



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:	Elementary School Counseling
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Grade Level(s):	2
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Duration:	<i>Full Year:</i>	X	<i>Semester:</i>	N/A	<i>Marking Period:</i>	N/A
Course Description:	<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><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> <p><u>Grade 2 Major Units of Study:</u> September – Introduction to School Counselor and Skills for Learning October – Anti-Bullying November - December – Empathy January – Emotional Management February - March – Diversity, Social Justice April – Problem-Solving, Responsible Decision Making</p>					
Grading Procedures:	N/A					
Primary Resources:	ASCA					

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

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

Written:	
Revised:	
BOE Approval:	

Unit Title: Introduction to School Counselor and Skills for Learning	
Unit Description: Ensure students understand the school counselor’s role and build foundational skills needed for participating in learning and academic success.	
Unit Duration: September	
Desired Results	
Standard(s): ASCA Mindsets and Behaviors B-LS 4. Apply self-motivation and self-direction to learning B-SS 1. Use effective oral and written communication skills and listening skills B-SS 3. Create relationships with adults that support success Indicators: N/A	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • The school counselor is a source of support for needs especially social emotional needs. • Expected and Unexpected behaviors for learning. 	Essential Questions: <ul style="list-style-type: none"> • What is the role of the school counselor? • If you are called to my office, does that mean you are “in trouble”? • How might other people feel when my behaviors are expected? What might they think about me? How might they respond to me? How will I feel about myself then? (Same questions for unexpected behaviors) • How can expected and unexpected behaviors impact a person’s future career?
Assessment Evidence	
Performance Tasks: N/A	Other Evidence: <ul style="list-style-type: none"> • Pre/Post Tests • School Counselor observation • Teacher feedback/referral
Benchmarks: Ongoing review of SEL Universal Screener	
Learning Plan	
Learning Activities: Refer to attached ASCA Lesson Plan	
Resources: <u>Second Step</u> Curriculum: Unit 1 “Skills for Learning” lesson of choice.	
<i>Optional:</i> Books: <u>You Are a Social Detective! Explaining Social Thinking to Kids</u> Michelle Garcia Winner & Pamela Crooke	

Supplemental Materials: Expected versus unexpected behaviors materials of choice

Unit Modifications for Special Population Students

Advanced Learners	<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 the definition of “expected” and “unexpected”. Ask open-ended questions about behaviors in school and what specific behaviors would be unexpected. Ask open ended questions about perspectives others will have when expected and unexpected behaviors occur.</p>
Struggling Learners	<p>Encourage peer assistance when performing independent tasks with expected and unexpected behavior prompts.</p> <p>Plan collaborative and/or small group learning when practicing expected and unexpected behavior scenarios.</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>
English Language Learners	<p>Pre-teach vocabulary of a “helper” in the school, expected and unexpected.</p> <p>Simplify the term “expected” to “something we think will happen, since it has happened that way before and made us feel good.”</p> <p>Simplify the term “unexpected” to “something we did not think would happen, and it makes us feel uncomfortable, sad, or confused”. Check for an understanding of terms.</p> <p>Reinforce the terms with visual representations to remain in the classroom.</p>
Special Needs Learners	<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>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

NJSLS 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 21st 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 September	Introduction to School Counselor and Skills for Learning	(lesson title)
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School counselor:			
Target Audience:	Grade 2		
Mindsets & Behaviors: (limit of three)	B-LS 4. Apply self-motivation and self-direction to learning B-SS 1. Use effective oral and written communication skills and listening skills B-SMS 3. Demonstrate ability to work independently		
Building Better People/SEL Competency	Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills		
Lesson	1	Of	1

Learning Target(s)/Competency

Students will:	Understand the school counselor is a source of support especially for social emotional needs.
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Students will:	Gain an understanding of expected and unexpected behaviors for learning.
Materials:	
<p><u>Second Step</u> Curriculum: Unit 1 “Skills for Learning” lesson of choice</p> <p><i>Optional:</i> Book: <u>You Are a Social Detective! Explaining Social Thinking to Kids</u> Michelle Garcia Winner & Pamela Crooke</p> <p>Supplemental Materials: meet the school counselor and expected vs. unexpected behaviors 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 are expected and unexpected behaviors while 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 expected and unexpected behaviors in school, and how our actions make other people have good and bad thoughts about us.”</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 main areas:</p> <ul style="list-style-type: none"> • Non-disciplinary assistance when students are faced with difficult situations • Individual counseling • Group counseling – how to be involved • Social Emotional Learning (SEL) classroom lessons • Confidentiality • Parent assistance • Teacher assistance • How to request to speak with the counselor <p>Choose one or more of the following:</p> <ol style="list-style-type: none"> 1. Utilize the <u>Second Step</u> Unit 1: Skills for Learning lesson plan of choice.

	<p>2. Teach expected and unexpected behaviors utilizing the book <u>You Are a Social Detective! Explaining Social Thinking to Kids</u> Michelle Garcia Winner & Pamela Crooke</p> <p>3. Another activity of choice that coincide with the essential questions.</p>
Practice Content:	<p>Involve students by using open-ended questions for group discussion, and materials from chosen “Meet the school counselor” lesson for students to reinforce areas of counselor assistance.</p> <p>Participate in resources from one of the following:</p> <ol style="list-style-type: none"> 1. <u>Second Step</u> Unit 1: “Skills for Learning” activities of choice 2. Expected and unexpected behaviors lesson. Materials can include small group practice with scenarios, turn and talk practice, or whole group role-play.
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>Choose one:</p> <ol style="list-style-type: none"> 1. Reinforce the lesson of choice from the <u>Second Step</u> Unit 1: “Skills for Learning”. 2. Use open-ended questions to reinforce what expected and unexpected behaviors are in school, and how each can make others have thoughts about us.
Close:	Remind students how to request to speak with the school counselor.
<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 & Behaviors Data:</p>	
<ul style="list-style-type: none"> • Pre-/post-assessment attached 	
<p>Outcome Data: (choose one)</p>	
<p>Achievement (describe):</p> <p>Attendance (describe):</p> <p>Discipline (describe): Collaborate with school administrator to analyze student discipline data.</p>	

Questions for Pre/Post Assessment:

Before today's lesson...

- 1.) I knew my school counselor's name. (*True/False*)
- 2.) I knew what to do to talk to my school counselor. (*True/False*)

After today's lesson I know...

- 3.) What two expected behaviors are at school (*True/False*)
- 4.) One unexpected behavior at school is... (*Open-ended*)

Unit Title: Anti-Bullying

Unit Description:

Share the New Jersey's definition of bullying. Explain differences between conflict/code of conduct violations and bullying. Reinforce self-reflection and self-control to avoid bullying others. Review responses to bullying (to person directly, as an upstander or bystander).

Unit Duration: **October**

Desired Results

Standard(s): 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-SMS 9. Demonstrate personal safety skills

Indicators:

N/A

Understandings:

Students will understand that...

- New Jersey has its own definition of bullying.
- Difference between conflict, code of conduct violations and bullying.
- There are strategies for responding to bullying happening to self or others.

Essential Questions:

- What is the difference between conflict and bullying?
- What helps the anti-bullying specialist decide if hurtful behaviors are breaking the rules (violation of school code of conduct or bullying)?
- What are good strategies for responding to bullying?
- How should/shouldn't we respond when we see bullying happen to someone else?
- Do these rules end after you finish school, or continue for adults in their jobs/careers?

Assessment Evidence

Performance Tasks: N/A	Other Evidence: <ul style="list-style-type: none"> • Pre/Post assessment • School Counselor observation • Teacher feedback/referral
Benchmarks: Ongoing review of SEL universal screener	
Learning Plan	
<p>Learning Activities: Refer to attached ASCA Lesson Plan</p> <p>Resources: Simplified definition of bullying 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): no matter where it happens or how many times, it hurts kids rights to learn and to be safe at school.</p> <p><i>Optional:</i> Video: “How I Learned Not to be Bullied” by Sunburst Media</p> <p>Books: <u>The Recess Queen</u> by Alexis O’Neill and Laura Huliska-Beith; <u>The Juice Box Bully</u> by Bob Sornson and Maria Dismondy; <u>You, Me and Empathy</u> by Jayneen Sanders; <u>My Secret Bully</u> by Trudy Ludwig</p> <p>Media: Cartoon Network “Stop Bullying” videos and resources https://www.cartoonnetwork.com/stop-bullying/</p>	

Unit Modifications for Special Population Students	
Advanced Learners	Use open-ended questions to understand current knowledge of bullying laws – what constitutes bullying and what is conflict. Encourage students to create scenarios in which a behavior would constitute bullying. Prompt students to compare how it feels to participate in bullying behavior and how the person being bullied feels.
Struggling Learners	Provide opportunities for students to receive peer assistance, either in partners or small group. Emphasize the definition of bullying how to report it. Use visual aids to compare bullying and conflict. Provide options to draw or verbally state answers to written questions.
English Language Learners	Pre-teach definitions of “bullying”, “conflict” “behavior” and “reporting”. Simplify using the term reporting to “telling an adult when something

Special Needs Learners	Check for understanding of key information / instructions and repeat/reword as needed. Allow options to draw pictures or speak answers to written questions.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections	
Indicators: NJSLS Social Studies • 6.1.2.Civics CM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.	

Integration of 21 st Century Skills	
Indicators:	
<ul style="list-style-type: none"> • 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 October	Anti-Bullying	(lesson title)
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School counselor:	
Target Audience:	Grade 2
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	Social Awareness, Responsible Decision-Making, Relationship Skills

Lesson	1	Of	1	
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Learning Target(s)/Competency	
Students will:	Understand definition of bullying in NJ and differences between conflict/code of conduct violations and bullying. Allow self-reflection to self-control to avoid bullying others.
Students will:	Strengthen coping skills in responding to bullying happening to themselves or others. Know the steps for reporting bullying behavior.
Materials:	
Simplified New Jersey definition of Bullying: 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): no matter where it happens or how many times, it hurts kids rights to learn and to be safe at school. <i>Optional:</i> Video: "How I Learned Not to be Bullied" by Sunburst Visual Media Books: <u>My Secret Bully</u> by Trudy Ludwig; <u>The Juice Box Bully</u> by Bob Sornson and Maria Dismondy; <u>You, Me and Empathy</u> by Jayneen Sanders Media: Cartoon Network "Stop Bullying" videos and resources https://www.cartoonnetwork.com/stop-bullying/	
Evidence Base:	
X Best Practice	
Procedure: Describe how you will:	
Introduce:	Review prior lesson on the role of the school counselor in relation to social emotional and academic services. State today's lesson will focus on bullying behavior and how students should appropriately react if they are a witness or subject of bullying behavior.
Communicate Lesson Targets:	Discuss the following lesson targets with the students: <ul style="list-style-type: none"> • Define the terms bullying, conflict, and code of conduct. • Recognize bullying behavior and what steps to take to report it. • Understand the result of bullying behavior on our peers. • Learn these tools to be a better person will affect friendships, family relationships and future careers.
Teach Content:	Communicate the following with verbal and visual materials: <ul style="list-style-type: none"> • <u>Bullying definition:</u> In NJ, bullying is when someone says, writes, or does something mean or hurtful to another person because of the

	<p>way a person looks, sounds, acts, or something about who they are (whether it is true or not): no matter where it happens or how many times, it hurts kids rights to learn and to be safe at school. There is an inequal 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.</p> <ul style="list-style-type: none"> • <u>Conflict definition</u>: A disagreement between two or more people, most commonly about a differing opinion, interest or belief. There is an equal balance of power. • <u>Code of Conduct Violation Definition</u>: Not following the rules set by our school district and school that explain what is expected and unexpected behaviors in school to keep people and materials safe. • How to use self-reflection and self-control to avoid bullying others. • Steps to take when witnessing or receiving bullying behaviors with peers. How to use assertive but respectful communication. What staff to alert and when it is appropriate to report bullying behavior in school, on the bus, and at home.
Practice Content:	<p>Choose one or more of the following activities to reinforce and practice key concepts:</p> <ul style="list-style-type: none"> • Role playing with chosen scenarios either in pairs, small group, or whole group. • Whole group visual activity focusing on the key concepts of bullying. • Practice reporting bullying and identify who to report to and when. • Use supplemental activities to reinforce anti-bullying behavior and how to identify bullying behavior in others.
Summarize:	<p>Focus on the following key concepts to summarize:</p> <ul style="list-style-type: none"> • Bullying definition • Conflict definition • Code of conduct violation definition • How to report bullying behavior
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
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> • Pre-/post-assessment attached 	
Outcome Data: (choose one)	
<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>	
Questions for Pre/Post Assessment:	
<u>Before today's lesson I knew...</u>	
<ol style="list-style-type: none"> 1.) The difference between conflict and bullying. (<i>True/False</i>) 2.) What to do when bullying is happening. (<i>True/False</i>) 	
<u>After today's lesson I can answer...</u>	
<ol style="list-style-type: none"> 1.) If my friend is being bullied, I can help by... (<i>Open-ended</i>) 2.) Conflict is when two people don't agree and are being mean to each other, and the power is the same. (<i>True/False</i>) 3.) Bullying can occur online, at school, on the playground and at the bus stop. (<i>True/False</i>) 	

Unit Title: Empathy	
Unit Description: Develop student ability to have empathy and express compassion for others. Define empathy and how each student has the power to understand other's feelings, opinions and point of view.	
Unit Duration: November – December	
Desired Results	
Standard(s): ASCA Mindsets and Beliefs M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-SS 4. Demonstrate empathy B-SS 9. 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"> • Empathy is the ability to understand and share the feelings of others. • Empathetic behaviors impact friendships and relationships. • Using empathy will be helpful when students pursue their occupation. 	Essential Questions: <ul style="list-style-type: none"> • What is empathy? • How can I show empathy? • Why would it help for adults to use empathy in their jobs/careers?
Assessment Evidence	
Performance Tasks: N/A	Other Evidence: <ul style="list-style-type: none"> • Pre/Post Tests • School Counselor observation • Teacher feedback/referral
Benchmarks: Ongoing review of SEL Universal Screener	
Learning Plan	
Learning Activities: Refer to attached ASCA Lesson Plan	
Resources: <u>Second Step</u> Unit 2 Empathy lesson plan of choice <i>Optional:</i> Books: <u>The Invisible Boy</u> by Trudy Ludwig; <u>We're all Different</u> by Todd Parr; <u>You, Me and Empathy</u> by Jayneen Sanders	
Supplemental Materials: <u>Zones of Regulation</u> : Reproducible E, students use body language to act out feeling and choose corresponding zone, Reproducible L (edited).	

Unit Modifications for Special Population Students

Advanced Learners	Encourage students to consider how striving to understand another person's experiences / challenges / difficulties, may make it easier to have compassion for them or easier to resolve problems together. Explore how this can impact social justice work.
Struggling Learners	Provide opportunities for peer assistance during independent, small group or group work. Emphasize key concepts: empathy, caring for others. Provide opportunities for students to draw or verbalize answers to written questions.
English Language Learners	Pre-teach vocabulary: empathy. Allow access to bilingual dictionaries, language learner dictionaries and electronic translators. Provide opportunities for students to draw or verbalize answers to written questions.
Special Needs Learners	Check for understanding of key information / instructions and repeat/reword as needed. Provide opportunities for students to draw or verbalize answers to written questions.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

NJSLS Social Studies

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

Integration of 21st 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 November – December	Empathy	(lesson title)
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School counselor:			
Target Audience:	Grade 2		
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 4. Demonstrate empathy B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.		
Building Better People/SEL Competency	Self-Management, Social Awareness		
Lesson	1	Of	2

Learning Target(s)/Competency	
Students will:	Recognize and identify the thoughts, feelings, and perspectives of others.
Students will:	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
Materials:	
<p><u>Second Step</u> Unit 2: “Empathy” lesson plan of choice:</p> <p><u>Second Step</u> Poster: Empathy</p> <p><i>Optional:</i></p> <p>Books: <u>The Invisible Boy</u> by Trudy Ludwig; <u>We’re all Different</u> by Todd Parr; <u>You, Me and Empathy</u> by Jayneen Sanders</p> <p>Supplemental Materials: <u>Zones of Regulation</u>: Reproducible E, students use body language to act out feeling and choose corresponding zone, Reproducible L (edited).</p>	
Evidence Base:	
X Evidence-Based	

Procedure: Describe how you will:	
Introduce:	Make a connection with the previous month's lesson on preventing and responding to bullying and introduce the term empathy.
Communicate Lesson Targets:	<p>State and provide a visual for the following targets:</p> <ul style="list-style-type: none"> • Define and understand the term empath. • Explore how each person is able to have empathy and how it impacts our friendships and relationships. • How to understand others' perspectives.
Teach Content:	<p>Choose one or more of the following:</p> <ul style="list-style-type: none"> • <u>Second Step</u> Unit 2: Empathy lesson of choice. • Empathy focused book or media of choice • Empathy supplemental materials of choice to focus on the following key concepts <p>Review key concepts:</p> <ul style="list-style-type: none"> • <u>Empathy</u>: Feeling or understanding what someone else is feeling. Skills for empathy: Look at the person's face and body for cues. What is his point of view? How does he feel? How can I help? What is a kind thing to say? • Standing in another's shoes • <u>Perspective</u>: A point of view; an opinion or idea about a subject
Practice Content:	<p>Utilize supplemental materials and choose one or more of the following:</p> <ul style="list-style-type: none"> • Use of supplemental materials involving role play and gaining others' perspectives • Small group or whole group activities that include role playing to practice showing empathy to others • Think-Pair-Share activities of choice • Whole group visual activity of choice
Summarize:	<p>Provide a summary of the following key concepts:</p> <ul style="list-style-type: none"> • <u>Empathy</u>: The ability to understand and share others' feelings • <u>Perspective</u>: A point of view; an opinion or idea about a subject • Standing in another's shoes • How empathy impacts our relationships and friendships
Close:	Reinforce discussion of empathy 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 per classroom
Planned length of lesson(s):	40 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> • Pre-/post-assessment attached 	
Outcome Data: (choose one)	
<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>	
Questions for Pre/Post Assessment:	
<u>Before today's lesson I knew...</u>	
1.) I know what empathy means. (<i>True/False</i>)	
<u>After today's lesson I can answer...</u>	
2.) What is empathy? (<i>Multiple choice: Understanding how another person feels; feeling an emotion; being sad; feeling bad for someone, etc.</i>)	
3.) How can you show someone you care about them? (<i>open-ended</i>)	

Unit Title: Emotional Management	
Unit Description: Learn skills to recognize and manage student's own strong emotions in order to avoid negative consequences.	
Unit Duration: January	
Desired Results	
Standard(s): 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.	
Indicators: N/A	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • How to identify specific feelings based on physical symptoms. • Specific strategies to help regulate reactions to strong emotions. • Steps: Stop, Name your feeling, calm down (breath, count, use positive self-talk). 	Essential Questions: <ul style="list-style-type: none"> • How does your body look and feel when you are having a strong emotion? • How can your thoughts effect how you are feeling? • What strategies help you to feel better when you are having strong emotions? • How does being able to cope with feelings help when you are an adult in your job/career?
Assessment Evidence	
Performance Tasks: N/A	Other Evidence: <ul style="list-style-type: none"> • Pre/Post Tests • School Counselor observation • Teacher feedback/referral
Benchmarks: Ongoing review of SEL Universal Screener	
Learning Plan	
Learning Activities: Refer to attached ASCA Lesson Plan	
Resources: <u>Second Step</u> Unit 3 "Managing Emotions" lesson of choice	
<i>Optional:</i> Books: <u>In My Heart: A Book of Feelings</u> by Jo Witek; <u>Zones of Regulation</u> : Inner Coach vs Inner Critic; <u>The Way I Feel</u> by Janan Cain	

Supplemental Activities/Materials: Six sides of breathing, mindfulness activities

Unit Modifications for Special Population Students

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

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 21st 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 January	Emotional Management	(lesson title)
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School counselor:			
Target Audience:	Grade 2		
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-Awareness, Self-Management, Relationship Skills		
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:	
<u>Second Step</u> Unit 3 “Managing Emotions” lesson of choice <u>Second Step</u> Poster “How To Calm Down” <i>Optional:</i>	

<p>Books: <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</p> <p>Supplemental Activities/Materials: Six sides of breathing, mindfulness activities</p>	
Evidence Base:	
X Evidence-Based	
Procedure: Describe how you will:	
Introduce:	State connection with the previous month's lesson on empathy 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"> • Define specific emotions and how we can recognize them by how our body feels. • Learn new ways to manage emotions before they become too strong. • Learn new calming strategies to regain control and focus during strong emotions.
Teach Content:	<p>Choose one or more of the following:</p> <ul style="list-style-type: none"> • <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" • Emotion focused book or media of choice • Emotion supplemental materials of choice to focus on the following key concepts <p>Review key concepts:</p> <ul style="list-style-type: none"> • <u>Emotions</u>: How our mind and body react to specific situations. • <u>Emotional management</u>: What we do to stay in control of our emotions. • <u>Calming tools</u>: Things we can do to help gain control and focus over strong emotions.
Practice Content:	<p>Choose one or more of the following activities:</p> <ul style="list-style-type: none"> • Small group or whole group activities that include role playing to practice identifying emotions based on physical reactions • Small group or whole group activities that include role playing to practice calming strategies and emotional management • Supplemental materials of choice for independent or small group practice of recognizing emotions and identifying calming strategies
Summarize:	<p>Provide a summary of the following key concepts:</p> <ul style="list-style-type: none"> • <u>Emotions</u>: How our mind and body react to specific situations.

	<ul style="list-style-type: none"> • <u>Emotional management</u>: What we do to stay in control of our emotions. • <u>Calming tools</u>: Things we can do to help gain control and focus over strong emotions.
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"> • Pre-/post-assessment attached 	
Outcome Data: (choose one)	
Achievement (describe): Attendance (describe): Collaborate with school administrator to analyze attendance data. Discipline (describe):	
Questions for Pre/Post Assessment:	
<u>Before today's lesson I knew...</u>	
1.) How to calm down my big emotions on my own. (<i>True/False</i>)	
<u>After today's lesson I can answer...</u>	
2.) 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>)	
3.) How can you calm yourself down when you have big feelings? (<i>Open-ended</i>)	

Unit Title: Diversity, Social Justice	
Unit Description: Gain an understanding of diversity based on differences (e.g., race, ability, gender, etc.), increase understanding of presence and impact of social justice actions, know benefits of upstander and bystander behaviors when faced with prejudicial situations.	
Unit Duration: February – March	
Desired Results	
Standard(s): 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.	
Indicators: N/A	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • The definition of diversity. • Social justice actions in society based on differences (e.g., race, abilities, gender, etc.). • It is important to know the benefits of upstander and bystander behavior prejudicial situations. 	Essential Questions: <ul style="list-style-type: none"> • What is the definition of diversity? • How are the students in our school diverse? • Can I describe how people are different from me? • Do you have a friend who is a different race than you? • What is an upstander and bystander? How does it relate to social justice? • In the workplace, why is it be helpful for employers to hire people from diverse backgrounds?
Assessment Evidence	
Performance Tasks: N/A	Other Evidence: <ul style="list-style-type: none"> • Pre/Post Tests • School Counselor observation • Teacher feedback/referral
Benchmarks: Ongoing review of SEL Universal Screener	
Learning Plan	
Learning Activities: Refer to attached ASCA Lesson Plan	
Resources: <u>Second Step</u> Unit 2 “Empathy” lesson of choice	
<i>Optional:</i> Books: <u>Say Something</u> by Peter H. Reynolds ; <u>Not Quite Snow White</u> by Ashley Franklin	

DVD: We're All Different by Sunburst Visual Media

Unit Modifications for Special Population Students

Advanced Learners	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? Connect how this relates to NJ's definition of bullying.
Struggling Learners	Provide opportunities for peer assistance during independent, small group or group work. Emphasize key concepts: Diversity, difference, culture, race, social justice Provide opportunities for students to draw or verbalize answers to written questions.
English Language Learners	Pre-teach key vocabulary: social justice, diversity, culture, and race with simplified language. Allow access to bilingual dictionaries, language learner dictionaries and electronic translators.
Special Needs Learners	Reinforce written directions visually and/ or verbally (including audio recordings or text to speech on computer-based lessons). Check for understanding of key information / instructions and repeat/reword as needed. Allow options to draw pictures or speak answers to written questions.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

NJSLS Social Studies

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

Integration of 21st 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 February – March	Diversity, Social Justice	(lesson title)
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School counselor:			
Target Audience:	Grade 2		
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	Social Awareness		
Lesson	1	Of	1

Learning Target(s)/Competency	
Students will:	Understand diversity based on differences.
Students will:	Increase understanding of presence and impact of social justice actions.
Students will:	Know the benefits of upstander and bystander behaviors when faced with prejudicial situations.
Materials:	
Resources:	

Second Step Unit 2 “Empathy” lesson of choice

Optional:

Books: Say Something by Peter H. Reynolds ; Not Quite Snow White by Ashley Franklin

DVD: We’re All Different by Sunburst Visual Media

Evidence Base:

X Evidence-Based

Procedure: Describe how you will:

Introduce:

Review prior lesson that empathy (feeling or understanding what someone else is feeling) and really listening to other people.
State “Today we are going to learn about diversity and how an individual’s actions when faced with prejudice will turn into social justice.”
State “Now let’s review all of those terms.”

Communicate
Lesson Targets:

State and provide a visual for the following targets:

- Understand the definition of diversity and how people have different characteristics.
- Understand how your thoughts and actions towards others can be prejudicial.
- Explore how to be an upstander, instead of a bystander, when faced with a prejudicial situation.
- People can have different feelings about the same situation and feelings can change.
- Listen to and think about other people’s perspectives can help you have empathy for them.
- We will learn about social justice and how empathy relates to it.

Teach Content:

Choose one or more of the following:

- Second Step Unit 2: Empathy lesson of choice
- Social Justice focused book or media of choice
- Social Justice supplemental materials of choice to focus on the following key concepts

Review key concepts:

- Diversity: Quality of being made of many different kinds of people, creatures or things; having a lot of variety.
- Culture: “A pattern of behavior shared by a society, or group of people. Many different things make up a society’s culture. These things include food, language, clothing, tools, music, arts, customs, beliefs, and religion.” – Britannica Kids
- Social Justice: Equity or justice is achieved in every aspect rather in only some aspects or for some people. Fair treatment.

	<ul style="list-style-type: none"> • <u>Prejudice</u>: A generalization about those who are different from us. Break the word down into parts: pre- and judge. • <u>Upstander</u>: A person who helps and stands up for someone. • <u>Bystander</u>: A person who witnesses an incident and does not take part to get help from an adult or console the victim.
Practice Content:	<p>Choose one or more of the following activities:</p> <ul style="list-style-type: none"> • Activity from <u>Second Step</u> Unit 2: “Empathy” • Small group or whole group activities that include discussion about differences and how to treat each other with kindness • Supplemental materials of choice for independent or small group practice of discussing diversity and how each one of us is unique
Summarize:	<p>Summarize key concepts:</p> <ul style="list-style-type: none"> • When we listen to people’s perspectives, and try to empathize with them, we can help make our community a better place for all people. • Diversity definition • Culture definition • Social justice definition • Prejudice definition • Upstander definition • Bystander definition
Close:	<p>Let’s celebrate and value the differences that make us unique. When we see the opposite happening, it is our responsibility to respectfully say something, and do something.</p>
Planned length of lesson(s):	40 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> • Pre-/post-assessment attached 	
Outcome Data: (choose one)	
<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>	
Pre/Post Assessment Questions	
<p><u>Before today’s lesson I knew...</u></p> <p>1.) I already knew the word diversity and what it means. (<i>True or False</i>)</p>	

2.) I know how to offer empathy to a person in need. (*True or False*)

After today's lesson I can answer...

- 1.) Describe the role of the upstander. (*Open ended*)
- 2.) Explain how others are diverse from you. (*Open ended*)

Unit Title: Problem-Solving	
Unit Description: Development and enhancement of problem-solving skills. Teach students to say the problem they are facing without blaming others. Encourage students to think of solutions that are safe and respectful to interpersonal conflicts. Explore consequences of negative behaviors both socially and disciplinary. Teach students how to pick the best solution and make sustainable plans to solve their problems.	
Unit Duration: April	
Desired Results	
Standard(s): ASCA Mindsets and Behaviors 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	
Indicators: N/A	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • There are steps that can help with solving problems. • It is helpful to gain perspective on the actual size of a problem. 	Essential Questions: <ul style="list-style-type: none"> • What steps are involved with problem solving? • How can problem solving skills help adults in their jobs/careers? • What consequences could you face if you do not handle your problem respectfully and safely?
Assessment Evidence	
Performance Tasks: N/A	Other Evidence: <ul style="list-style-type: none"> • Pre/Post Tests • School Counselor observation • Teacher feedback/referral
Benchmarks: N/A	
Learning Plan	
Learning Activities: Refer to attached ASCA Lesson Plan	
Resources: <u>Second Step</u> Unit 4: "Problem Solving" lesson of choice	
<i>Optional:</i> Supplemental Activities: <u>Zones of Regulation</u> : "Size of Problem" worksheet and activities	
Books: <u>Boy</u> by Phil Cummings and Shane Devries; <u>The Most Magnificent Thing</u> by Ashley Spires; <u>What Do You Do with a Problem?</u> by Kobi Yamada	

Unit Modifications for Special Population Students

Advanced Learners	<p>Ask students: Why is it important to listen to other people's perspective of what the problem is, instead of simply saying what you see the problem to be?</p> <p>Ask students: What do you think your brain does when it is in protection mode? (fight, flight, flee). How could this accidentally end up hurting you when it isn't really a dangerous situation?</p>
Struggling Learners	<p>Provide opportunities for peer assistance during independent, small group or group work.</p> <p>Emphasize key concepts: Problems, brainstorming, solutions, consequences</p> <p>Provide opportunities for students to draw or verbalize answers to written questions.</p>
English Language Learners	<p>Pre-teach vocabulary for problems, brainstorming, solutions and consequences using simplified language.</p> <p>Allow access to bilingual dictionaries, language learner dictionaries and electronic translators.</p>
Special Needs Learners	<p>Allow options to draw pictures or speak answers to written questions.</p> <p>Reinforcing written directions 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>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

NJSLS Social Studies:

- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

Integration of 21st 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 April	Problem-Solving	(lesson title)
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School counselor:			
Target Audience:	Grade 2		
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	Self-Awareness, Responsible Decision Making		
Lesson	1	Of	1

Learning Target(s)/Competency	
Students will:	Learn steps that can help with solving problems.
Students will:	Learn how to gain perspective in determining the size of a problem.
Materials:	
<u>Second Step</u> Unit 4: “Problem Solving” lesson of choice <u>Second Step</u> Problem-Solving Steps Poster <i>Optional:</i> Supplemental Activities: Zones of Regulation: “Size of Problem” worksheet and activities	

Books: <u>Boy</u> by Phil Cummings and Shane Devries; <u>The Most Magnificent Thing</u> by Ashley Spires; <u>What Do You Do with a Problem?</u> by Kobi Yamada	
Evidence Base:	
X Evidence-Based	
Procedure: Describe how you will:	
Introduce:	State “When we are very stressed about a problem, the part of our brain that protects us and helps to keep us safe from a dangerous situation, takes control and shuts down the part of our brain that can figure out how to solve problems that are not life threatening. Sometimes, that part of the brain gets confused and thinks we need to protect ourselves from problems that are not dangerous, like taking a test or working out a disagreement with a friend. Once we take the time to calm our bodies with the strategies we learned before, then our brains will be able to concentrate on solving problems.”
Communicate Lesson Targets:	State “Since our problems are not always as big as our feelings about the problem, it helps to learn how to figure out the actual size of a problem. Then we can learn steps for how to solve the problem.”
Teach Content:	<p>Choose one or more of the following:</p> <ul style="list-style-type: none"> • <u>Second Step</u> Unit 4: “Problem Solving” lesson of choice. • Problem-solving focused book or media of choice • Problem-solving supplemental materials of choice to focus on the following key concepts <p>Review key concepts:</p> <ul style="list-style-type: none"> • S.T.E.P.s of problem solving: Say the problem (without blame), Think of solutions (safe and respectful), Explore consequences (what could happen if...) Pick the best solution (make your plan) • Size of Problem (Zones of Regulation) Optional: <ol style="list-style-type: none"> 1.) <u>Tiny Problem</u>: Not dangerous, can be ignored or solved in a matter of minutes ex: losing a game 2.) <u>Little Problem</u>: Usually can be solved quickly without help ex: not taking turns 3.) <u>Medium problem</u>: May need an adult to help solve. It can be tricky to solve. Ex: seeing a kid steal from a teacher’s desk. 4.) <u>Big Problem</u>: May involve injuries. You need help from a trained and trusted adult. You must tell an adult right away. There is not a quick easy solution. May involve safety personnel like police. Ex: A student tells you a plan to hurt/fight someone.

	5.) <u>Huge Problem</u> : Very dangerous. It will include safety personnel like police or fire fighters. Involves a large group of people (entire town or state). Ex: A hurricane destroys houses
Practice Content:	Use a task from the Second Step unit 4 lesson selected. Activity from <u>Second Step</u> and <u>Zones of Regulation</u> : “Size of Problem” activity practice identifying the size of problems.
Summarize:	State “Realizing how small a problem really is, and using strategies to relax, can help us to feel calm enough to take the steps to solve a problem.”
Close:	State “The next time you have a problem, remember to use the problem-solving steps: Say the problem, think of solutions, explore consequences, pick the best solution.”
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 students per class
Planned length of lesson(s):	40 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> • Pre-/post-assessment attached 	
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:	
<u>Before today’s lesson I knew...</u>	
1.) I knew the steps for problem-solving. (<i>True/False</i>) 2.) Have you heard of deciding the size of your problem before you react <i>before</i> today’s lesson? (<i>Yes or No</i>)	
<u>After today’s lesson I can answer...</u>	
3.) What are the S.T.E.P.S. of problem-solving? (<i>Multiple choice: say the problem, think of the solution, explore consequences, pick the best solution, all of the above</i>)	

4.) When would you be able to use the strategies of problem-solving that you learned in today's lesson? (*Open-Ended*)