<p>Learners with an IEP</p>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
<p>Learners with a 504</p>	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators: The following NJSLs Comprehensive Health Standards will enhance their knowledge of stereotypes regarding gender identity, sexual orientation, and cultural with the support of a SAC.

Standard 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Strand B. Sexuality

Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect are shown toward all.

2.4.8.B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.

Integration of 21st Century Skills

Indicators: The following NJSLs Standards Students will enhance their knowledge of the implication stereotypes has on an individual or group of individuals ethically and morally.

STANDARD 9.3 CAREER AND TECHNICAL EDUCATION

9.3.HU.4 Demonstrate ethical and legal conduct in human services settings.



Lesson Plan

Lesson Plan for	March – Stereotypes	
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SAC:	Grades 6-8		
Target Audience:	Grades 6-8		
Mindsets & Behaviors: (limit of three)	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes. B-LS 1. Demonstrate critical-thinking skills to make informed decisions B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions B-SS 5. Demonstrate ethical decision-making and social responsibility		
Building Better People/SEL Competency	Self-Awareness, Responsible Decision Making, Social Awareness		
Lesson	1	Of	1

Learning Target(s)/Competency	
Students will:	Learn what are conscious and unconscious stereotypes.
Students will:	Learn how the impact of certain stereotypes can lead to prejudice.
Materials:	

Paper, pencil, dry erase board or chart paper

Evidence Base:

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure: Describe how you will:

Introduce:	Ask, How many of you have heard of the phrase – Don't judge a book by its cover? <ul style="list-style-type: none">• Implement ground rules for discussion
Communicate Lesson Targets:	These are our targets for today: <ul style="list-style-type: none">• Stereotypes• Prejudice• Assumption• Generalization
Teach Content:	Provide students with a series of words and instruct them to write each word on a sheet of notebook paper, followed by the first thought that comes to mind when they think of a person in that role – <u>Encourage students to not censor their responses:</u> <ul style="list-style-type: none">• Examples: Student, cheerleader, grandmother, mother, dancer, honor roll student, doctor, athlete, nurse, gangster, nurse, construction worker, etc.• Once the students complete this, instruct them to turn the paper over until the they are instructed to review the responses.• Have the class pick two topics from the list to discuss in groups, once this is complete have each group share their list with the class.• Discuss the accuracy of the characteristics, discuss which could be considered an assumption.• Provide students with the definition of a stereotype.• Based on the definition, have students consider whether the assumptions they made can cause people to develop stereotypes about these two groups.• Have students consider how even the positive characteristics can have a negative consequence.• Instruct students to turn over their sheet of paper containing their initial impressions of categories: Have them review their list and consider the following questions:<ul style="list-style-type: none">○ With the information you've just learned are you reconsidering any of your responses?○ How do people learn stereotypes?○ What are some examples of stereotypes that people responded to after the terrorist attacks on 9/11 _____?○ What are some ways people can verify whether an assumption that they have about a group of people is accurate? What would be the value of doing so?
Practice Content:	Gather students in small groups, have them each share a stereotype about a group to which they belong to. Have students discuss the following questions: <ul style="list-style-type: none">• The stereotype that is commonly held about their group.

	<ul style="list-style-type: none"> • Their feelings upon hearing this stereotype. • Ways that this stereotype limits or hurts them or others who belong to the group.
Summarize:	Today we learned about the impact unconscious and conscious stereotypes can have on a person or group of persons and ways to be more self-aware. Now we will take a survey in Naviance.
Close:	My office is _____, if you need me, I am available _____.
<i>Data Collection Plan – For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	Grades 6-8
Planned length of lesson(s):	40 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> ▪ Pre-test administered before first lesson ▪ Post-test administered after lesson (if standalone) or after last lesson of unit/group session ▪ Pre-/post-assessment attached 	
Outcome Data: (choose one)	
<input type="checkbox"/> Achievement (describe): <input type="checkbox"/> Attendance (describe): <input checked="" type="checkbox"/> Discipline (describe): SAC will work collectively with building administration to analyze if there has been a decrease for disciplinary students regarding behavior, inappropriate comments, etc.	

Unit Title: Child Abuse Awareness Month	
Unit Description: Identify what child abuse is and ways to protect themselves.	
Unit Duration: April	
Desired Results	
ASCA Standard(s): M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical wellbeing. B-LS 5. Apply media and technology skills B-SMS 9. Demonstrate personal safety skills B-SS 3. Create relationships with adults that support success B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary B-SS 0. Demonstrate social maturity and behaviors appropriate to the situation and environment.	
Indicators: N/A	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • There are 4 types of child abuse. • There are ways to keep themselves safe. • There are ways that a trusted adult can help keep them safe as well. 	Essential Questions: <ul style="list-style-type: none"> • Who can tell me what is child abuse? • Does anyone know the 4 types of child abuse? • Who can report child abuse? • What is the number to report child abuse? • Who can you go to if you need help?
Assessment Evidence	
Performance Tasks: None.	Other Evidence: Naviance Survey and SAC observation.

Benchmarks: Ongoing review of the SEL Universal Screener.

Learning Plan

Learning Activities:

Deliver to all students via using PowerPoint/Nearpod/Video and incorporate into SAC monthly E-Newsletter.

Resources:

https://www.mbfpreventioneducation.org/wp-content/uploads/2018/04/April-6-8-LP-Natl_2018.pdf

Monique Burr Foundation (MBF) for Children

www.mbfpreventioneducation.org

Darkness to Light

www.d2l.org

Nemours Child Health – Child Abuse information for children

http://kidshealth.org/parent/positive/talk/child_abuse.html

Prevent Child Abuse America

<http://www.preventchildabuse.org>

The Role of Educators Preventing and Responding to Child Abuse

<https://www.childwelfare.gov/pubs/usermanuals/educator/>

Unit Modifications for Special Population Students

Advanced Learners	<p>Ask students' higher-level questions that require students to investigate causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.</p> <ul style="list-style-type: none">• What are some things that can contribute to child abuse/neglect?• Name one way in which people can prevent child abuse/neglect? <p>Encourage students to explore concepts in-depth and encourage independent studies or investigations.</p> <ul style="list-style-type: none">• How many cases of child abuse/neglect were reported last year? Where can you find this information?
Struggling Learners	<p>Offer peer assistance.</p> <ul style="list-style-type: none">• Two students will be selected to help assist their peers throughout this lesson. <p>Collaborate in small group learning.</p> <ul style="list-style-type: none">• Students will have the opportunity to pair in small groups to brainstorm and discuss the topic of child abuse/neglect.• Emphasize critical information.• Allow options to draw pictures or write answers to written questions.
English Language Learners	<p>Simplify language in lesson.</p> <ul style="list-style-type: none">• Explain "not having basic needs met (e.g. food, clothing, etc.)" <p>Check often for understanding of vocabulary, review as needed.</p> <ul style="list-style-type: none">• Check in with students after each introduction of a new word/definition.• Allow access to bilingual dictionaries, language learner dictionaries and electronic translators.• Emphasize critical information.

<p>Learners with an IEP</p>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
<p>Learners with a 504</p>	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators: The following NJSLS Comprehensive Health Standards will enhance students understanding of child abuse/neglect and ways to enhance their safety.

Standard 2.1 Wellness: ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.
 Strand D. Safety
 2.1.8.D.2 Describe effective personal protection strategies used in public places and what to do when one’s safety is compromised.

Integration of 21st Century Skills

Indicators: The following NJSLS Standards will enhance the ability for our students to understand mandate reporting and to seek help if needed.

STANDARD 9.3 CAREER AND TECHNICAL EDUCATION
 9.3.HU - FAM.4 Comply with laws and procedures that govern abuse, neglect, confidentiality and other health and safety situations.
 9.3.HU - FAM.5 Evaluate crisis prevention, intervention and resolution techniques to formulate emergency Plans.



Lesson Plan for	April – Child Abuse Awareness	
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SAC:	Grades 6-8		
Target Audience:	Grade 6-8		
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-LS 5. Apply media and technology skills. B-SMS 9. Demonstrate personal safety skills. B-SS 3. Create relationships with adults that support success. B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary. B-SS 0. Demonstrate social maturity and behaviors appropriate to the situation and environment.		
Building Better People/SEL Competency	Self-Awareness, Responsible Decision Making		
Lesson	1	Of	1

Learning Target(s)/Competency	
Students will:	Identify what child abuse is and identify ways they can help adults keep them safe.
Students will:	Learn the five Monique Burr Foundation Teen Safety Matters Safety Rules and will identify ways to use them to help them stay safe.
Materials:	
Lesson plan/instructions, paper, 3 signs for human barometer activity (agree, disagree, undecided)	
Evidence Base:	
<input type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input checked="" type="checkbox"/> Evidence-Based	
Procedure: Describe how you will:	
Introduce:	Implement ground rules for the discussion. Explain, In order to incorporate respectful discussion, encourage students to use “I” language rather than the more accusatory “you” when responding to others. Today we will discuss a very important topic on child abuse awareness, this could potentially one day save your life or another’s so it’s important to listen up.”
Communicate Lesson Targets:	Today’s learning targets will be: <ul style="list-style-type: none"> • Child abuse awareness month • Neglect • Physical Abuse • Emotional Abuse

	<ul style="list-style-type: none"> • Sexual Abuse • Safety Tips
<p>Teach Content:</p>	<p>Begin by discussing the four Types of Abuse:</p> <ol style="list-style-type: none"> 1. <u>Neglect</u> – is when a child is not given things, they need to be healthy and safe, such as food, clothing, shelter, medicine, and even love. 2. <u>Physical Abuse</u>- is when someone intentionally hurts a child leaving injuries likes bruises, broken bones, burns, and scratches. 3. <u>Emotional Abuse</u> – is when a child is repeatedly told hateful things, like an adult calling them “stupid” or telling them “I never want to see you again.” Emotional abuse is repeated, and its hurtful and hateful 4. <u>Sexual Abuse</u> – can happen in different ways and can involve the touching of private body parts, inappropriate pictures, and sexual activity. The perpetrator can be an adult, or it could be a peer. <p>Discuss the five Safety Rules from the MBF Teen Safety Matters:</p> <p><u>Safety Rule #1</u> – is known what’s up. Means you are aware of what abuse is. It also means knowing important safety procedures when you are at school, out in public, and at home.</p> <p><u>Safety Rule #2</u> – is spot Red Flags. Means knowing if someone’s behavior or a situation is unsafe or inappropriate. (e.g. Bullying, cyberbullying, or inappropriate online and offline behavior, adults or other teens trying to trick, force, or manipulate you into unsafe or inappropriate situations, controlling behaviors, or emotional or physical abuse between partners in a relationship.</p> <p><u>Safety Rule #3</u> – is make a move. Means getting away or staying away from unsafe situations or people.</p> <p><u>Safety Rule #4</u> – is Talk it Up. Means using an assertive voice if you or others are in an unsafe situation. It can also mean talking to a safe adult about unsafe situations or people and talking to your peers to be a role model for creating a culture of kindness and safety.</p> <p><u>Safety Rule #5</u> – is No Blame No shame. The last safety rule means if you are ever hurt or abused, you are never to blame, and you should never be ashamed to tell a safe adult. No matter what anyone does to hurt you or what they say to you, even if they say you are to blame or you will get in trouble if you tell, you are never to blame and it is never too late to tell.</p>
<p>Practice Content:</p>	<p>Check your knowledge: Let’s see if you can spot any Red Flags of Abuse.</p> <ol style="list-style-type: none"> 1. Someone gets physically close or touches you in a way that make you uncomfortable. This can include hugs, pats, kisses or “accidentally” touching you in ways that don’t really seem accidental. <ul style="list-style-type: none"> ○ What could you do? (Make A Move to get away and stay away from the person and talk to a Safe Adult.) 2. Someone you don’t know very well wants to give you a gift. <ul style="list-style-type: none"> ○ What is a red flag? (A stranger wanting to give you a gift. What could you do? (Get away and stay away from the person and talk to a Safe Adult.) 3. You are walking to school with a friend and a car pulls up next to you and the driver asks for directions to the school. <ul style="list-style-type: none"> ○ What is a red flag? (A stranger approaching you, an adult asking kids for directions.) What could you do? (Get away from the car, stay with your friend, and report what happened to a School Resource Office or other Safe Adult.)

	<p>4. You are online and someone asks for your personal information, like your full name, address, or what school you go to, or they ask you to go into a private chat room.</p> <ul style="list-style-type: none"> ○ What is a red flag? (Someone you do not know asking for personal information. What could you do? (Don't share personal information or better, don't respond, and tell a Safe Adult.) <p>If time allows, or as a follow up activity, allow students to make a word cloud. This could be done individually or in small groups. Word clouds are like a picture, but with words. (See attached sample word cloud.) Allow students to generate a list of words or phrases that they think of when they think of stopping child abuse and keeping kids safe. A word/phrase or #hashtag bank can be created on the board or on chart paper. Encourage students to include the 5 Safety Rules:</p> <ul style="list-style-type: none"> • Know What's Up • Spot Red Flags • Make A Move • Talk It Up • No Blame No Shame
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Summarize:	Today we learned about the four types of child abuse, red flags and the 5 Safety Rules from the MBF Teen Safety Matters. Now we will take a survey in Naviance.
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Close:	My office is _____, if you need me, I am available _____.
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Data Collection Plan – For multiple lessons in a unit, this section only need be completed once

Participation Data:

Anticipated number of students:	Grades 6-8
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Planned length of lesson(s):	40 minutes
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Mindsets & Behaviors Data:

- Pre-test administered before first lesson
- Post-test administered after lesson (if standalone) or after last lesson of unit/group session
- Pre-/post-assessment attached

Outcome Data: (choose one)

- Achievement (describe):
- Attendance (describe): By providing students/teachers information on child abuse/neglect, teachers may have better understanding on the affects this may place on one's attendance rates and therefore can make an appropriate referral. Also, SAC will work collectively with building administration to analyze if there has been an increase in attendance.
- Discipline (describe):

Unit Title: Mental Health Awareness

Unit Description: Participate in engaging activities to learn about the variety of mental illness, stigma, and ways to seek help.

Unit Duration: May

Desired Results

Standard(s): M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.

B-SMS 2. Demonstrate self-discipline and self-control

B-SMS 7. Demonstrate effective coping skills when faced with a problem

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

B-SS 0. Demonstrate social maturity and behaviors appropriate to the situation and environment.

Indicators: To spread awareness about mental health and the stigma associated with it.

<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The key characteristics of mental illness • Mental illness is sometimes associate with a negative stigma • There are many ways to get help if you or anyone you love has a Mental Illness. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is mental health? • What causes mental illness? • What's a synonym for mental illness? • What does the term diagnosis mean? • What is a stigma? How does this affect people with mental illness? • Why do people not seek help for mental illness? • What is the least effective way of dealing with a mental health challenge or mental illness? • Will people with a mental illness always be ill? • Having a mental illness can affect the way that a person?
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Assessment Evidence

<p>Performance Tasks: None.</p>	<p>Other Evidence: Naviance Survey and SAC observation.</p>
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Benchmarks: Ongoing review of SEL Universal Screener.

Learning Plan

Learning Activities:
 Deliver to all students via using PowerPoint/Nearpod/Video and incorporate into SAC monthly E-Newsletter.

Resources:
https://walkinourshoes.org/content/Classroom_Lesson_Plans.pdf
<http://canwetalk.ca/wp-content/uploads/2016/03/COOR-79I-2016-03-CWT-lesson-plans.pdf>

Unit Modifications for Special Population Students

<p>Advanced Learners</p>	<p>Ask students' higher-level questions that require students to investigate causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.</p> <ul style="list-style-type: none"> • What are some things that can contribute to mental illness? • Name one way in which people can seek help/treatment for mental illness. <p>Encourage students to explore concepts in-depth and encourage independent studies or investigations.</p> <ul style="list-style-type: none"> • How many reported cases of mental health among middle schools' students last year? • Do you think this number is accurate?
<p>Struggling Learners</p>	<p>Offer peer assistance</p> <ul style="list-style-type: none"> • Two students will be selected to help assist their peers throughout this lesson.

	<p>Collaborate in small group learning.</p> <ul style="list-style-type: none"> • Pair in small groups to brainstorm and discuss the topic of mental health awareness. • Emphasize critical information. • Allow options to draw pictures or write answers to written questions.
English Language Learners	<p>Simplify language in lesson.</p> <ul style="list-style-type: none"> • Explain “not having basic needs met (e.g. food, clothing, etc.) <p>Check often for understanding of vocabulary, review as needed.</p> <ul style="list-style-type: none"> • Check in with students after each introduction of a new word/definition. • Allow access to bilingual dictionaries, language learner dictionaries and electronic translators. • Emphasize critical information
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators: The following NJSLS Comprehensive Health Standards will enhance students understanding of the impact mental illness could have not only on their mental wellness but also physical and psychological well-being.

Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand C. Diseases and Health Conditions

2.1.4.C.3 Explain how mental health impacts one’s wellness.

Integration of 21st Century Skills

Indicators: The following NJSLS Standards will educate students about mental health, ways to seek treatment and to advocate for their needs or others.

STANDARD 9.3 CAREER AND TECHNICAL EDUCATION

9.3.HU - CMH.5 Demonstrate the ethical and legal responsibilities of counseling and mental health services.



Lesson Plan

Lesson Plan for	May – Mental Health and Stigmas	
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SAC:	Grades 6-8		
Target Audience:	Grades 6-8		
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. Demonstrate self-discipline and self-control B-SMS 7. Demonstrate effective coping skills when faced with a problem B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary B-SS 0. Demonstrate social maturity and behaviors appropriate to the situation and environment.		
Building Better People/SEL Competency	Self-Awareness, Self-Management, Social Awareness		
Lesson	1	Of	1

Learning Target(s)/Competency	
Students will:	Understand the stigma surrounding mental health problems and the impact of stigma and discrimination on help-seeking behavior.
Students will:	Be aware of the myths and the realities of mental illness and consider attitudes about mental illness.
Materials:	
Pen, paper, computer, poster paper. Handout: Defining stigma, personal attitudes survey, reducing stigma-what works?	
Evidence Base:	
<input type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input checked="" type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based	

Procedure: Describe how you will:	
Introduce:	<p>Begin by stating:</p> <ul style="list-style-type: none"> Do you know that “60% of people with a mental illness won’t seek out the help they need due to the stigma associated with being labelled mentally ill”? We’re going to talk a little bit about why that is today... <p>Implement and develop ground rules for discussion.</p>
Communicate Lesson Targets:	<p>Today we will discuss the following:</p> <ul style="list-style-type: none"> Defining stigma Exploring attitudes – Survey Reducing Stigma – What works?
Teach Content:	<p>Activity 1 – Defining Stigma</p> <ol style="list-style-type: none"> Ask students if they know what the work “stigma” means. Hand out the Activity 1 handout – Defining stigma Lead a class discussion on the definition of “stigma”, and the relationship between stigma, stereotyping and discrimination. <p>Activity 2 – Attitudes</p> <ol style="list-style-type: none"> Hand out the personal attitude survey Have students complete it individually Record the student’s responses on the board as a show of hands method. Best Answers. Facilitate a class wide discussion about the survey results, highlighting items that may be surprising to the group. <p>Activity 3 – Reducing Stigma</p> <ol style="list-style-type: none"> Hand out the Reducing Stigma- What works? Encourage students to apply the strategies for reducing stigma in the school, at home and community. Have students brainstorm topical stories from news, movies and TV shows relating to this. <p>The Stigma of Mental Illness – Stigma refers to a cluster of negative attitudes and beliefs that motivate the general public to fear, reject, avoid and discriminate against people with mental illnesses. Stigma is not just a matter of using the wrong word or action. Stigma is about disrespect. It is the use of negative labels to identify a person living with mental illness. Stigma is a barrier. Fear of stigma and the resulting discrimination discourages individuals and their families from getting the help they need. ~ SAMHSA, School Materials for a Mental Health Friendly Classroom, 2004</p>
Practice Content:	Test their knowledge of content for the day by participating in the activities after each discussion.
Summarize:	Today we learned about mental illness and the stigmas associated with them. We also discussed ways in which we can implement awareness within the school, home and community. Now we will take a survey in Naviance.
Close:	My office is _____, if you need me, I am available _____.
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	

Anticipated number of students:	Grades 6-8
Planned length of lesson(s):	40 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> ▪ Pre-test administered before first lesson ▪ Post-test administered after lesson (if standalone) or after last lesson of unit/group session ▪ Pre-/post-assessment attached 	
Outcome Data: (choose one)	
<p><input checked="" type="checkbox"/> Achievement (describe): SAC will conduct a survey with teachers following the lesson on whether they could make the necessary referrals of students who may be suffering from a mental illness. SAC will work collectively with school counselors to analyze student data related to log entries and referrals.</p> <p><input type="checkbox"/> Attendance (describe):</p> <p><input type="checkbox"/> Discipline (describe):</p>	

Unit Title: Pride Month

Unit Description: Focus on gaining knowledge about groups that are often facing discrimination and oppression.

- LGBTQ+
- Juneteenth

Unit Duration: June

Desired Results

ASCA Standard(s): M 3. Sense of belonging in the school environment.

B-SMS 1. Demonstrate ability to assume responsibility

B-SMS 2. Demonstrate self-discipline and self-control

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 5. Demonstrate ethical decision-making and social responsibility

Indicators: N/A

Understandings:

Students will understand that...

- The LGBTQ+ community is a group of individuals who face discrimination and oppression.
- Students/Peers are impacted by racial/discriminatory slurs, and “gay jokes”.
- There are many ways to be an ally.

Essential Questions:

- What does the acronym LGBTQ+ stand for?
- What does it mean to be homophobic?
- What are slurs?
- How can slurs impact another person’s life?
- Is it appropriate to use “gay jokes”?
- What is a hate crime?
- Who can tell me about Juneteenth?
- Why is Juneteenth an important date?

Assessment Evidence

Performance Tasks: None.

Other Evidence: Naviance Survey and SAC observation.

Benchmarks: Ongoing review of the SEL Universal Screener.

Learning Plan

Learning Activities:

Deliver to all students via using PowerPoint/Nearpod/Video and incorporate into SAC monthly E-Newsletter.

Resources:

<https://www.glaad.org/resourcelist>

Unit Modifications for Special Population Students

<p>Advanced Learners</p>	<p>Ask students' higher-level questions that require students to investigate causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.</p> <ul style="list-style-type: none"> • Are there any peers that you know that is of the LGBTQ+ community? If, so what has their experience been like in the school setting? • Name one way in which people can be an ally for the LGBTQ+ community within the school setting. <p>Encourage students to explore concepts in-depth and encourage independent studies or investigations.</p> <ul style="list-style-type: none"> • How many middle school students do you think openly reports being a part of the LGBTQ+ community? • Do you think this number is accurate?
<p>Struggling Learners</p>	<p>Offer peer assistance.</p> <ul style="list-style-type: none"> • Two students will be selected to help assist their peers throughout this lesson. <p>Collaborate in small group learning.</p> <ul style="list-style-type: none"> • Pair in small groups to brainstorm and discuss the topic of LGBTQ+ awareness. • Emphasize critical information. • Allow options to draw pictures or write answers to written questions.
<p>English Language Learners</p>	<p>Simplify language in lesson.</p> <ul style="list-style-type: none"> • Slur – to put someone down, say not so nice things, intent to harm • Discrimination – to dislike someone or a group of people because of things such as skin color, sexual orientation etc. • Inappropriate – something you should not be saying or doing. <p>Check often for understanding of vocabulary, review as needed.</p> <ul style="list-style-type: none"> • Check in with students after each introduction of a new word/definition. • Allow access to bilingual dictionaries, language learner dictionaries and electronic translators. • Emphasize critical information.
<p>Learners with an IEP</p>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p>

	Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators: The following NJSLS Comprehensive Health Standards will focus on the many implications of groups that face discrimination based on a protected class.

Standard 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Strand A. Relationships
Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect are shown toward all.

2.4.8.B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping. Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect are shown toward all.

2.4.12.B.4 Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.

Integration of 21st Century Skills

Indicators: The following NJSLS Standards will infuse education and ways to enhance peer and family support on protected classes.

STANDARD 9.3 CAREER AND TECHNICAL EDUCATION
9.3.HU - FAM.3 Communicate effectively to gain support from the client's family and other support groups.



Lesson Plan

Lesson Plan for	June – LGBTQ+	
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SAC:	Grades 6-8
Target Audience:	Grades 6-8
Mindsets & Behaviors: (limit of three)	M 3. Sense of belonging in the school environment. B-SMS 1. Demonstrate ability to assume responsibility B-SMS 2. Demonstrate self-discipline and self-control B-SS 2. Create positive and supportive relationships with other students B-SS 3. Create relationships with adults that support success B-SS 4. Demonstrate empathy

	B-SS 5. Demonstrate ethical decision-making and social responsibility		
Building Better People/SEL Competency	Self-Awareness, Responsible Decision Making, Social Awareness, Self-Management		
Lesson	1	Of	1

Learning Target(s)/Competency	
Students will:	About the impact of slurs and microaggressions from members of the LGBTQ+ community.
Students will:	Learn about the LGBTQ+ definition and language to help be allies.
Materials:	
Paper, pens, markers, poster board, crayons.	
Evidence Base:	
<input type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input checked="" type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based	
Procedure: Describe how you will:	
Introduce:	<p>Today we will discuss a topic that may be considered taboo, can anyone tell me what a taboo is?</p> <ul style="list-style-type: none"> • Ask – Do you know that SGA youth are almost five times as likely to have attempted suicide compared to heterosexual youth, why do you think that is.... <p>We are going to discuss some things today that may be sensitive information, and you all may not agree but it's important to be mindful and keep an open mind.</p> <ul style="list-style-type: none"> • Implement ground rules for discussion.
Communicate Lesson Targets:	<p>These are our targets for today:</p> <ul style="list-style-type: none"> • Microaggressions • Slurs • LGBTQ+ language and verbiage • How to be an ally
Teach Content:	<p><u>Microaggressions</u></p> <ul style="list-style-type: none"> • “That’s so gay” – the person who said it thinks “that was so dumb and stupid” – The person who is hearing it thinks. “my sexuality is synonymous to stupidity in the minds of their peers. Their attraction to the same gender is something undesirable and a joke. • “Ha-ha faggot” – the person who said it thinks “this person did something stupid” Person who’s hearing it “feels uncomfortable with their sexuality due to the fact others make a joke out of it. • “You look like a lesbian” – the person who said it thinks “that the person who they are saying this too looks either feminine if they are male, or

masculine if they are female. Person who's hearing it thinks that they are stereotyping women who are attracted to other women.

List of Slurs

- Dyke - used against women attracted to women
- Faggot - used against SGA people
- Queer - used against the LGBT community
- Tranny - used against trans people
- Trap - used against trans women
- Other "jokes"
- No homo-microaggression against SGA people to identify one as straight

Helpful Definitions

- Cisgender - When someone identifies as the gender, they were born with
- Transgender - When someone doesn't identify with the gender, they were born with
- Gender dysphoria - A medical condition where someone feels uncomfortable in their body because it doesn't align with their gender identity
- Transman - Someone who identifies as a man, but was not assigned male at birth
- Transwoman - Someone who identifies as a woman, but was not assigned female at birth
- Nonbinary - Someone whose gender identity isn't strictly within the gender binary whether partially or not at all
- Gay - Mainly used to refer to homosexual men
- Lesbian - A term used to refer to homosexual women
- Bisexual - Mainly used to refer to people who prefer one gender over the other, but they are attracted to all genders
- Pansexual - Someone who is attracted to all genders equally
- "To be in the closet"- When an LGBT person hasn't outwardly stated they are LGBT and prefers to keep that a secret for whatever reason
- "Come out" - When an LGBT person expresses that they are LGBT to a certain person

Practice Content:	Gather in groups to do develop ways in which they can be an ally.
Summarize:	Today we learned about microaggression within the LGBTQ+ community, slurs and ways to be an ally. Now we will take a survey in Naviance.
Close:	My office is _____, if you need me, I am available _____.

Data Collection Plan – For multiple lessons in a unit, this section only need be completed once

Participation Data:	
Anticipated number of students:	Grades 6-8
Planned length of lesson(s):	35 minutes

Mindsets & Behaviors Data:

- Pre-test administered before first lesson
- Post-test administered after lesson (if standalone) or after last lesson of unit/group session
- Pre-/post-assessment attached

Outcome Data: (choose one)

Achievement (describe):

Attendance (describe):

Discipline (describe): SAC will work collectively with building administration to analyze discipline logs to see if there is a decrease in discipline student issues regarding behavior, inappropriate comments, etc