



# 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.*

<b>Course Title:</b>	<b>Elementary School Counseling</b>
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<b>Grade Level(s):</b>	1
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Duration:	Full Year:	X	Semester:	N/A	Marking Period:	N/A
<b>Course Description:</b>	<p>School Counseling lessons include the three domains: academic success, college and career readiness, and social/emotional development. Also includes Social Emotional Learning (SEL) five competencies: Self-Awareness, Self-Management, Responsible Decision Making, Relationship Skills, Social Awareness.</p> <p><b><u>District School Counseling Department Vision/Mission</u></b>            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> <p><b><u>Grade 1 Major Units of Study:</u></b>  <b>September</b> – Introduction to School Counselor, Personal Space and Self-Control  <b>October</b> – Anti-Bullying  <b>November - December</b> – Big Deals and Little Deals (Problem-Solving)  <b>January</b> – Emotional Management  <b>February - March</b> – Diversity, Social Justice, Including others  <b>April - May</b> – Making and Keeping Friends</p>					
<b>Grading Procedures:</b>	N/A					
<b>Primary Resources:</b>	ASCA					

- 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:** Corinne Arenz and Lauren Krupa

**Under the  
Direction of:** Jennifer Grimaldi, Director of District School Counseling

<b>Written:</b>	
<b>Revised:</b>	
<b>BOE Approval:</b>	

<b>Unit Title:</b> Introduction to School Counselor, Personal Space, and Self-Control	
<b>Unit Description:</b> Understand the role of the school counselor and how to request assistance. Understand what personal space is to each person, and how to show self-control in different situations. Begin to develop an awareness of how their behaviors impact their relationships with others.	
<b>Unit Duration:</b> September	
<b>Desired Results</b>	
<b>Standard(s):</b> ASCA Mindsets and Behaviors B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment B-SS 1. Use effective oral and written communication skills and listening skills B-SS 3. Create relationships with adults that support success	
<b>Indicators:</b> N/A	
<b>Understandings:</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• The school counselor is a source of support for social emotional needs.</li> <li>• Personal space is the amount of space around a person that they feel comfortable with others being close.</li> <li>• Self-control is knowing what behaviors are acceptable in specific situations.</li> <li>• There are steps to use self-control to handle your feelings and behaviors.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is the role of the school counselor?</li> <li>• What is personal space?</li> <li>• What is self-control?</li> <li>• What steps can I take to control my behaviors?</li> </ul>
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> N/A	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Pre/Post assessment</li> <li>• School Counselor observation</li> <li>• Teacher feedback/referral</li> </ul>
<b>Benchmarks:</b> Ongoing review of SEL universal screener	
<b>Learning Plan</b>	
Learning Activities: Refer to attached ASCA Lesson Plan	
<b>Resources:</b> <u>Second Step</u> Curriculum: Unit 1 “Skills for Learning” lesson of choice.	
<b>Optional:</b> <b>Books:</b> <u>Listening to My Body</u> by Gabi Garcia; <u>David Goes to School</u> by David Shannon; <u>Mrs. Joyce Gives the Best High-Fives: Introducing the School Counselor</u> by Erainna Winnett; <u>Personal Space Camp</u> by Julia Cook	

**Supplemental Materials:** Personal space and self-control materials of choice; introduction to the school counselor materials of choice

<b>Unit Modifications for Special Population Students</b>	
<b>Advanced Learners</b>	<p>Ask students about previous experiences with school counselors and the impact they made. Ask open ended questions about what a “helper” for social, emotional and academic needs would provide for students, families and teachers.</p> <p>Ask students to define “self-control” and “personal space”.</p>
<b>Struggling Learners</b>	<p>Encourage peer assistance when performing independent tasks with personal space and self-control behavior prompts.</p> <p>Plan collaborative and/or small group learning when participating in role play.</p> <p>Reinforce the critical information on the role of the school counselor, how to connect with the school counselor for support, and what behaviors are expected at school.</p> <p>Provide options for expressing an understanding of essential questions through art or verbal expression.</p>
<b>English Language Learners</b>	<p>Pre-teach vocabulary of a “helper” in the school, expected and unexpected.</p> <p>Simplify the term “self-control” to “what we choose to do when we have a big feeling or we want something.”</p> <p>Simplify the phrase “personal space” to “the area around a person that they prefer others to not go into; otherwise, they feel uncomfortable”.</p> <p>Simplify the term “uncomfortable” to “the way we response to something that doesn’t feel good – it can be the way someone speaks or what they say, maybe the way something physically feels, like your shoes being too tight). Check for an understanding of terms.</p> <p>Reinforce the terms with visual representations to remain in the classroom.</p>
<b>Special Needs Learners</b>	<p>Check for understanding of key information / instructions and repeat/reword as needed.</p> <p>Allow options to draw pictures or speak answers to written questions.</p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

### Interdisciplinary Connections

**Indicators:**

NJ SLS Comprehensive Health

- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).

### Integration of 21<sup>st</sup> Century Skills

**Indicators:**

- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.



Lesson Plan for <b>September</b>	Introduction to School Counselor and Skills for Learning	(lesson title)
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School counselor:			
Target Audience:	Grade 1		
Mindsets & Behaviors: (limit of three)	M 3. Sense of belonging in the school environment B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment B-SS 3. Create relationships with adults that support success		
Building Better People/SEL Competency	Self-Awareness, Self-Management		
Lesson	1	Of	1

Learning Target(s)/Competency

Students will:	Understand the school counselor is a source of support for social emotional needs.
Students will:	Understand how to apply self-control skills and apply them when responding to personal space.
Materials:	
<p><u>Second Step</u> Curriculum: Unit 1 “Skills for Learning” lesson of choice.</p> <p><i>Optional:</i></p> <p><b>Books:</b> <u>Listening to My Body</u> by Gabi Garcia; <u>David Goes to School</u> by David Shannon; <u>Mrs. Joyce Gives the Best High-Fives: Introducing the School Counselor</u> by Erainna Winnett; <u>Personal Space Camp</u> by Julia Cook</p> <p><b>Supplemental Materials:</b> Personal space and self-control materials of choice; introduction to the school counselor materials of choice</p>	
Evidence Base:	
X Evidence-Based	
Procedure: Describe how you will:	
Introduce:	<p>Present a visual of the school counselor with personal name on the front board.</p> <p>State “Today we are going to answer the essential questions”, “What is the role of the school counselor?”, and “What is personal space and how can I use self-control with my friends and at school?”</p>
Communicate Lesson Targets:	<p>State “Today we are going to talk about how I can help each one of you, your families and your teachers.”</p> <p>State “We are also going to learn about self-control, and how taking steps to control our behavior in school and with friends will help us feel good about ourselves. We are also going to learn how each of us have our own personal space, and how we can care for others by respecting theirs.”</p>
Teach Content:	<p>Begin the lesson with a “Get to know the school counselor” activity of choice. Provide a visual on the main board of the classroom with the school counselor’s name written for students. Cover the main areas:</p> <ul style="list-style-type: none"> <li>• Non-disciplinary assistance when students are faced with difficult situations</li> <li>• Individual counseling</li> <li>• Group counseling – how to be involved</li> <li>• Social Emotional Learning (SEL) classroom lessons</li> <li>• Confidentiality</li> <li>• Parent assistance</li> <li>• Teacher assistance</li> </ul>

	<ul style="list-style-type: none"> <li>• How to request to speak with the counselor</li> </ul> <p>Choose one or more of the following:</p> <ol style="list-style-type: none"> <li>1. Utilize the <u>Second Step</u> Unit 1: “Skills for Learning” lesson plan of choice.</li> <li>2. Teach personal space and self-control using chosen materials and supplemental activities.</li> <li>3. Review key concepts: <ul style="list-style-type: none"> <li>- <u>Personal space</u> is the area around a person that they feel comfortable allowing others to come in. It can be different for each person, and changes based on the relationship with the person entering their space (provide concrete and relevant examples).</li> <li>- <u>Self-control</u> is how we handle our emotions and behaviors and how we treat others. What we use self-control for may change based on where we are and who we are with.</li> </ul> </li> <li>4. Another activity of choice that coincides with the essential questions.</li> </ol>
Practice Content:	<p>Involve students by using open-ended questions for group discussion, and materials from chosen “Meet the Counselor” lesson for students to reinforce areas of counselor assistance.</p> <p>Provide resources from one of the following:</p> <ol style="list-style-type: none"> <li>1. <u>Second Step</u> Unit 1: “Skills for Learning” lesson activities</li> <li>2. Personal space and self-control lesson. Materials can include small group practice with scenarios, turn and talk practice, or whole group role-play.</li> </ol>
Summarize:	<p>State “As your school counselor, I am here to help you with your feelings, your problems, your achievements, and your families.”</p> <p><i>Optional:</i></p> <ol style="list-style-type: none"> <li>1. Reinforce the lesson of choice from the <u>Second Step</u> Unit 1: “Skills for Learning”.</li> <li>2. Use open-ended questions to reinforce when to recognize another person’s personal space and show them that we care about how they feel. The school counselor will also summarize how using self-control makes others have good thoughts about us.</li> </ol>
Close:	Remind students how to request to speak with the school counselor.
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	

Anticipated number of students:	15 – 25 per classroom
Planned length of lesson(s):	40 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> <li>• Pre-/post-assessment attached</li> </ul>	
Outcome Data: (choose one)	
Achievement (describe): Attendance (describe): Discipline (describe): Collaborate with school administrator to analyze student discipline data.	
<b>Pre/Post Assessment Questions</b> 1.) What is the name of your school counselor? <i>(multiple choice)</i> 2.) What can your school counselor help you with? <i>(Using pictures as a visual – Friends, being worried, family, etc.)</i> 3.) How can you talk to your school counselor if you need to? <i>(multiple choice: Ask my teacher, ask my parent, fill out a referral form online, all of the above)</i>	



<b>Unit Title:</b> Anti-Bullying	
<b>Unit Description:</b> Identify specific behaviors that are “kind and unkind”, and how they impact relationships with peers. Reflect on understanding others’ perspectives and feelings. Introduce the term “bullying” and be able to define it.	
<b>Unit Duration:</b> <b>October</b>	
<b>Desired Results</b>	
<b>Standard(s):</b> ASCA Mindsets and Behaviors B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary B-SMS 7. Demonstrate effective coping skills when faced with a problem B-SS 2. Create positive and supportive relationships with other students	
<b>Indicators:</b> N/A	
<b>Understandings:</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Kind behaviors allow others to have good thoughts about us and helps build friendships.</li> <li>Unkind behaviors allow others to have bad thoughts about us.</li> <li>How we treat people impacts how they feel.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are kind and unkind behaviors?</li> <li>How does my behavior impact how others feel?</li> <li>How does my behavior help me build friendships?</li> <li>How do adults show kindness when they are at work?</li> </ul>
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> N/A	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>Pre/Post assessment</li> <li>School Counselor observation</li> <li>Teacher feedback/referral</li> </ul>
<b>Benchmarks:</b> Ongoing review of SEL universal screener	
<b>Learning Plan</b>	
<b>Learning Activities:</b> Refer to attached ASCA Lesson Plan	
<b>Resources:</b> <u>Second Step</u> Curriculum: Unit 2 “Empathy” lesson of choice.	
<i>Optional:</i> <b>Books:</b> <u>Stand Tall, Molly Lou Melon</u> by Patty Lovell; <u>Be Kind</u> by Pat Zietlow Miller; <u>Have You Filled a Bucket Today?: A Guide to Daily Happiness for Kids</u> by Carol McCloud; <u>Listening with</u>	

My Heart: A story of kindness and self-compassion by Gabi Garcia

**Media:** “Color Your World With Kindness” video by A Better World on YouTube - <https://youtu.be/rweIE8yyYOU>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Use open-ended questions to understand current knowledge of kind and unkind behaviors. Encourage students to create scenarios in which a behavior would make others feel bad about them. Prompt students to compare how it feels to be treated with kind and unkind behaviors.
<b>Struggling Learners</b>	Provide opportunities for students to receive peer assistance, either in partners or small group. Pre-teach definitions of “kind”, “unkind” and “perspective”. Use visual aids to compare kind and unkind behaviors. Provide options to draw or verbally state answers to written questions.
<b>English Language Learners</b>	Pre-teach definitions of “kind”, “unkind” and “perspective”. Allow access to ELL dictionaries.
<b>Special Needs Learners</b>	Check for understanding of key information / instructions and repeat/reword as needed. Allow options to draw pictures or speak answers to written questions.
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

### Interdisciplinary Connections

**Indicators:**

NJSLS Social Studies

- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

### Integration of 21<sup>st</sup> Century Skills

**Indicators:**

- 9.2 Career Awareness, Exploration, and Preparation

9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.



Lesson Plan for <b>October</b>	Anti-Bullying	(lesson title)
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School counselor:			
Target Audience:	Grade 1		
Mindsets & Behaviors: (limit of three)	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary B-SMS 7. Demonstrate effective coping skills when faced with a problem B-SMS 9. Demonstrate personal safety skills		
Building Better People/SEL Competency	Relationship Skills, Self-Awareness		
Lesson	1	Of	1

Learning Target(s)/Competency	
Students will:	Understand definition of bullying in NJ and how it differs from conflict. Learn how to use self-control to show compassion for others.
Students will:	Understand how kind and unkind behaviors impact their friendships with others. Know the steps for reporting bullying behavior.
Materials:	
<p><u>Second Step</u> Curriculum: Unit 2 “Empathy” lesson of choice.</p> <p><i>Optional:</i></p> <p><b>Books:</b> <u>Stand Tall, Molly Lou Melon</u> by Patty Lovell; <u>Be Kind</u> by Pat Zietlow Miller; <u>Have You Filled a Bucket Today?: A Guide to Daily Happiness for Kids</u> by Carol McCloud; <u>Listening with My Heart: A story of kindness and self-compassion</u> by Gabi Garcia</p> <p><b>Media:</b> “Color Your World With Kindness” video by A Better World on YouTube - <a href="https://youtu.be/rweIE8yyYOU">https://youtu.be/rweIE8yyYOU</a></p>	
Evidence Base:	
X Best Practice	

Procedure: Describe how you will:	
Introduce:	<p>Follow-up with “Meet the school counselor” lesson by restating the role of the school counselor, and when students would see them for social emotional and academic services.</p> <p>State that today’s lesson will focus on bullying behavior and how students should appropriately react if they are a witness or subject of bullying behavior.</p>
Communicate Lesson Targets:	<p>Discuss the following lesson targets with the students:</p> <ul style="list-style-type: none"> <li>• Explore what kind and unkind behaviors can impact our friendships with others.</li> <li>• Define the terms bullying and conflict.</li> <li>• Learn how to recognize bullying behavior and what steps to take to report it.</li> <li>• Know the result of bullying behavior on our peers.</li> <li>• Know how learning these tools to be a better person will affect friendships, family relationships, and future careers.</li> </ul>
Teach Content:	<p>Communicate the following with verbal and visual materials:</p> <ul style="list-style-type: none"> <li>• Kind behaviors that help friendships – helping others, taking turns, using kind words, etc.</li> <li>• Unkind behaviors that hurt friendships – yelling, saying mean things to people, not sharing, not following the rules, being unsafe with our bodies (hands, feet, etc.)</li> <li>• <u>Bullying definition:</u> In NJ, Bullying is when someone says, writes, or does something mean or hurtful to another person because of the way a person looks, sounds, acts, or something about who they are (whether it is true or not). There is an unequal balance of power; the person displaying the bullying behavior tries to feel more powerful than the subject of the bullying. The behavior must be intentional, or on purpose, to hurt others.</li> <li>• Steps to take when witnessing or receiving bullying behaviors <ul style="list-style-type: none"> <li>○ Do not respond with mean behaviors (using unkind words or physical force)</li> <li>○ Tell the nearest adult (in the classroom, at recess, on the bus)</li> <li>○ Do not talk about it with other students</li> <li>○ Tell someone right away!</li> </ul> </li> </ul>
	<p>Choose one or more of the following activities to re-enforce and practice key concepts:</p> <ul style="list-style-type: none"> <li>• Role play with chosen scenarios either in pairs, small group, or whole group.</li> <li>• Focus whole group visual activity on the key concepts of bullying.</li> <li>• Practice reporting bullying and identify who to report to and when.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use supplemental activities to reinforce kind and unkind behaviors.</li> </ul>
Summarize:	<p>Focus on the following key concepts to summarize:</p> <ul style="list-style-type: none"> <li>• Bullying definition</li> <li>• How to report bullying behavior</li> </ul>
Close:	<p>State how to request to speak with the counselor through their parents and teachers. Reinforce communication with teachers, staff and parents if students believe bullying behavior is occurring.</p>
<p>Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i></p>	
<p>Participation Data:</p>	
Anticipated number of students:	15 – 25 per classroom
Planned length of lesson(s):	40 minutes
<p>Mindsets &amp; Behaviors Data:</p>	
<ul style="list-style-type: none"> <li>• Pre-/post-assessment attached</li> </ul>	
<p>Outcome Data: (choose one)</p>	
<p>Achievement (describe):</p> <p>Attendance (describe):</p> <p>Discipline (describe): Collaborate with school administrator and Anti-Bullying Specialist to analyze student discipline and HIB data.</p>	
<p><b>Pre/Post Assessment Questions:</b></p> <ol style="list-style-type: none"> <li>1.) Which of the following are kind behaviors? Choose all that apply. (<i>Multiple choice with visuals: helping a friend, cleaning up a mess, giving a hug, hitting another person</i>)</li> <li>2.) Which of the following are unkind behaviors? (<i>Multiple choice with visuals: pushing, yelling, not sharing</i>)</li> <li>3.) What does bullying mean? (<i>hurting someone on purpose; saying something mean about what the person looks, acts or sounds like, one way, all of the above</i>)</li> </ol>	

<b>Unit Title:</b> Big Deals and Little Deals: How to problem-solve	
<b>Unit Description:</b> Develop student understanding that there is a range of severity for the problems they face, and their reaction to the problem should match the level of the problem. Understand the concrete visual for understanding the size of their problem, from small, medium to big, and will be able to reflect on how to react to the problem based on the size.	
<b>Unit Duration:</b> November – December	
<b>Desired Results</b>	
<b>Standard(s):</b> ASCA Mindsets and Beliefs B-SMS 2. Demonstrate self-discipline and self-control B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment B-SMS 7. Demonstrate effective coping skills when faced with a problem	
<b>Indicators:</b> N/A	
<b>Understandings:</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Their behavioral response to a problem should match the severity of the problem they face.</li> <li>• Certain behaviors are socially expected based on their environment.</li> <li>• Reflection on the size of their problem will help them problem solve how to handle it.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can knowing the size of my problem help me problem solve?</li> <li>• What is the difference between a small, medium, and large problem?</li> <li>• How can my reaction to a problem help me solve it?</li> </ul>
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> N/A	<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• Pre/Post Tests</li> <li>• School Counselor observation</li> <li>• Teacher feedback/referral</li> </ul>
<b>Benchmarks:</b> Ongoing review of SEL universal screener	
<b>Learning Plan</b>	
<b>Learning Activities:</b> Refer to attached ASCA Lesson Plan	
<b>Resources:</b> <u>Second Step</u> Unit 4 “Problem Solving” lesson plan of choice  <i>Optional:</i> <b>Books:</b> <u>What Do You Do With a Problem?</u> By Kobi Yamada; <u>Ada Twist, Scientist</u> by Andrea Beaty; <u>Solutions for Cold Feet (and Other Little Problems)</u> by Carrie Sookocheff	

**Supplemental:** The Zones of Regulation by Leah Kuypers materials; size of my problem materials of choice

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Encourage students to consider problems they have previously faced, and if their behavior matched the size of their problem. Encourage students to label what problems would be in the small, medium and big categories. Encourage students to label appropriate behavioral responses for each category of problems.
<b>Struggling Learners</b>	Provide opportunities for peer assistance during independent, small group or group work. Emphasize key concepts: problems, problem solving, range in severity. Provide opportunities for students to draw or verbalize answers to written questions.
<b>English Language Learners</b>	Pre-teach vocabulary: problem, problem solving, range in size, behavior. Allow access to bilingual dictionaries, language learner dictionaries and electronic translators. Provide opportunities for students to draw or verbalize answers to written questions.
<b>Special Needs Learners</b>	Check for understanding of key information / instructions and repeat/reword as needed. Provide opportunities for students to draw or verbalize answers to written questions.
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

### Interdisciplinary Connections

**Indicators:**

NJSLS Social Studies

- 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues. Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.

## Integration of 21<sup>st</sup> Century Skills

**Indicators:**

- 9.2 Career Awareness, Exploration, and Preparation
- 9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.



Lesson Plan for <b>November – December</b>	Big Deals and Little Deals: How to problem-solve	(lesson title)
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School counselor:	
Target Audience:	Grade 1
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-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
Building Better People/SEL Competency	Social Awareness, Self-Management
Lesson	1                      Of                      1

Learning Target(s)/Competency	
Students will:	Recognize and identify the size of the problem students may face.
Students will:	Recognize specific behaviors that are an appropriate reaction to the size of a problem.
Materials:	
Second Step Unit 4 “Problem Solving” lesson plan of choice	



*Optional:*

**Books:** What Do You Do With a Problem? By Kobi Yamada; Ada Twist, Scientist by Andrea Beaty; Solutions for Cold Feet (and Other Little Problems) by Carrie Sookocheff

**Supplemental Materials:** Zones of Regulation by Leah Kuypers materials; size of my problem materials of choice

Evidence Base:

X Evidence-Based

Procedure: Describe how you will:

Introduce:	Make a connection with the previous month's lesson on kind and unkind behavior and introduce the new lesson on problem solving. Ask students if they have heard of big problems and little problems before and ask students to share experiences and knowledge.
Communicate Lesson Targets:	State and provide a visual for the following targets: <ul style="list-style-type: none"><li>• Define and understand the term problem.</li><li>• Explore the differences between small, medium and big problems.</li><li>• Explore what behaviors to use in response to the size of the problem.</li><li>• The way we respond to a problem can help us solve it.</li></ul>
Teach Content:	Choose one or more of the following: <ul style="list-style-type: none"><li>• <u>Second Step</u> Unit 4 "Problem Solving" lesson plan of choice</li><li>• Problem-solving focused book or media of choice</li><li>• Problem-solving supplemental materials of choice to focus on the following key concepts</li></ul> Review key concepts: <ul style="list-style-type: none"><li>• <u>Problem</u>: Something that is hard to deal with.</li><li>• <u>Problem-solving</u>: Thinking of a way to make your problem less hard to deal with; how to make a problem go away.</li><li>• <u>Small problem</u>: No one is getting or will be hurt; the emotions I feel (angry, sad, annoyed) will go away; example: not being first in line.</li><li>• <u>Medium problem</u>: No one is getting or will be hurt; can be fixed by the people involved (kids); may need an adult to help; example: not getting with my friends.</li><li>• <u>Big problem</u>: Myself or someone else is or could get hurt; need an adult to help; example: I cut myself with my scissors.</li><li>• <u>Reaction</u>: Behaviors I show in response to a problem (crying, yelling, staying calm, thinking of a solution).</li></ul>

Practice Content:	<p>Utilize supplemental materials and choose one or more of the following:</p> <ul style="list-style-type: none"> <li>• Use of supplemental materials involving role play and gaining others' perspectives</li> <li>• Include small group or whole group activities with role playing to practice showing empathy to others</li> <li>• Think-Pair-Share activities of choice</li> <li>• Whole group visual activity of choice</li> </ul>
Summarize:	<p>Provide a summary of the following key concepts:</p> <ul style="list-style-type: none"> <li>• <u>Problem</u>: Something that is hard to deal with.</li> <li>• <u>Problem-solving</u>: Thinking of a way to make your problem less hard to deal with; how to make a problem go away.</li> <li>• <u>Small problem</u>: No one is getting or will be hurt; the emotions I feel (angry, sad, annoyed) will go away; example: not being first in line.</li> <li>• <u>Medium problem</u>: No one is getting or will be hurt; can be fixed by the people involved (kids); may need an adult to help; example: not getting with my friends.</li> <li>• <u>Big problem</u>: Myself or someone else is or could get hurt; need an adult to help; example: I cut myself with my scissors.</li> <li>• <u>Reaction</u>: Behaviors I show in response to a problem (crying, yelling, staying calm, thinking of a solution).</li> </ul>
Close:	<p>Reinforce self-reflection on the size of the problem when students are dealing with a difficult situation. Reinforce the phrase "The size of your reaction should match the size of your problem."</p>
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	15-25 per classroom
Planned length of lesson(s):	40 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> <li>• Pre-/post-assessment attached</li> </ul>	
Outcome Data: (choose one)	
Achievement (describe):	
Attendance (describe):	

Discipline (describe): Collaborate with school administrator and Anti-Bullying Specialist to analyze student discipline and HIB data.

**Pre/Post Assessment Questions:**

- 1.) Using visuals, have students match “small, medium, big” problems to a picture of a relevant problem.
- 2.) Have students match “small, medium, big” reactions to pictures of behavior.

<b>Unit Title:</b> Emotional Management	
<b>Unit Description:</b> Learn skills to recognize and manage their own strong emotions in order to avoid negative consequences.	
<b>Unit Duration:</b> January	
<b>Desired Results</b>	
<b>Standard(s):</b> ASCA Mindsets and Behaviors M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-SMS 7. Demonstrate effective coping skills when faced with a problem B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.	
<b>Indicators:</b> N/A	
<b>Understandings:</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• How to identify specific feelings based on physical symptoms.</li> <li>• Specific strategies to help regulate reactions to strong emotions.</li> <li>• Steps: Stop, Name your feeling, calm down (breath, count, use positive self-talk).</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How does your body look and feel when you are having a strong emotion?</li> <li>• How can your thoughts effect how you are feeling?</li> <li>• What strategies help you to feel better when you are having strong emotions?</li> </ul>
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> N/A	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Pre/Post Tests</li> <li>• School Counselor observation</li> <li>• Teacher feedback/referral</li> </ul>
<b>Benchmarks:</b> Ongoing review of SEL universal screener	
<b>Learning Plan</b>	
<b>Learning Activities:</b> Refer to attached ASCA Lesson Plan	
<b>Resources:</b> <u>Second Step Unit 3</u> “Managing Emotions” lesson of choice	
<i>Optional:</i> <b>Books:</b> <u>The Color Monster: A Story About Emotions</u> by Ana Llenas; <u>In My Heart: A Book of Feelings</u> by Jo Witek; <u>Zones of Regulation: Inner Coach vs Inner Critic</u> ; <u>The Way I Feel</u> by Janan Cain; <u>The Boy with Big, Big Feelings</u> by Britney Winn Lee	

**Supplemental Activities/Materials:** six sides of breathing, mindfulness activities of choice

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<p>Ask students higher-level questions about previous experiences with “strong” emotions and how their body felt.</p> <p>Ask students to identify past experiences that elicited the emotional response, and how they can predict what made it happen.</p> <p>Invite students to explore others’ emotions to specific experiences and compare their perspective to others.</p>
<b>Struggling Learners</b>	<p>Pre-teach core content and vocabulary, such as feeling words, perspective taking, and emotional management.</p> <p>Provide opportunities for peer assistance during independent tasks, small group tasks and whole group tasks.</p> <p>Provide opportunities for collaborative and small group learning.</p> <p>Provide opportunities to draw or verbalize answers for written questions.</p>
<b>English Language Learners</b>	<p>Pre-teach core content and vocabulary, such as feeling words, perspective taking, and emotional management.</p> <p>Provide opportunities for peer assistance during independent tasks, small group tasks and whole group tasks.</p> <p>Provide opportunities for collaborative and small group learning.</p> <p>Provide opportunities to draw or verbalize answers for written questions.</p>
<b>Special Needs Learners</b>	<p>Check for understanding of key information / instructions and repeat/reword as needed: for students to identify coping strategies they would like to try to help with strong emotions.</p> <p>Allow options to draw pictures or speak answers to written questions.</p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

### Interdisciplinary Connections

**Indicators:**

NJSLS Comprehensive Health

- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).

## Integration of 21<sup>st</sup> Century Skills

**Indicators:**

- 9.2 Career Awareness, Exploration, and Preparation
- 9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.



Lesson Plan for <b>January</b>	Emotional Management	(lesson title)
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School counselor:			
Target Audience:	Grade 1		
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 7. Demonstrate effective coping skills when faced with a problem B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.		
Building Better People/SEL Competency	Self-Management		
Lesson	1	Of	1

Learning Target(s)/Competency	
Students will:	Learn skills to recognize your own strong emotions.
Students will:	Identify strategies to help regulate reactions to strong emotions.
Materials:	
Second Step Unit 3 “Managing Emotions” lesson of choice	
<i>Optional:</i>	

**Books:** The Color Monster: A Story About Emotions by Ana Llenas; In My Heart: A Book of Feelings by Jo Witek; Zones of Regulation: Inner Coach vs Inner Critic; The Way I Feel by Janan Cain; The Boy with Big, Big Feelings by Britney Winn Lee

**Supplemental Activities/Materials:** six sides of breathing, mindfulness activities of choice

Evidence Base:

X Evidence-Based

Procedure: Describe how you will:

Introduce:	Make a connection with the previous month’s SEL lesson on big deals and little deals and introduce the term emotional management.
Communicate Lesson Targets:	<p>State and provide a visual for the following targets:</p> <ul style="list-style-type: none"> <li>• Define specific emotions and how we can recognize them by how our body feels.</li> <li>• Learn new ways to manage emotions before they become too strong.</li> <li>• Learn new calming strategies to regain control and focus during strong emotions.</li> </ul>
Teach Content:	<p>Choose one or more of the following:</p> <ul style="list-style-type: none"> <li>• <u>Second Step</u> Unit 3: “Emotional Management” lesson of choice with core concept “How to Calm Down...Stop use your signal. Name your feeling. Calm down: breathe, count, use positive self-talk”</li> <li>• Emotion focused book or media of choice</li> <li>• Emotion supplemental materials of choice to focus on the following key concepts</li> </ul> <p>Review key concepts:</p> <ul style="list-style-type: none"> <li>• <u>Emotions</u>: How our mind and body react to specific situations.</li> <li>• <u>Emotional management</u>: What we do to stay in control of our emotions.</li> <li>• <u>Calming tools</u>: Things we can do to help gain control and focus over strong emotions.</li> </ul>
Practice Content:	<p>Choose one or more of the following activities:</p> <ul style="list-style-type: none"> <li>• Small group or whole group activities that include role playing to practice identifying emotions based on physical reactions</li> <li>• Small group or whole group activities that include role playing to practice calming strategies and emotional management</li> <li>• Supplemental materials of choice for independent or small group practice of recognizing emotions and identifying calming strategies</li> </ul>

Summarize:	Provide a summary of the following key concepts: <ul style="list-style-type: none"> <li>• <u>Emotions</u>: How our mind and body react to specific situations.</li> <li>• <u>Emotional management</u>: What we do to stay in control of our emotions.</li> <li>• <u>Calming tools</u>: Things we can do to help gain control and focus over strong emotions.</li> </ul>
Close:	Reinforce discussion of emotional management with friends and family and reflect on how students can practice it throughout their day.
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	15-25
Planned length of lesson(s):	40 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> <li>• Pre and post-test administered at the</li> </ul>	
Outcome Data: (choose one)	
Achievement (describe): Attendance (describe): Analyze attendance and truancy data with school administrator. Discipline (describe):	
<b>Questions for Pre/Post Assessment:</b> <ol style="list-style-type: none"> <li>1.) How can you tell what emotion you are feeling? (<i>Multiple choice: feelings in my body; heartbeat; breathing; thoughts you are having; all of the above</i>)</li> <li>2.) Did you know ways to calm your body down <i>before</i> today's lesson? (<i>Yes or No</i>)</li> <li>3.) How can you calm yourself down when you have big feelings? (<i>Open-ended</i>)</li> </ol>	



<b>Unit Title:</b> Diversity, Social Justice	
<b>Unit Description:</b> Understand that diversity is the differences between people, and that differences are to be celebrated. Identify different characteristics about themselves and reflect on how their differences give them strength.	
<b>Unit Duration:</b> February – March	
<b>Desired Results</b>	
<b>Standard(s):</b> ACSA Mindsets and Behaviors B-SS 2. Create positive and supportive relationships with other students B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.	
<b>Indicators:</b> N/A	
<b>Understandings:</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Diversity is the quality of being made up of many different kinds of people, creatures or things; having a lot of variety.</li> <li>• Diversity within humans can be race, gender, language, religion, skin tone, abilities, and other physical characteristics.</li> <li>• Singling out a characteristic that makes another person or group different may cause them to feel sad, angry, or embarrassed.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How are people different from one another?</li> <li>• What is diversity?</li> <li>• How do I make others feel when I point out a different characteristic that they have?</li> </ul>
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> N/A	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Pre/Post Tests</li> <li>• School Counselor observation</li> <li>• Teacher feedback/referral</li> </ul>
<b>Benchmarks:</b> Ongoing review of SEL universal screener	

## Learning Plan

**Learning Activities:**

Refer to attached ASCA Lesson Plan

**Resources:**

Second Step Unit 2 “Empathy”: “Same or Different?” lesson

*Optional:*

**Books:** It’s Okay to be Different by Todd Parr; The Peace Book by Todd Parr; Where Oliver Fits by Cale Atkinson; A Rainbow of Friends by P.K. Hallinan

**DVD:** We’re All Different by Sunburst Visual Media

**Media:** “Sesame Street: What Makes You Special?” video by Sesame Street on YouTube - <https://youtu.be/LrPm7BasRBo>; “What Does Diversity Mean?” video by STARS Nashville (Students Taking A Right Stand) on YouTube <https://youtu.be/Fd5Cm3xzMS4>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<p>Encourage discussion around how is it possible that people can say hurtful things to or about groups of people without realizing it is wrong to do so. Why does this happen?</p> <p>Connect how this relates to NJ’s definition of bullying.</p>
<b>Struggling Learners</b>	<p>Provide opportunities for peer assistance during independent, small group or group work.</p> <p>Emphasize key concepts: Diversity, difference, culture, race</p> <p>Provide opportunities for students to draw or verbalize answers to written questions.</p>
<b>English Language Learners</b>	<p>Pre-teach key vocabulary: diversity, culture, and race with simplified language.</p> <p>Allow access to bilingual dictionaries, language learner dictionaries and electronic translators.</p>
<b>Special Needs Learners</b>	<p>Reinforce written directions visually and/ or verbally (including audio recordings or text to speech on computer-based lessons).</p> <p>Check for understanding of key information / instructions and repeat/reword as needed.</p> <p>Allow options to draw pictures or speak answers to written questions.</p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

## Interdisciplinary Connections

**Indicators:**

NJSLS Comprehensive Health:

- 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).

## Integration of 21<sup>st</sup> Century Skills

**Indicators:**

- 9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.



Lesson Plan for <b>February – March</b>	Diversity, Social Justice	(lesson title)
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School counselor:			
Target Audience:	Grade 1		
Mindsets & Behaviors: (limit of three)	B-SS 2. Create positive and supportive relationships with other students B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.		
Building Better People/SEL Competency	Relationship Skills, Social Awareness		
Lesson	1	Of	1

Learning Target(s)/Competency	
Students will:	Understand diversity and differences.
Students will:	Understand how to celebrate the characteristics that make you unique.
Materials:	
<b>Resources:</b>	
<p><u>Second Step</u> Unit 2 “Empathy”: “Similarities and Differences” lesson  <i>Optional:</i>  <b>Books:</b> <u>The World Needs More Purple People</u> by Kristen Bell and Benjamin Hart; <u>Mixed</u> by Agree Chung; <u>Where Oliver Fits</u> by Cale Atkinson; <u>A Rainbow of Friends</u> by P.K. Hallinan; <u>All Are Welcome</u> by Alexandra Penfold  <b>DVD:</b> <u>We’re All Different</u> by Sunburst Visual Media  <b>Media:</b> “What Does Diversity Mean?” video by STARS Nashville (Students Taking A Right Stand) on YouTube <a href="https://youtu.be/Fd5Cm3xzMS4">https://youtu.be/Fd5Cm3xzMS4</a></p>	
Evidence Base:	
X Evidence-Based	
Procedure: Describe how you will:	
Introduce:	<p>Make a connection with the previous month’s lesson on emotional management and have students reflect on their ability to use calming techniques.</p> <p>Introduce the term diversity and state that in today’s lesson we are going to learn how each of us are different from each other and how it makes us strong and unique.</p>
Communicate Lesson Targets:	<p>State and provide a visual for the following targets:</p> <ul style="list-style-type: none"> <li>• <u>Diversity</u> is the quality of being made up of many different kinds of people, creatures or things; having a lot of variety.</li> <li>• <u>Diversity within humans</u> can be race, gender, language, religion, skin tone, abilities, and other physical characteristics.</li> <li>• How I treat others based on being different can make them feel sad, angry, or embarrassed.</li> </ul>
Teach Content:	<p>Choose one or more of the following:</p> <ul style="list-style-type: none"> <li>• Second Step Unit 2: “Empathy” “Same or Different?” lesson</li> <li>• Diversity focused book or media of choice</li> <li>• Diversity supplemental materials of choice to focus on the following key concepts</li> </ul> <p>Review key concepts:</p> <ul style="list-style-type: none"> <li>• <u>Diversity</u>: How things and people can be different.</li> </ul>

	<ul style="list-style-type: none"> <li>• What characteristics make up diversity? (e.g., race, skin tone, language, religion, abilities, etc.)</li> <li>• What makes each one of us unique?</li> <li>• Treating others differently or pointing out that they are different may cause them to feel sad, lonely, angry or embarrassed.</li> </ul>
Practice Content:	<p>Choose one or more of the following activities:</p> <ul style="list-style-type: none"> <li>• Activity from <u>Second Step</u> Unit 2: “Empathy” “Same or Different?”</li> <li>• Small group or whole group activities that include discussion about differences and how to treat each other with kindness</li> <li>• Supplemental materials of choice for independent or small group practice of discussing diversity and how each one of us is unique</li> </ul>
Summarize:	<p>Provide a summary of the following key concepts:</p> <ul style="list-style-type: none"> <li>• Diversity definition</li> <li>• Treating others that are different from us with unkind behaviors and words can make them feel sad, lonely, angry or embarrassed.</li> <li>• What makes us unique makes us strong.</li> </ul>
Close:	<p>Reinforce students to learn about people that are different than themselves and their family and see what makes others strong and unique.</p>
<p>Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i></p>	
<p>Participation Data:</p>	
Anticipated number of students:	15-25 per class
Planned length of lesson(s):	40 minutes
<p>Mindsets &amp; Behaviors Data:</p>	
<ul style="list-style-type: none"> <li>• Pre-/post-assessment attached</li> </ul>	
<p>Outcome Data: (choose one)</p>	
<p>Achievement (describe):</p> <p>Attendance (describe):</p> <p>Discipline (describe): Collaborate with school administrator and Anti-Bullying Specialist to analyze student discipline and HIB data.</p>	
<p><b>Pre/Post Assessment Questions:</b></p>	

- 1.) What is diversity? (*Multiple choice: a picture of people who are different, a picture of people who look the same*)
- 2.) How can you treat others that are different than you with kindness? (*Open-ended, allow to draw or submit video*)

<b>Unit Title:</b> Making and Keeping Friends	
<b>Unit Description:</b> Learn positive social skills to initiate friendships with peers, and behaviors that will maintain that friendship. Learn specific behaviors to invite others to play, and how to play fairly.	
<b>Unit Duration:</b> April – May	
<b>Desired Results</b>	
<b>Standard(s):</b> ASCA Mindsets and Behaviors B-SS 6. Use effective collaboration and cooperation skills 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>Indicators:</b> N/A	
<b>Understandings:</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• There are steps to initiate conversation and play with peers.</li> <li>• Sharing, trading, and taking turns are fair ways to play.</li> <li>• Choosing to have fun with others rather than get your own way helps you be friends.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can I invite someone to play?</li> <li>• What are good ways to play to keep friends?</li> <li>• How can I share with friends?</li> </ul>
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> N/A	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Pre/Post Tests</li> <li>• School Counselor observation</li> <li>• Teacher feedback/referral</li> </ul>
<b>Benchmarks:</b> Ongoing review of SEL universal screener	
<b>Learning Plan</b>	
<b>Learning Activities:</b> Refer to attached ASCA Lesson Plan	
<b>Resources:</b> Second Step Unit 4: “Problem Solving” lesson of choice	
<b>Supplemental Activities:</b> Social skills supplemental activities and materials of choice	
<b>Books:</b> <u>Teach Your Dragon to Make Friends: A Dragon Book To Teach Kids How To Make New Friends</u> by Steve Herman; <u>Stick and Stone</u> by Beth Ferry; <u>Do Unto Otters</u> by Laurie Keller; <u>You Are Friendly</u> by Todd Snow	

**Media:** Friendship for kids | How to make friends video by The Learning Patch on YouTube - <https://youtu.be/gJRuXi7YcJY> ; Sesame Street: What Is A Friend? video by Sesame Street on YouTube <https://youtu.be/iPux6QAKBdc>

Unit Modifications for Special Population Students	
<b>Advanced Learners</b>	Ask students: What makes a good friend? What qualities do you look for in a friend? Ask students: How can your behaviors change a friendship?
<b>Struggling Learners</b>	Provide opportunities for peer assistance during independent, small group or group work. Emphasize key concepts: Friendship, behavior, initiate Provide opportunities for students to draw or verbalize answers to written questions.
<b>English Language Learners</b>	Pre-teach vocabulary for problems, brainstorming, solutions and consequences using simplified language. Allow access to bilingual dictionaries, language learner dictionaries and electronic translators.
<b>Special Needs Learners</b>	Allow options to draw pictures or speak answers to written questions. Reinforce written directions verbally (including audio recordings or text to speech on computer-based lessons. Check for understanding of key information / instructions and repeat/reword as needed.
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

Interdisciplinary Connections
<p><b>Indicators:</b>            NJSLS Comprehensive Health            • 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</p>

Integration of 21 <sup>st</sup> Century Skills
<p><b>Indicators:</b>            • 9.2 Career Awareness, Exploration, and Preparation            9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community</p>



9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.



**Lesson Plan**

Lesson Plan for <b>April – May</b>	Making and Keeping Friends	(lesson title)
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School counselor:			
Target Audience:	Grade 1		
Mindsets & Behaviors: (limit of three)	B-LS 1. Demonstrate critical-thinking skills to make informed decisions B-SS 1. Use effective oral and written communication skills and listening skills B-SS 5. Demonstrate ethical decision-making and social responsibility		
Building Better People/SEL Competency	Responsible Decision-Making		
Lesson	1	Of	1

Learning Target(s)/Competency	
Students will:	Learn steps to initiate conversations and play with peers.
Students will:	Learn what positive social behaviors will help you maintain friendships with peers.
Materials:	
Second Step Unit 4: “Problem Solving” lesson of choice	
<i>Optional:</i>	
<b>Supplemental Activities:</b> Social skills supplemental activities and materials of choice	

**Books:** Stick and Stone by Beth Ferry; Do Unto Otters by Laurie Keller; You Are Friendly by Todd Snow

**Media:** Friendship for kids | How to make friends video by The Learning Patch on YouTube - <https://youtu.be/gJRuXi7YcJY> ; Sesame Street: What Is A Friend? video by Sesame Street on YouTube <https://youtu.be/iPux6QAKBdc>

Evidence Base:

X Evidence-Based

Procedure: Describe how you will:

Introduce:	<p>Make a connection with the previous month's lesson on diversity and ask the students to reflect on any diverse characters in books or shows that they've encountered.</p> <p>State that today's lesson is about learning how to make friends and be a better friend to others. Learn new skills and feel more confident in making friends with peers.</p>
Communicate Lesson Targets:	<p>State and provide a visual for the following targets:</p> <ul style="list-style-type: none"><li>• Learn what behaviors to use to initiate conversation with peers.</li><li>• Learn that being fair and sharing with others, whether it's toys or turns in a game, will lead to a positive friendship.</li><li>• Learn how to cooperate with other students and put others' ideas and plans before their own.</li></ul>
Teach Content:	<p>Choose one or more of the following:</p> <ul style="list-style-type: none"><li>• <u>Second Step</u> Unit 4: "Problem Solving" lesson of choice.</li><li>• Social skills focused book or media of choice</li><li>• Social skills supplemental materials of choice to focus on the following key concepts</li></ul> <p>Review key concepts:</p> <ul style="list-style-type: none"><li>• <u>Initiate conversation</u>: The act of beginning to talk to someone, whether you know them or not.</li><li>• <u>Friendship</u>: A relationship between peers; friends.</li><li>• <u>Behavior</u>: The actions we choose; can be positive or negative.</li></ul>
Practice Content:	<p>Utilize a task from the <u>Second Step</u> unit 4 lesson of choice.</p> <p><i>Optional:</i></p> <ul style="list-style-type: none"><li>• Use of supplemental materials involving role play and initiating conversation</li><li>• Small group or whole group activities that include role playing to practice showing positive social skills to others</li><li>• Think-Pair-Share activities of choice</li></ul>

	<ul style="list-style-type: none"> <li>• Whole group visual activity of choice</li> </ul>
Summarize:	<p>State that choosing friendly behaviors can be hard when it gets in the way of something we want, or if we are feeling scared or shy, but it is very important to practice.</p> <p>Show others we care about them through sharing and playing kindly together will help build better friendships.</p>
Close:	<p>Practice initiating conversation with others, even if it is with family members at home. The more comfortable you are with inviting others to play and playing fairly, the better you will be at making friends.</p>
<p>Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i></p>	
<p>Participation Data:</p>	
Anticipated number of students:	15-25 students per class
Planned length of lesson(s):	40 minutes
<p>Mindsets &amp; Behaviors Data:</p>	
<ul style="list-style-type: none"> <li>• Pre-/post-assessment attached</li> </ul>	
<p>Outcome Data: (choose one)</p>	
<p>Achievement (describe):</p> <p>Attendance (describe):</p> <p>Discipline (describe): Collaborate with school administrator and Anti-Bullying Specialist to analyze student discipline and HIB data.</p>	
<p><b>Pre/Post Assessment Questions:</b></p> <ol style="list-style-type: none"> <li>1.) What are ways to be a good friend to others? (<i>Multiple choice: show pictures of students showing pro-social and anti-social behaviors with peers</i>)</li> <li>2.) What can you share with others? (<i>Multiple choice: show pictures of different objects</i>)</li> <li>3.) How can you make a new friend? (<i>Open ended; allow for video or drawing</i>)</li> </ol>	