



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

Grade Level(s): 3

Duration:	<i>Full Year:</i>	X	<i>Semester:</i>	N/A	<i>Marking Period:</i>	N/A
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Course Description: 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.

District School Counseling Department Vision/Mission
The District School Counseling Department's Vision/Mission is Building Better People by helping all students achieve school success and plan for their future.

Grade 3 Major Units of Study:
September – Introduction to School Counselor and Skills for Learning
October – Anti-Bullying
November - December – Empathy
January – Emotional Management
February - March – Diversity, Social Justice
April - May – Problem-Solving

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:
Understand the school counselor’s role and building foundational skills needed for participating in learning.

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-SMS 3. Demonstrate ability to work independently

Indicators:
N/A

Understandings:
Students will understand that...

- The school counselor is a source of support for social emotional needs.
- There are skills that help facilitate learning.

Essential Questions:

- What is the role of the school counselor?
- If you are called to my office, does that mean you are “in trouble”?
- What skills help you to stay focused on the lesson being taught or the assignment you are completing?

Assessment Evidence

Performance Tasks: N/A

Other Evidence:

- 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:
Second Step Curriculum: Unit 1 “Skills for Learning” lesson of choice

Optional:
Meet the School Counselor supplemental materials of choice.

Unit Modifications for Special Population Students	
Advanced Learners	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. Ask students how these skills for learning can help with their future employment / career.
Struggling Learners	Reinforce the critical information on the role of the school counselor, how to connect with the school counselor for support, and skills for learning subject identified. Provide options for expressing an understanding of essential questions through art or verbal expression.
English Language Learners	Pre-teach vocabulary of a “helper” in the school Simplify the terms distracted, focus, on task. Reinforce the terms with visual representations to remain in the classroom.
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
<p>Indicators: NJSLs Comprehensive Health •2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p>

Integration of 21 st Century Skills
<p>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.</p>



Lesson Plan for September	Introduction to School Counselor and Skills for Learning	(lesson title)
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School counselor:	
Target Audience:	Grade 3
Mindsets & Behaviors: (limit of three)	B-LS 4. Apply self-motivation and self-direction to learning B-SS 1. Use effective oral & written communication skills & 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.
Students will:	Be able to identify a skill that helps facilitate learning.
Materials:	
Second Step Curriculum: Unit 1 “Skills for Learning” lesson of choice	
<i>Optional:</i>	
Supplemental: Meet the school counselor supplemental materials of choice.	
Evidence Base:	
X Evidence-Based	
Procedure: Describe how you will:	
Introduce:	Present a visual of the school counselor with name on the front board. State “Today we are going to answer the essential questions “What is the role of the school counselor?” and “What skills help you learn in school?”
Communicate Lesson Targets:	State “Today we are going to talk about how I can help each one of you, your families and your teachers as well as what you can do to help with your own learning.”
Teach Content:	Introduce “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 these main areas: <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 Choose one or more of the following:

	<ol style="list-style-type: none"> Utilize the <u>Second Step</u> Unit 1: Skills for Learning lesson plan of choice. Another activity of choice that coincide with the essential questions.
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>Participate in resources from one of the following:</p> <ol style="list-style-type: none"> <u>Second Step</u> Unit 1: Skills for Learning: _____
Summarize:	<p>State “As your school counselor, I am here to help you with your feelings, your problems, your achievements, and your families.”</p> <ol style="list-style-type: none"> Use open-ended questions to reinforce skills that can assist student learning.
Close:	Remind students how to request to speak with the school counselor.
Data Collection Plan – For multiple lessons in a unit, this section only need be completed once	
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)	
Achievement (describe): Attendance (describe): Discipline (describe): Collaborate with school administrator to analyze student discipline data.	
Pre/Post Test Questions:	
<u>Before today’s lesson...</u> <ol style="list-style-type: none"> I knew my school counselor’s name. <i>(True/False)</i> I knew how to ask to see my counselor. <i>(True/False)</i> 	
<u>After today’s lesson I can answer...</u> <ol style="list-style-type: none"> What is the name of your school counselor? <i>(multiple choice)</i> What can your school counselor help you with? <i>(multiple choice: how you feel, friendships, families, schoolwork, worries, how to be a better person, all of the above)</i> How can you get ahold of your school counselor to talk? <i>(multiple choice: Ask my teacher, ask my parent, fill out a referral form online, all of the above)</i> 	

Unit Title: Anti-Bullying

Unit Description:

Define 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. Explain responses to bullying (to person directly, 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.
- There is a difference between conflict, code of conduct violations and bullying.
- There are strategies for responding to bullying happening to self or others.
- The role of the Anti-Bullying Specialist.

Essential Questions:

- What is the difference between conflict and 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:

- 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:

Simplified definition of Bullying in New Jersey: 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.

Optional:

Video:

DVD: I was Just Kidding! by Harassment Cerebellum Corporation
 DVD: Harassment Hurts: Gossiping, Taunting, and Bullying by Sunburst Visual Media

Books: Tease Monster: A Book About Teasing vs. Bullying by Julia Cook; The Juice Box Bully: Empowering Kids to Stand Up for Others by Bob Swornson and Maria Dismondy

Media: Cartoon Network “Stop Bullying” videos and resources
<https://www.cartoonnetwork.com/stop-bullying/>

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
<p>Indicators: NJSLS Social Studies 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. 2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community. NJSLS Social Studies:</p>

Integration of 21st 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 October	Anti-Bullying	(lesson title)
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School counselor:			
Target Audience:	Grade 3		
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

Learning Target(s)/Competency

Students will:	Understand definition of bullying in NJ, differences between conflict, code of conduct violations and bullying.
Students will:	Strengthen coping skills in responding to bullying happening to themselves or others. Know the steps for reporting bullying behavior.

Materials:

Simplified definition of Bullying in New Jersey: 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.

Optional:

Video:

- DVD: I was Just Kidding! by Harassment Cerebellum Corporation
 DVD: Harassment Hurts: Gossiping, Taunting, and Bullying by Sunburst Visual Media

Books: Tease Monster: A Book About Teasing vs. Bullying by Julia Cook; The Juice Box Bully: Empowering Kids to Stand Up for Others by Bob Swornson and Maria Dismondy

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 “Meet the Counselor” lesson by restating the role of the school counselor, and when students would see them for 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. • Review result of bullying behavior on our peers. • How to 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 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 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. • <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. • Explain how to use self-reflection and self-control to avoid bullying others. • Explain 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:	Choose one or more of the following activities to re-enforce and practice key concepts: <ul style="list-style-type: none"> • Role play 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:	Summarize key concepts: <ul style="list-style-type: none"> • Bullying definition

	<ul style="list-style-type: none"> • Conflict definition • Code of conduct violation definition • How to report bullying behavior
Close:	Reinforce communication with teachers, staff and parents if students believe bullying behavior is occurring.
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)	
Achievement (describe):	
Attendance (describe):	
Discipline (describe): Collaborate with school administrator and Anti-Bullying Specialist to analyze discipline and HIB data.	
Pre/Post Assessment Questions:	
<u>Before today's lesson...</u>	
1.) I knew the differences between conflict and bullying. <i>(True/False)</i>	
2.) I understood New Jersey's definition for bullying. <i>(True/False)</i>	
<u>After today's lesson, I can answer...</u>	
1.) If a student is being bullied, they should... <i>(Multiple choice: ignore, walk away, tell them to stop, have a group of kids tell them to stop, report it to the nearest adult, fight back.</i>	
2.) You should not laugh along or ignore it when you see someone else being bullied. <i>(True or 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 others' feelings, opinions and point of view.

Unit Duration: November - December

Desired Results

Standard(s): ASCA Mindsets and Beliefs
B-SS 4. Demonstrate empathy
B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.
B-SS 2. Create positive and supportive relationships with other students

Indicators:
N/A

Understandings:
Students will understand that...

- 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:

- What is empathy?
- How does empathy help with friendship?
- When you are an adult, why would it help to use empathy in your jobs/careers?

Assessment Evidence

Performance Tasks:
N/A

Other Evidence:

- Pre/post test
- School Counselor observation
- Teacher feedback/referral

Benchmarks:
Ongoing review of SEL Universal Screener

Learning Plan

Learning Activities:
Refer to attached ASCA Lesson Plan

Resources:
Second Step Unit 2 "Empathy" lesson plan of choice.

Optional:
Books: Empathy is my SuperPower by Bryan Smith; The Invisible Boy by Trudy Ludwig; Chocolate Milk, Por Favor by Maria Dismondy

Supplemental Materials: Zones of Regulation Activity page: Expected and Unexpected Behaviors; Zones of Regulation worksheet: Understanding Different Perspectives

Unit Modifications for Special Population Students	
Advanced Learners	Encourage students to consider how striving to understand one another'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
<p>Indicators: NJSLS Comprehensive Health 2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.</p>

Integration of 21 st Century Skills
<p>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.</p>



Lesson Plan for November - December	Empathy	(lesson title)
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School counselor:	
Target Audience:	Grade 3
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:	
<u>Second Step</u> Unit 2: "Empathy" lesson plan of choice <u>Second Step</u> Poster: Empathy <i>Optional:</i> Books: <u>Empathy is my SuperPower</u> by Bryan Smith; <u>The Invisible Boy</u> by Trudy Ludwig; <u>Chocolate Milk, Por Favor</u> by Maria Dismondy Supplemental Materials: <u>Zones of Regulation</u> activity pages: Expected and Unexpected Behaviors Zones Worksheet: Understanding Different Perspectives	
Evidence Base:	
X Evidence-Based	
Procedure: Describe how you will:	
Introduce:	Review previous lesson on preventing and responding to bullying and introduce the term empathy.
Communicate Lesson Targets:	State and provide a visual for the following targets: <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:	Choose one or more of the following: <ul style="list-style-type: none"> <u>Second Step</u> Unit 2: Empathy lesson of choice.

	<ul style="list-style-type: none"> • 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. • <u>Skills for empathy</u>: Look at the person’s face and body for cues. What is his/her point of view? How does he/she feel? How can I help? What is a kind thing to say? • <u>Standing in another’s shoes</u> • <u>Perspective</u>: A point of view; an opinion or idea about a subject.
Practice Content:	<p>Use supplemental materials and choose one or more of the following:</p> <ul style="list-style-type: none"> • Role play and gaining others’ perspectives activities • 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>Summarize 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:	<p>Reinforce discussion of empathy with friends and family and reflect on how students can practice it throughout their day.</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 & 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 and Anti-Bullying Specialist to analyze student discipline and HIB data.</p>	
<p>Pre/Post Assessment Questions:</p> <p><u>Before today’s lesson I knew...</u></p> <p>1.) I know what empathy means. (True/False)</p> <p><u>After today’s lesson I can answer...</u></p>	

- 1.) What is the definition of empathy? (*Multiple choice: Understanding how others feel; Being nice; Doing kind things*)
- 2.) Someone looks very upset. I say, "You look upset, are you okay?" He/she doesn't want to talk about it. That means the person doesn't like me and we are not friends.
(*True/False*)
- 3.) If a friend tells me something personal, should I tell other kids about it?
 - a) *Yes, that way they will be more understanding with him/her.*
 - b) *No, my friend gets to decide who knows his/her private personal information.*

Unit Title: Emotional Management

Unit Description:
Learn skills to recognize and manage their own strong emotions in order to avoid negative consequences.

Unit Duration: January

Desired Results

Standard(s): ASCA Mindsets and Behaviors
B-SS 4. Demonstrate empathy
B-SS 9. Demonstrate social maturity & behaviors appropriate to the situation & environment.
B-SS 2. Create positive and supportive relationships with other students

Indicators:
N/A

Understandings:
Students will understand that...

- 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:

- 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?
- When you are an adult, why will it be important to cope with feelings in your job/career?

Assessment Evidence

Performance Tasks: N/A

Other Evidence:

- Pre/post test
- School Counselor observation
- Teacher feedback/referral

Benchmarks:
Ongoing review of SEL Universal Screener

Learning Plan

Learning Activities:
Refer to attached ASCA Lesson Plan

Resources:
Second Step Unit 3 “Managing Emotions” lesson of choice
Second Step Poster “How To Calm Down”

Optional:
Books: Today I Feel Silly & Other Moods that Make My Day by Jamie Lee Curtis; Soda Pop Head by Julia Cook

Supplemental Activities/Materials: Guide <https://b0f646cfbd7462424f7a-f9758a43fb7c33cc8adda0fd36101899.ssl.cf2.rackcdn.com/teaching-guides/TG-9780060245603.pdf>

Printable Activity <https://b0f646cfbd7462424f7a-f9758a43fb7c33cc8adda0fd36101899.ssl.cf2.rackcdn.com/activity-guides/AG-9780060245603.pdf>

Unit Modifications for Special Population Students	
Advanced Learners	<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>
Struggling Learners	<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>
English Language Learners	<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>
Special Needs Learners	<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>
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	
2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact	
2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.	

Integration of 21st Century Skills

Indicators:

• **9.2 Career Awareness, Exploration, and Preparation**

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 3		
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 their own strong emotions.
Students will:	Identify strategies to help regulate reactions to strong emotions.
Materials:	
<p><u>Second Step</u> Unit 3 “Managing Emotions” lesson of choice: intro, test anxiety, handling accusations, managing disappointments, anger, managing hurt feelings</p> <p><u>Second Step</u> Poster “How To Calm Down”</p> <p><i>Optional:</i></p> <p>Books: <u>Today I Feel Silly & Other Moods that Make My Day</u> by Jamie Lee Curtis; <u>Soda Pop Head</u> by Julia Cook</p> <p>Supplemental Activities/Materials: Guide https://b0f646cfbd7462424f7a-f9758a43fb7c33cc8adda0fd36101899.ssl.cf2.rackcdn.com/teaching-guides/TG-9780060245603.pdf</p> <p>Printable Activity https://b0f646cfbd7462424f7a-f9758a43fb7c33cc8adda0fd36101899.ssl.cf2.rackcdn.com/activity-guides/AG-9780060245603.pdf</p>	
Evidence Base:	
X Evidence-Based	
Procedure: Describe how you will:	

Introduce:	Review previous lesson on empathy and introduce the term emotional management.
Communicate Lesson Targets:	State and provide a visual for the following targets: <ul style="list-style-type: none"> • Define specific emotions and how we can recognize them by how our body feel. • 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:	Choose one or more of the following: <ul style="list-style-type: none"> • <u>Second Step Unit 3: Emotional Management</u> 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 Review key concepts: <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:	Choose one or more of the following activities: <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:	Summarize the following key concepts: <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.
Close:	Reinforce discussion of emotional management with friends and family and reflect on how students can practice it throughout their day.

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

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):

Pre/Post Assessment Questions:

Before today's lesson...

- 1.) I took time to stop and figure out how I was feeling. (*True/False*)
- 2.) I usually did things to calm my strong emotions. (*True/False*)

After today's lesson...

- 1.) Did you learn about any new ways to help you stay in control of your emotions during today's lesson? If so, what are they and when can you use them? (*Open-ended*)

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
M3 Sense of Belonging in the school environment
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-SS 5. Demonstrate ethical decision-making and social responsibility

Indicators:
N/A

Understandings:
Students will understand that...

- 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:

- 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:

- Pre/Post tests
- School Counselor Observation
- Teacher feedback/referrals

Benchmarks: Ongoing review of SEL Universal Screener

Learning Plan

Learning Activities:
Refer to attached ASCA Lesson Plan

Resources:
Second Step Unit 2 Empathy lesson of choice

Optional:
Books: The World Needs More Purple People by Kristen Bell and Benjamin Hart
The Proudest Blue A Story of Hijab and Family by Ibtihaj Muhammad

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? Why would it be helpful for employers to hire people from diverse backgrounds? Connect how this relates to New Jersey'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
<p>Indicators: NJSLS Social Studies 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p>NJSLS Comprehensive Health 2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.</p>

Integration of 21 st Century Skills
<p>Indicators:</p> <ul style="list-style-type: none"> 9.2 Career Awareness, Exploration, and Preparation <p>9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community</p> <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.</p>



Lesson Plan for **February - March** Diversity, Social Justice (lesson title)

School counselor:	
Target Audience:	Grade 3
Mindsets & Behaviors: (limit of three)	B-SS 2. Create positive and supportive relationships with other students B-SS 8. Demonstrate advocacy skills & ability to assert self, when necessary B-SS 5. Demonstrate ethical decision-making and social responsibility
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:	Recognize importance of advocating for self or others.

Materials:

Resources:
 Second Step Unit 2 Empathy: Lesson on Accepting Differences

Optional:
Books: The World Needs More Purple People by Kristen Bell and Benjamin Hart; The Proudest Blue A Story of Hijab and Family by Ibtihaj Muhammad

Evidence Base:

X Evidence-Based

Procedure: Describe how you will:

Introduce:	Review past lesson on 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."
Communicate Lesson Targets:	State and provide a visual for the following targets: <ul style="list-style-type: none"> • People can have different feelings about the same situation and feelings can change. • Listening to and thinking 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: <ul style="list-style-type: none"> • Second Step Unit 2: Empathy lesson of choice. • Social Justice focused book or media of choice

	<ul style="list-style-type: none"> • Social Justice supplemental materials of choice to focus on the following key concepts <p>Review key concepts:</p> <ul style="list-style-type: none"> • <u>Diversity</u>: Quality of being made of many different kinds of people, creatures or things; having a lot of variety. • <u>Culture</u>: “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 • <u>Social Justice</u>: Equity or justice is achieved in every aspect rather in only some aspects or for some people. Fair treatment. • <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 Second Step Unit 2: Empathy lesson of choice
Summarize:	<p>Provide a summary of the following 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>
<p><i>Data Collection Plan – 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 & 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 and Anti-Bullying Specialist to analyze HIB data.</p>	

Pre/Post Assessment Questions:

Before today's lesson...

- 1.) I knew that it is important to be kind to all people, even when they look, sound, act, or believe differently than I do. (*True/False*)
- 2.) I know how to offer empathy to a person in need. (*True or False*)

After today's lesson I can answer...

- 1.) Differences in the way people look, act, learn, sound, makes our world a more beautiful and interesting place. (*True/False*)
- 2.) If someone explains to me how what I have said or something that is hurtful to a group of people, what would be a good thing to say back? (*multiple choice: thank you for explaining that to me; I'm very sorry; I won't say that again; all of the above.*)

Unit Title: Problem-Solving

Unit Description:
Develop and enhance 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 6. Use effective collaboration and cooperation skills.
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions.

Indicators:
N/A

Understandings:
Students will understand that...

- There are steps that can help with solving problems.
- It is helpful to gain perspective on the actual size of a problem.

Essential Questions:

- 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:

- Pre/post tests
- School Counselor observation
- Teacher referral/feedback

Benchmarks:
Ongoing review of SEL Universal Screener

Learning Plan

Learning Activities:
Refer to attached ASCA Lesson Plan

Resources:
Second Step Unit 4: "Problem Solving" lesson of choice
Second Step Problem-Solving Steps Poster

Optional:
Books: What Do You Do With a Problem? By Kobi Yamada; I Can't Believe You Said That! My Story About Using My Social Filter... or not! By Julia Cook

Unit Modifications for Special Population Students	
Advanced Learners	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? How can problem solving skills help in your future career?
Struggling Learners	Provide opportunities for peer assistance during independent, small group or group work. Emphasize key concepts: Problems, brainstorming, solutions consequences Provide opportunities for students to draw or verbalize answers to written questions.
English Language Learners	Pre-teach vocabulary for problems, brainstorming, solutions and consequences using simplified language. Allow access to bilingual dictionaries, language learner dictionaries and electronic translators.
Special Needs Learners	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.
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
<p>Indicators: NJSLS Social Studies</p> <ul style="list-style-type: none"> • 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 21 st Century Skills
<p>Indicators:</p> <ul style="list-style-type: none"> • 9.2 Career Awareness, Exploration, and Preparation <p>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.</p>



Lesson Plan for April - May	Problem-Solving	(lesson title)
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School counselor:	
Target Audience:	Grade 3
Mindsets & Behaviors: (limit of three)	B-LS 1. Demonstrate critical-thinking skills to make informed decisions B-SS 6. Use effective collaboration and cooperation skills B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions
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:

Second Step Unit 4: “Problem Solving” lesson of choice: solving classroom problems, solving peer exclusions, dealing with negative peer pressure)

Second Step Problem-Solving Steps Poster

Optional:

Supplemental Activities:

Books: What Do You Do With a Problem? By Kobi Yamada; I Can’t Believe You Said That! My Story About Using My Social Filter... or not! By Julia Cook

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 “Today we will discuss the steps for problem-solving.”

Teach Content: Choose one or more of the following:

- Second Step 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

Review key concepts:

- S.T.E.P.s of problem solving:
 - Say the problem (without blame),
 - Think of solutions (safe and respectful),

	<u>Explore consequences (what could happen if...)</u> <u>Pick the best solution (make your plan)</u>
Practice Content:	Use a task from the <u>Second Step</u> unit 4 lesson selected.
Summarize:	State "It is helpful to realize 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 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>	
1.) 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>) 2.) When would you be able to use the strategies of problem-solving that you learned in today's lesson? (<i>Open-Ended</i>)	