



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):	4
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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>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 4 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/May – Problem-Solving</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 building foundational skills needed for participating in learning.	
Unit Duration: September	
Desired Results	
Standard(s): ASCA Mindsets and Behaviors B-LS 1. Demonstrate critical-thinking skills to make informed decisions B-LS 4. Apply self-motivation and self-direction to learning B-SS 1. Use effective oral and written communication skills and listening skills	
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 social emotional needs. • There are different expected and unexpected behaviors based on the environment. • Specific behaviors can have a positive or negative impact on relationships with peers and adults. 	Essential Questions: <ul style="list-style-type: none"> • What is the role of the school counselor? • How can you request contact with the school counselor? • How can my behaviors impact my relationships with my peers and adults?
Assessment Evidence	
Performance Tasks: N/A	Other Evidence: <ul style="list-style-type: none"> • 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: <u>Second Step</u> Curriculum: Unit 1 “Empathy and Skills for Learning” lesson of choice	
<i>Optional:</i> Supplemental Materials: Meet the school counselor 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.</p> <p>Ask open ended questions about what a “helper” for social, emotional and academic needs would provide for students, families and teachers.</p> <p>Ask how using identified skills for learning would help beyond school into a career.</p>
Struggling Learners	<p>Encourage peer assistance when performing independent tasks.</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>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
<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 4		
Mindsets & Behaviors: (limit of three)	B-LS 1. Demonstrate critical-thinking skills to make informed decisions B-LS 4. Apply self-motivation and self-direction to learning B-SS 1. Use effective oral & written communication skills & listening skills		
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 for social emotional needs.
Students will:	Gain an understanding of identified skills for learning.
Materials:	
<u>Second Step</u> Curriculum: Unit 1 “Empathy and Skills for Learning” lesson of choice. <i>Optional:</i> Supplemental Materials: Meet the school counselor materials of choice.	
Evidence Base:	
X Evidence-Based	
Procedure: Describe how you will:	
Introduce:	Present a visual of the school counselor with personal 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 us to learn”.

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 skills that will help you learn new information.”
Teach Content:	<p>Begin with a “Meet the school counselor” activity of choice. Share visual on the main board of the classroom with the School Counselor’s name written for students. Cover these 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 • 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: “Empathy and Skills for Learning” lesson plan of choice. 2. Another activity of choice that coincide with the essential questions.
Practice Content:	<p>Participate in resources from one of the following:</p> <ol style="list-style-type: none"> 1.) <u>Second Step</u> Unit 1: “Empathy and Skills for Learning” lesson of choice materials. Activities can include small group practice with scenarios, turn and talk practice, or whole group role-play. 2.) 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.
Summarize :	<p>State “As your school counselor, I am here to help you with your feelings, your problems, your achievements, and your families.”</p> <p><i>Optional:</i></p> <ol style="list-style-type: none"> 1. Reinforce lesson of choice from the <u>Second Step</u> Unit 1: “Empathy and Skills for Learning”. Use open-ended questions to reinforce chosen skills for learning lesson.
Close:	Remind students how to request to speak with the school counselor.
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	

Anticipated number of students:	15 – 25 per classroom
Planned length of lesson(s):	40 minutes
Mindsets & Behaviors Data:	
<ul style="list-style-type: none"> • Pre-/post-assessment attached 	
Outcome Data: (choose one)	
Achievement (describe): Attendance (describe): Discipline (describe): Collaborate with school administrator to analyze student disciplinary data.	
Questions for Pre/Post Assessment:	
<u>Before today's lesson...</u>	
1.) I knew what a school counselor does. <i>(True/False)</i> 2.) I knew how to ask to see my counselor. <i>(True/False)</i>	
<u>After today's lesson I can answer...</u>	
1.) What is the name of your school counselor? <i>(multiple choice)</i> 2.) 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> 3.) 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:
Understand the definition of bullying based on New Jersey Harassment, Intimidation law.
Understand the differences between bullying behavior, conflict and code of conduct violations.
Understand the steps to take to report bullying behavior when experiencing it themselves or as a 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’s law defines bullying as a purposeful behavior against another person to cause harm due to a perceived or actual characteristic
- The four types of bullying include physical, cyber-bullying, psychological and verbal
- There are differences between conflict, code of conduct violations and bullying
- There are strategies to respond to bullying behavior
- There are steps to take to report bullying behavior

Essential Questions:

- What is the definition of bullying in New Jersey?
- What is the difference between conflict and bullying?
- What are good strategies for responding to bullying?
- How do you report bullying to an adult?
- 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:

Optional:

DVD: Internet Bullies – Lesson Boosters Cerebellum Cooperation

Books: Weird! by Erin Frankel; Trouble Talk by Trudy Ludwig; My Secret Bully by Trudy Ludwig

Media: StopBullying.Gov video resources on YouTube

<https://www.youtube.com/user/StopBullyingGov>

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” and “bystander”. 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 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.
 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.

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 4		
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, as well as self-reflect to allow self-control to avoid bullying others.
Students will:	Strengthen coping skills in responding to bullying happening to themselves or others. Students will also know the steps for reporting bullying behavior.
Materials:	
<p>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></p> <p>DVD: <u>Internet Bullies</u> – Lesson Boosters Cerebellum Cooperation</p> <p>Books: <u>Weird!</u> by Erin Frankel; <u>Trouble Talk</u> by Trudy Ludwig; <u>My Secret Bully</u> by Trudy Ludwig</p> <p>Media: StopBullying.Gov video resources on YouTube https://www.youtube.com/user/StopBullyingGov</p> <p>Cartoon Network “Stop Bullying” videos and resources https://www.cartoonnetwork.com/stop-bullying/</p>	
Evidence Base:	
X Best Practice	
Procedure: Describe how you will:	
Introduce:	<p>Follow-up with “Meet the school counselor” lesson by restating the role of the school counselor, and when students would see them for social, emotional and academic services.</p> <p>State that today’s lesson will focus on bullying behavior and how students should appropriately react if they are a witness or subject of bullying behavior.</p>
Communicate Lesson Targets:	<p>Discuss the following lesson targets with the students:</p> <ul style="list-style-type: none"> • Define the terms bullying, conflict, and code of conduct. • Learn how to recognize bullying behavior and what steps to take to report it • Understand impact of the bystander role • Understand the result of bullying behavior on our peers • How learning these tools to be a better person will affect friendships, family relationships and future careers

Teach Content:	<p>Communicate the following with verbal and visual materials:</p> <ul style="list-style-type: none"> • <u>Bullying definition</u>: Bullying in NJ 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. • 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"> • Bullying definition • Conflict definition • Code of conduct violation definition • How to report bullying behavior <p><i>Optional:</i></p> <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:	<p>Summarize Key Concepts:</p> <ul style="list-style-type: none"> • Bullying definition • Conflict definition • Code of conduct violation definition • How to report bullying behavior

Close:	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.
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 student disciplinary and HIB data.	
Pre/Post Assessment Questions:	
<ol style="list-style-type: none"> 1.) What are the types of bullying? (<i>Multiple Choice: written (including cyberbullying), physical, verbal, psychological, all of the above</i>) 2.) Who should you report bullying behavior to? Choose all that apply. (<i>Multiple choice: nearest adult, parents, friends, school counselor, principal</i>) 3.) When you should report situations that happen at school or on the bus and appear to be bullying? (<i>Multiple choice: wait until you get home and tell your parents; tell the nearest adult and then tell your parent when you get home; don't say anything, it's tattling / snitching</i>) 4.) If a student threatens to hurt another kid, I should tell: (<i>Multiple choice: the student being threatened; an adult who can help solve the problem</i>) 5.) If a student says something mean about another student I should: (<i>Multiple choice: let the other student know what was said behind their back; tell the person to stop; talk to an adult about it; either b, c, or both</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: <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. • Recognizing how others are diverse and have differing life experiences impacts how we show empathy to others. • 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 compassion to others? • How does diversity play a role in showing empathy for others? • 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 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 1 "Empathy and Skills for Learning" lesson plan of choice <i>Optional:</i> Books: <u>Those Shoes</u> by Maribeth Boelts; <u>What is Empathy? A Bullying Storybook for Kids</u> by Amanda Morin and John Joseph DVD: <u>Put Yourself in Someone Else's Shoes Building Character</u> by Sunburst Visual Media	

Unit Modifications for Special Population Students	
Advanced Learners	Encourage students to consider how striving to understand 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, compassion, diversity Provide opportunities for students to draw or verbalize answers to written questions.
English Language Learners	Pre-teach vocabulary: empathy, compassion, diversity 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:</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. 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 4		
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	1

Learning Target(s)/Competency	
Students will:	Recognize and identify the thoughts, feelings, and perspectives of others.
Students will:	Recognize how showing compassion for others impacts relationships with peers and adults.
Materials:	
<u>Second Step</u> Unit 1: "Empathy and Skills for Learning" lesson plan of choice <u>Second Step</u> Poster: Empathy <i>Optional:</i> Books: <u>Those Shoes</u> by Maribeth Boelts; <u>Say Something</u> by Peter Reynolds; <u>The Proudest Blue: A Story of Hijab and Family</u> by Ibtihaj Muhammad DVD: Put Yourself in Someone Else's Shoes Building Character Sunburst Visual Media	
Evidence Base:	
X Evidence-Based	

Procedure: Describe how you will:	
Introduce:	Make a connection with the previous month's SEL 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 empathy. • 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"> • Second Step Unit 1: "Empathy and Skills for Learning" 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> <p><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?</p> <p><u>Standing in another's shoes</u></p> <p><u>Perspective</u>: A point of view; an opinion or idea about a subject</p>
Practice Content:	<p>Use 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>Summarize 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 – *For multiple lessons in a unit, this section only need be completed once*

Participation Data:

Anticipated number of students:	15-25 per classroom
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Planned length of lesson(s):	40 minutes
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Mindsets & Behaviors Data:

- 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 disciplinary and HIB data.

Pre/Post Assessment Questions:

Before today's lesson I knew...

- 1.) The definition of empathy. (*True/False*)
- 2.) How to use perspective to understand how someone feels. (*True/False*)

After today's lesson I can answer...

- 1.) What is the definition of empathy? (*Multiple choice: Understanding how others feel; Being nice; Doing kind things*)
- 2.) How can you show compassion to others? (*Open-ended*)

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-SMS 1. Demonstrate ability to assume responsibility B-SMS 2. Demonstrate self-discipline and self-control B-SS 9. Demonstrate social maturity & behaviors appropriate to the situation & 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 adults in their jobs/careers?
Assessment Evidence	
Performance Tasks: N/A	Other Evidence: <ul style="list-style-type: none"> • 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: <u>Second Step</u> Unit 3 “Managing Emotions” lesson of choice <u>Second Step</u> Poster “How To Calm Down”	
<i>Optional:</i> DVD: <u>Time Out on Anger: Learning Self-Control</u> by HRM Human Relations Media	

Books: Chillax!: How Ernie Learns to Chill Out, Relax, and Take Charge of His Anger by Marcella Marino Craver; Wilma Jean - The Worry Machine by Julia Cook

Supplemental Activities/Materials: Emotional management materials of choice; Second Step lesson activity of choice

Media: Fight Flight Freeze – A Guide to Anxiety for Kids video by Anxiety Canada on YouTube - https://youtu.be/FfSbWc3O_5M

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

2.1.4.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

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 January	Emotional Management	(lesson title)
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School counselor:				
Target Audience:	Grade 4			
Mindsets & Behaviors: (limit of three)	B-SMS 1. Demonstrate ability to assume responsibility B-SMS 2. Demonstrate self-discipline and self-control B-SS 9. Demonstrate social maturity & behaviors appropriate to the situation & 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:	

Learning Activities:

Refer to attached ASCA Lesson Plan

Resources:

Second Step Unit 2 “Managing Emotions” lesson of choice

Second Step Poster “How To Calm Down”

Optional:

DVD: Time Out on Anger: Learning Self-Control by HRM Human Relations Media

Books: Chillax!: How Ernie Learns to Chill Out, Relax, and Take Charge of His Anger by Marcella Marino Craver; Wilma Jean - The Worry Machine by Julia Cook

Supplemental Activities/Materials: Emotional management materials of choice; Second Step lesson activity of choice

Media: Fight Flight Freeze – A Guide to Anxiety for Kids video by Anxiety Canada on YouTube - https://youtu.be/FfSbWc3O_5M

Evidence Base:

X Evidence-Based

Procedure: Describe how you will:

Introduce:	Make a connection with the previous month’s SEL 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 2: “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.

	<ul style="list-style-type: none"> • <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>Summarize 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
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 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)	
<p>Achievement (describe):</p> <p>Attendance (describe): Collaborate with school administrator to analyze attendance data.</p> <p>Discipline (describe):</p>	
Pre/Post Assessment Questions:	
<u>Before today's lesson...</u>	
1.) I knew all the calming techniques we talked about today. (<i>True/False</i>)	

2.) I often used strategies to calm my strong emotions. (*True/False*)

After today's lesson, I can answer...

- 1.) What is emotional management? (*Multiple choice: what we do to stay in control of our emotions, telling our emotions what to do, not showing our emotions*)
- 2.) What calming tools can you use? Can you name a situation when you would use them? (*Open-ended*)
- 3.) Did you learn about any new techniques to help you manage your emotions during today's lesson? If so, what are they? (*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): ASCA 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 5. Demonstrate ethical decision-making and social responsibility	
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 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: <u>Second Step</u> Unit 1 “Empathy and Skills for Learning” lesson of choice	
<i>Optional:</i> Books: <u>The Day You Begin</u> by Jacqueline Woodson; <u>Separate is Never Equal</u> by Matthew A Cherry; <u>The Skin You Live In</u> by Michael Taylor; <u>Say Something</u> by Peter Reynolds; <u>The</u>	

Proudest Blue: A Story of Hijab and Family by Ibtihaj Muhammad; Let the Children March by Monica Clark-Robinson

DVD: Everybody's Different Lesson Booster by Sunburst Visual Media

Media: Building Empathy for Kids video by Flocabulary on YouTube - <https://youtu.be/QVqZ4WqI9q8>

Unit Modifications for Special Population Students

Advanced Learners	Encourage reflection on media, personal experience and literature that includes topics of diversity and social justice. Connect how this relates to New Jersey's definition of bullying. Reflection of upstander and bystander behaviors within peer groups.
Struggling Learners	Provide opportunities for peer assistance during independent, small group or group work. Emphasize key concepts: Diversity, differences, culture, race, upstander, bystander, social justice, prejudice. Provide opportunities for students to draw or verbalize answers to written questions.
English Language Learners	Pre-teach key vocabulary: diversity, culture, race, social justice, upstander, bystander, prejudice 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 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.

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.

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 February - March	Diversity, Social Justice	(lesson title)
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School counselor:			
Target Audience:	Grade 4		
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	Self-Awareness, 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:	
<p>Resources:</p> <p><u>Second Step</u> Unit 1 “Empathy and Skills for Learning” lesson on of choice</p> <p><i>Optional:</i></p> <p>Books: <u>The Day You Begin</u> by Jaqueline Woodson; <u>Separate is Never Equal</u> by Matthew A Cherry; <u>The Skin You Live In</u> by Michael Taylor; <u>Say Something</u> by Peter Reynolds; <u>The Proudest Blue: A Story of Hijab and Family</u> by Ibtihaj Muhammad; <u>Let the Children March</u> by Monica Clark-Robinson</p> <p>DVD: <u>Everybody’s Different Lesson Booster</u> by Sunburst Visual Media</p> <p>Media: <u>Building Empathy for Kids</u> video by Flocabulary on YouTube - https://youtu.be/QVqZ4Wgl9q8</p>	
Evidence Base:	
X Evidence-Based	
Procedure: Describe how you will:	
Introduce:	<p>Connect with prior lesson on empathy (January). State “Today we are going to learn about diversity and how an individual’s actions when faced with prejudice will turn into social justice.”</p> <p>State “Now let’s review all of those terms.”</p>
Communicate Lesson Targets:	<p>State and provide a visual for the following targets:</p> <ul style="list-style-type: none"> • Understand the definition of diversity and how people have different characteristics • Explore the presence and impact of social justice • 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
Teach Content:	<p>Choose one or more of the following:</p> <ul style="list-style-type: none"> • Second Step Unit 1: “Empathy and Skills for Learning” lesson of choice • Social Justice focused book or media of choice • 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 focused on essential questions of choice. • Activity from Second Step Unit 1: “Empathy and Skills for Learning” lesson of choice <p><i>Optional:</i></p> <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 social justice and diversity. • Practice reporting bullying and identify who to report to and when.
Summarize:	<p>Provide a summary of the following key concepts:</p> <ul style="list-style-type: none"> • Understanding a person’s diversity/differences and acting as an upstander can lead to positive social justice. • 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>Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i></p>	
<p>Participation Data:</p>	

Anticipated number of students:	15-25 per class
Planned length of lesson(s):	40 minutes
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...</u>	
1.) I already knew the term diversity and what it means. (<i>True or False</i>) 2.) I know how to offer empathy to a person in need. (<i>True or False</i>)	
<u>After today's lesson I can answer...</u>	
1.) Describe the role of the upstander. (<i>Open ended</i>) 2.) Explain how others are diverse from you. (<i>Open ended</i>) 3.) What is the definition of prejudice? (<i>Multiple choice</i>)	

Unit Title: Problem-Solving	
Unit Description: Offer 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 6. Use effective collaboration and cooperation skills B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	
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? • What consequences could you face if you do not handle your problem respectfully and safely? • When I am an adult, how can problem-solving skills help me in my job/career?
Assessment Evidence	
Performance Tasks: N/A	Other Evidence: <ul style="list-style-type: none"> • 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: <u>Second Step</u> Unit 3: "Problem Solving" lesson of choice <u>Second Step</u> Problem-Solving Steps Poster <i>Optional:</i> Books: <u>What Do You Do With a Problem?</u> By Kobi Yamada; <u>Trouble Talk</u> by Trudy Ludwig; <u>Simon's Hook; A Story About Teases and Put-downs</u> by Karen Gedig Burnett	
DVD: <u>Sometimes Friends Mean Trouble</u> by Sunburst Visual Media	

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?
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

Indicators:

NJSLS Comprehensive Health

2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.

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 April	Problem-Solving	(lesson title)
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School counselor:			
Target Audience:	Grade 4		
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:	Recognize problem-solving can result in desired outcomes/avoiding undesired consequences. Taking responsibility for actions provides power for positive change.
Materials:	
<u>Second Step</u> Unit 3: "Problem Solving" lesson of choice <u>Second Step</u> Problem-Solving Steps Poster <i>Optional:</i> Books: <u>What Do You Do With a Problem?</u> By Kobi Yamada; <u>Trouble Talk</u> by Trudy Ludwig; <u>Simon's Hook; A Story About Teases and Put-downs</u> by Karen Gedig Burnett DVD: <u>Sometimes Friends Mean Trouble</u> by Sunburst Visual Media	
Evidence Base:	
X Evidence-Based	
Procedure: Describe how you will:	

Introduce:	<p>Make a connection with the previous month’s lesson and ask students to reflect on how they have seen social justice actions take place within their school environment and community.</p> <p>Introduce problem-solving skills and that today we are going to focus on recognizing the magnitude of our problems, and what effective coping strategies we can use to solve them.</p>
Communicate Lesson Targets:	State “Today we will learn ways to create a problem-solving checklist.”
Teach Content:	<p>Choose one or more of the following:</p> <ul style="list-style-type: none"> • <u>Second Step</u> Unit 3: “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 <u>S</u>ay the problem (without blame), <u>T</u>hink of solutions (safe and respectful), <u>E</u>xplore consequences (what could happen if...) <u>P</u>ick the best solution (make your plan)
Practice Content:	<p>Choose one or more of the following activities:</p> <ul style="list-style-type: none"> • Activity of choice from Second Step unit 3 lesson selected. • Supplemental materials can include small group practice with scenarios, turn and talk practice, or whole group role-play. • Reinforce the control that the student has on their individual problems and plan appropriate steps to solve it.
Summarize:	<p>Reinforce the key concepts:</p> <ul style="list-style-type: none"> • S.T.E.P.s of problem solving: <u>S</u>ay the problem (without blame) <u>T</u>hink of solutions (safe and respectful) <u>E</u>xplore consequences (what could happen if...) <u>P</u>ick the best solution (make your plan)
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)	
<p>Achievement (describe):</p> <p>Attendance (describe):</p> <p>Discipline (describe): Collaborate with school administrator to analyze student disciplinary data.</p>	
Pre/Post Assessment Questions:	
<u>Before today's lesson...</u>	
<ol style="list-style-type: none"> 1.) I knew the steps for problem-solving. (<i>True/False</i>) 2.) I usually used the problem-solving steps. (<i>True/False</i>) 	
<u>After today's lesson, I can answer...</u>	
<ol style="list-style-type: none"> 1.) It is helpful to avoid words like "you always", "you never", when saying the problem. (<i>True/False</i>) 2.) Saying, "I feel...when people...will you please..." is a helpful way to discuss the problem with another person. (<i>True/False</i>) 	