Course Description
5-8 Guidance School Counselor Curriculum Guide

The purpose of guidance and counseling services is to assist students in self-examination, self-evaluation, and analysis of alternatives so that each student can benefit most fully from his/her education and life experiences. The National Standards for School Counseling Program related to academic, career and personal/social development are delivered and taught in individual and group sessions by the counselors with the support of the administration and professional staff as is necessary. Teachers and counselors collaborate to integrate activities from the counseling curriculum into classroom lessons and into school-wide programs. It is expected that at a minimum counselors shall meet individually with students twice in a year and also through an approved plan in appropriate group sessions.

The recommended K-12 Guidance Curriculum is a national and standards based curriculum that provides clear directions for the nature and scope of the Guidance Program and also the desired outcomes for students. This Guidance Curriculum begins with the major responsibilities of all Guidance Counselors as reported in the Study of the Guidance Program completed in April, 2014, followed by the ASCA National Standards, New Jersey Core Curriculum Standards and concludes in the Appendix with suggested timelines and activities at K-4, 5-8, and 9-12 grade levels. The suggested timelines and activities should be revisited each year and modified accordingly to meet the standards set and the responsibilities for Guidance Counselors.

http://www.state.nj.us/education/modelcurriculum/ela/
The Paterson School District Board of Education believes that the school counseling program is an integral part of the education of each student. The school counseling program therefore must be comprehensive, developmental, systemic, structured, flexible, sensitive and proactive. From Pre-K through the twelfth grade, the counseling program addresses the academic, personal, social, college/career, and life planning needs of all students. The district, through the direction of the Board of Education and the Superintendent, and the implementation by the counseling and teaching staff emphasizes the strong capabilities of every student and therefore organizes the counseling program as the primary means along with teachers to support and to develop every student to participate successfully in a rapidly changing world. The school environment, as directed by the building Principal, must therefore be a child-centered learning environment that supports individual student needs and interests along with the development of the critical skills of academic, emotional, and social intelligence. Guidance Counselors must be provided by the Principal and the District with a demanding but attainable schedule to counsel, guide, and support students. Additionally, Guidance Counselors must work with professional staff as well as the community to learn and to enlist their talents to serve students and their families well. The outcome of the Guidance Counseling Program is expected to equip every student with the confidence and skills to pursue college and/or a career enabling them to be successful and to thrive in the world they will enter. Anything less is regarded to be more than inadequate.
<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>CCSS</th>
<th>ASCA National Standards</th>
</tr>
</thead>
</table>
| 1 | Articulate feelings of confidence and use communication skills as a growing learner | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | **Academic Development**  
*Standard 1*  
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.  
**Personal/Social Development**  
*Standard 2*  
Students will make decision, set goals, and take necessary action to achieve goals.  
*Standard 3*  
Students will understand safety and survival skills. |
| 2 | Develop an awareness of personal goals | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | **Academic Development**  
*Standard 1*  
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.  
**Personal/Social Development**  
*Standard 2*  
Students will make decision, set goals, and take necessary action to achieve goals.  
*Standard 3*  
Students will understand safety and survival skills. |
| 3 | Recognize rights and responsibilities of self and others | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | **Academic Development**  
*Standard 1*  
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.  
**Personal/Social Development**  
*Standard 2*  
Students will make decision, set goals, and take necessary action to achieve goals.  
*Standard 3*  
Students will understand safety and survival skills. |
| 4 | Interact and work cooperatively using listening and communication skills as a growing learner | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | **Academic Development**  
*Standard 1*  
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.  
**Personal/Social Development**  
*Standard 2*  
Students will make decision, set goals, and take necessary action to achieve goals.  
*Standard 3*  
Students will understand safety and survival skills. |
| 5  | Develop effective coping skills for dealing with problems and learn techniques to manage conflict | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | Academic Development  
Standard 1  
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.  
Personal/Social Development  
Standard 2  
Students will make decision, set goals, and take necessary action to achieve goals.  
Standard 3  
Students will understand safety and survival skills. |
| 6  | Learn to be successful learners | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | Academic Development  
Standard 1  
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.  
Personal/Social Development  
Standard 2  
Students will make decision, set goals, and take necessary action to achieve goals.  
Standard 3  
Students will understand safety and survival skills. |
| 7  | Recognize, accept, respect and appreciate differences and understand alternate points of view | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | Academic Development  
Standard 1  
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span  
Personal/Social Development  
Standard 1  
Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.  
Standard 3  
Students will understand safety and survival skills |
| 8  | Identify the value of lifelong learning | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | Academic Development  
Standard 2  
Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.  
Standard 3  
Students will understand the relationship of academics to the world of work, and to life at home and in the community.  
Personal/Social Development  
Standard 2  
Students will make decision, set goals, and take necessary action to achieve goals.  
Standard 3  
Students will understand safety and survival skills. |
|   | Learn about traditional and non-traditional occupations | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | Academic Development
|   |                                                                 |                                                                 | **Standard 2**
|   |                                                                 |                                                                 | Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
|   |                                                                 |                                                                 | **Standard 3**
|   |                                                                 |                                                                 | Students will understand the relationship of academics to the world of work, and to life at home and in the community.
|   |                                                                 |                                                                 | Personal/Social Development
|   |                                                                 |                                                                 | **Standard 2**
|   |                                                                 |                                                                 | Students will make decision, set goals, and take necessary action to achieve goals.
|   |                                                                 |                                                                 | **Standard 3**
|   |                                                                 |                                                                 | Students will understand safety and survival skills.
| 10 | Examine future academic options consistent with interests, aptitudes and abilities | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | Academic Development
|   |                                                                 |                                                                 | **Standard 2**
|   |                                                                 |                                                                 | Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
|   |                                                                 |                                                                 | **Standard 3**
|   |                                                                 |                                                                 | Students will understand the relationship of academics to the world of work, and to life at home and in the community.
|   |                                                                 |                                                                 | Personal/Social Development
|   |                                                                 |                                                                 | **Standard 2**
|   |                                                                 |                                                                 | Students will make decision, set goals, and take necessary action to achieve goals.
|   |                                                                 |                                                                 | **Standard 3**
|   |                                                                 |                                                                 | Students will understand safety and survival skills.
| 11 | Demonstrate the decision-making process to set personal goals and identify work habits and attitudes necessary in the world of work | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | Academic Development
|   |                                                                 |                                                                 | **Standard 2**
|   |                                                                 |                                                                 | Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
|   |                                                                 |                                                                 | **Standard 3**
|   |                                                                 |                                                                 | Students will understand the relationship of academics to the world of work, and to life at home and in the community.
|   |                                                                 |                                                                 | Personal/Social Development
|   |                                                                 |                                                                 | **Standard 2**
|   |                                                                 |                                                                 | Students will make decision, set goals, and take necessary action to achieve goals.
|   |                                                                 |                                                                 | **Standard 3**
|   |                                                                 |                                                                 | Students will understand safety and survival skills.
| 12 | Identify values, attitudes and beliefs | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | Academic Development
|   |                                                                 |                                                                 | **Standard 2**
|   |   | Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.  
Standard 3  
Students will understand the relationship of academics to the world of work, and to life at home and in the community.  
Personal/Social Development  
Standard 2  
Students will make decision, set goals, and take necessary action to achieve goals.  
Standard 3  
Students will understand safety and survival skills. |
Educational Technology Standards

8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.2, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1, 8.1.5.F.1

- **Technology Operations and Concepts**
  - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
  - Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
  - Use a graphic organizer to organize information about a problem or issue.

- **Creativity and Innovation**
  - Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.

- **Communication and Collaboration**
  - Engage in online discussion with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

- **Digital Citizenship**
  - Understand the need for and use of copyrights.
  - Analyze the resources citations in online materials for proper use.
  - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
  - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

- **Research and Information Literacy**
  - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

- **Critical Thinking, Problem Solving, Decision Making**
  - Apply digital tools to collect, organize, and analyze data that support a scientific finding.
Educational Technology Standards


- **Technology Operations and Concepts**
  - Demonstrate knowledge of a real world problem using digital tools.
  - Create a document using one or more digital applications to be critiqued by professionals for usability.
  - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

- **Creativity and Innovation**
  - Synthesize and publish information about a local or global issue or event.

- **Communication and Collaboration**
  - Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

- **Digital Citizenship**
  - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
  - Demonstrate the application of appropriate citations to digital content.
  - Demonstrate an understanding of fair use and Creative Commons to intellectual property.
  - Assess the credibility and accuracy of digital content.
  - Understand appropriate uses for social media and the negative consequences of misuse.

- **Research and Information Literacy**
  - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

- **Critical Thinking, Problem Solving, Decision Making**
  - Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
## Career Ready Practices

*Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.*

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
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<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
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<table>
<thead>
<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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<tbody>
<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</td>
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<table>
<thead>
<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
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<tbody>
<tr>
<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
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<table>
<thead>
<tr>
<th>CRP4. Communicate clearly and effectively and with reason.</th>
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<tbody>
<tr>
<td>Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</td>
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<tr>
<th>CRP5. Consider the environmental, social and economic impacts of decisions.</th>
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</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition,</td>
</tr>
</tbody>
</table>
the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing
Career Ready Practices

education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
### Differentiated Instruction

**Strategies to Accommodate Students Based on Individual Needs**

<table>
<thead>
<tr>
<th><strong>Time/General</strong></th>
<th><strong>Processing</strong></th>
<th><strong>Comprehension</strong></th>
<th><strong>Recall</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Provide a warning for transitions</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
</tr>
<tr>
<td>Provide lecture notes/outline</td>
<td>Reading partners</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td>English to Spanish translation if necessary</td>
<td></td>
<td>Emphasize multi-sensory learning</td>
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<tr>
<th><strong>Assistive Technology</strong></th>
<th><strong>Tests/Quizzes/Grading</strong></th>
<th><strong>Behavior/Attention</strong></th>
<th><strong>Organization</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>TV &amp; videos</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
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<td></td>
<td>Read directions aloud</td>
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<td>Color code materials</td>
</tr>
</tbody>
</table>


The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

**Seeking to build each learner’s capacity to do the following:**
- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center

**Strategies**
- Open-ended activities and projects.
- Form and build on learning communities.
- Providing pupils with experiences outside the ‘regular.’
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.
Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Surveys
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
- Accountable Talk
- Student Conferencing
- Exit Slips
Interdisciplinary Connections

*Model interdisciplinary thinking to expose students to other disciplines.*

**Interdisciplinary Connections:**

*Language Arts* emphasizes active questioning, analysis, and research skills for students to effectively frame their own arguments by defending, challenging, substantiating, and qualifying their assertions. Thus, exposing students to historical content necessitates making history an essential research source. Using technology and identifying reliable sources also plays a big role when defending or challenging ideas as it is imperative to be able to discern facts from fiction when developing proficiency in sourcing information. Communication, public speaking, and publication skills are involved when developing fluency in student writing skills. For example, when crafting writing assignments students must consider their audience and mode of communication. Students will need to identify the best form of communicating their ideas/analysis, which will enable them to develop proficiency when writing and sharing their ideas over an extended period of time. As a result, the more confident a student becomes in their writing the more proficient they become in communicating and are therefore more inclined to share their ideas with society by way of informal publication such as online blog posts and school displays.
<table>
<thead>
<tr>
<th>Student Learning Objectives/Standards</th>
<th>Essential Questions</th>
<th>Sample Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.</td>
<td>Who are people you can go to assist choices and decisions you are experiencing? How do you know you are making good decisions? How do you problem solve and develop strategies?</td>
<td>Individual sessions Group sessions and classroom guidance lessons Assist in the transition and adjustment to educational life Career and Character Education Discuss academic and personal progress Process the value of education Provide crisis intervention services Facilitate Peer Mediation/Problem-Solving *See appendix A &amp; I</td>
</tr>
<tr>
<td>The student will understand safety and survival skills.</td>
<td>How do you determine what are safe and unsafe situations? Who are some people you can go to when you feel unsafe at home, school, and the community?</td>
<td>Individual sessions Group sessions and classroom guidance lessons Assist in the transition and adjustment to educational life Career and Character Education Discuss academic and personal progress Process the value of education Provide crisis intervention services Facilitate Peer Mediation/Problem-Solving *See appendix B, C, &amp;D</td>
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<td>The student will be able to make decisions, set goals and take necessary actions to achieve goals.</td>
<td>How do you know you are making good decisions? How do you problem solve and develop strategies to achieve goals?</td>
<td>Individual sessions Group sessions and classroom guidance lessons Assist in the transition and adjustment to educational life Career and Character Education Discuss academic and personal progress Process the value of education Provide crisis intervention services Facilitate Peer Mediation/Problem-Solving</td>
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<td>College Ready Practices: CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12</td>
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<td>*See appendix J</td>
</tr>
<tr>
<td>The student will be able to acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</td>
<td>Do you think that personal issues can affect your learning? How do you handle stress? Who are people that you can talk to about stress and conflict? What are coping skills that can assist you personally and educationally?</td>
<td>Individual sessions Group sessions and classroom guidance lessons Assist in the transition and adjustment to educational life Career and Character Education Discuss academic and personal progress Process the value of education Provide crisis intervention services Facilitate Peer Mediation/Problem-Solving</td>
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<td>*See appendix F</td>
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<tr>
<td>Students will demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.</td>
<td>Are you able to self-check yourself in school to work independently? What are effective methods of working in groups for a class project?</td>
<td>Individual sessions Group sessions and classroom guidance lessons Assist in the transition and adjustment to educational life Career and Character Education Discuss academic and personal progress Process the value of education Provide crisis intervention services Facilitate Peer Mediation/Problem-Solving</td>
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<td>ASCA National Standards: Academic Development: Standard A, Standard B; Career Development:</td>
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<tr>
<td>Students will demonstrate the ability to assert boundaries, rights, and personal privacy.</td>
<td>How do you define boundaries?</td>
<td>Group sessions and classroom guidance lessons</td>
</tr>
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<td>College Ready Practices: CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12</td>
<td></td>
<td>Assist in the transition and adjustment to educational life</td>
</tr>
<tr>
<td>Students will identify positive qualities and positive attributes of their peers.</td>
<td>How do you view yourself?</td>
<td>Discuss academic and personal progress</td>
</tr>
<tr>
<td>College Ready Practices: CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12</td>
<td>What builds upon self-esteem?</td>
<td>Process the value of education</td>
</tr>
<tr>
<td>The student will be able to acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career choices.</td>
<td>What is a career?</td>
<td>Facilitate Peer Mediation/Problem-Solving</td>
</tr>
<tr>
<td>College Ready Practices: CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12</td>
<td>Can you build on your interest to have a career?</td>
<td></td>
</tr>
<tr>
<td>ASCA National Standards: Academic Development:</td>
<td>Do your interest align with a career and how do you build upon it?</td>
<td></td>
</tr>
<tr>
<td>Student Learning Objectives/Standards</td>
<td>Essential Questions</td>
<td>Sample Activities</td>
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<tr>
<td>Students will identify social and emotional development. College Ready Practices: CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 ASCA National Standards: Academic Development: Standard A, Standard B; Career Development: Standard A, Social/Development Standard: A, Standard B, Standard C</td>
<td>Do you know what it means to have a career? Do you know the difference between a job and a career?</td>
<td>Individual sessions Group sessions and classroom guidance lessons Assist in the transition and adjustment to educational life Career and Character Education Discuss academic and personal progress Process the value of education Provide crisis intervention services Facilitate Peer Mediation/Problem-Solving *See appendix J &amp; O</td>
</tr>
<tr>
<td>The student will employ strategies to achieve future career success and satisfaction. College Ready Practices: CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 ASCA National Standards: Academic Development: Standard A, Standard B; Career Development: Standard A, Social/Development Standard: A, Standard B, Standard C</td>
<td>Do you know what career goals are and do you think that it is important? What is the difference between elementary, middle school and high school? How is elementary/middle school</td>
<td>Individual sessions Group sessions and classroom guidance lessons Assist in the transition and adjustment to educational life Career and Character Education Discuss academic and personal progress Process the value of education Provide crisis intervention services</td>
</tr>
<tr>
<td>Student Learning Objectives/Standards</td>
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<td>Sample Activities</td>
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<tr>
<td>The student will understand the relationship between personal qualities, education and training and the world of work. College Ready Practices: CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12</td>
<td>Let’s develop the understanding of career awareness and employment readiness. How are you prepared to understand the value of education and training and work place?</td>
<td>Individual sessions Group sessions and classroom guidance lessons Assist in the transition and adjustment to educational life Career and Character Education Discuss academic and personal progress Process the value of education Provide crisis intervention services Facilitate Peer Mediation/Problem-Solving *See appendix F</td>
</tr>
</tbody>
</table>
RESOURCES

ADDITIONS

National Institute on Drug Abuse
http://www.nida.nih.gov/
The National Institute on Drug Abuse supports over 85% of the world’s research on the health aspects of drug abuse and addiction. This site lists information on drug abuse trends, treatment methods, research, and publications.

National Institute on Drug Abuse and Alcoholism
http://www.niaaa.nih.gov/
This website includes news, research, publications, and databases on alcohol and related problems. The NIDAA also provides leadership in the national effort to reduce the severe and often fatal consequences of these problems.

National Clearinghouse for Alcohol and Drug Information
http://www.health.org/
Information about illicit drugs, alcohol, and tobacco are provided in these websites. Also included are related links, funding information, a "kids only" page, and special features and campaigns.

Web of Addictions
http://www.well.com/user/woa/
This site was developed in response to concern about the pro drug use messages in some Web sites and the extent of misinformation about drugs on the internet. The Web of Addictions is dedicated to providing accurate information about alcohol and drug addictions. This site is a resource for teachers, counselors, and students who need factual information.

Dual Diagnosis Website
http://users.erols.com/ksciacca/
Dual diagnosis refers to the co-occurrence of mental illness with drug or alcohol addiction. This site is designed to provide information and resources for service providers, consumers, and family members.

Substance Abuse and Mental Health Services Administration
http://www.samhsa.gov/
This federal agency is charged with improving the quality and availability of prevention, treatment, and rehabilitation services in order to reduce the consequences of substance abuse. This site provides news and information on mental health and substance abuse, including a treatment locator.
Alcoholic's Anonymous  
http://www.aa.org  
The Alcoholics Anonymous website offers information on this self-help fellowship, support, and network for those seeking recovery and those affected by other’s alcoholism.

Narcotics Anonymous  
http://www.na.org/index.htm  
Narcotics Anonymous is an international, community-based association of recovering drug addicts.

ABUSE and ASSAULT

Sexual Assault Information Page  
This is a not-for-profit information and referral service providing information about rape and acquaintance rape, child sexual abuse, incest, ritual abuse, sexual assault, and sexual harassment. Also included is information about counseling and legal sources.

National Clearinghouse on Child Abuse and Neglect  
http://www.calib.com/nccanch  
This is a national resource for professionals seeking information on prevention, identification, and treatment of child abuse, neglect, and related child welfare issues.

Voices in Action Incest Survivors  
http://www.voices-action.org  
VOICES in Action, Inc. is an international organization providing assistance to victims of incest and child sexual abuse, helping victims to become survivors.

ASSESSMENT/TESTING

Myers-Briggs® Links: Online Personality Type Resources  
http://www.mdbest.com/mbti_links/htm  
Everything you always wanted to know about the Myers-Briggs but could never find online! This is the official site – others have been taken off line. This also includes information and links to the online version of the Keirsey-Sorter, sometimes called the "short version" of the Myers-Briggs.

Assessment and Evaluation on the Internet  
http://www.ericacenet/intbod.stm  
This site provides annotated links to some of the best sites on the internet that provide educational assessment, evaluation, and research compiled by the ERIC Assessment and Evaluation Clearinghouse.

CAREER COUNSELING
New Hampshire Employment Security
http://www.nhes.state.nh.us/
The official website of NH Employment Security, with information about its various programs and links for job seekers and employers.

Career Builder
http://www.careerbuilder.com/
Career Builder offers job search features, career projects, career coaching, counseling, and testing, and articles such as "The Color of Success".

Career Magazine
http://www.careermag.com/
This site may interest students as it combines serious job search skills with humor. Features include negotiation skills, job hunt IQ test, and a learning center.

Promoting Safe Work for Young Workers
http://www.cdc.gov/niosh/99-14111.html
This Center for Disease Control and Injury Prevention web site lists rules and laws pertaining to working teens, and give resource contact information. The homepage of this site contains a large list of health related resources, including curriculum.

WorkinfoNET
http://www.gov.nf.ca/nlwin/No_Frames/Home/2HOME.HTM
This site, developed by the government of Newfoundland and Labrador, Canada, offers information and guidance on occupations and career, workplace issues and supports, and career and employment training.

CERTIFICATION INFORMATION

Information on State Credentialing
http://www.nbcc.org.states/info.htm
The National Board for Certified Counselors maintains a listing of state credentialing information for the country.

State Certification and Licensure Guidelines for School Counselors
http://members.delphi.com/psychoh815/index.html
The American Counselors Association provides this state by state information.

New Hampshire Certification Guidelines
http://www.ed.state.nh.us/Certification/teacher.htm
This New Hampshire Department of Education web site includes detailed information about the certification process, alternative certification processes, and requirements. Forms are available to download.

College Board
http://www.collegeboard.com/
The College Board site connects students to colleges and opportunities such as planning for college, taking the tests (SAT and others), Finding the right college, Getting into college, and Financial Aid.

Hobson’s College View
http://www.collegeview.com
Hobson’s offers online college search, campus events, books and articles, financial aid and scholarship information, career planning tools, and services for counselors.

New Hampshire Higher Education Assistance Foundation
http://www.nhheaf.org
The NHHEAF Network does more than help students and parents with college financing. They have program to assist teacher and counselors with helping students think about their futures early, workshops about college and career planning for counselors and for students and parents, and many other resources.

Peterson’s College Guide
http://www.petersons.com/
The developers of the well-known college guide have provided website services for guidance counselors, students, parents, and admissions officers.

Preparing Your Child for College
http://www.ed.gov/pubs/Prepare/index.html
This full text on-line publication, a resource guide for parents, includes sections on preparing for, choosing, and financing a college education, long-range planning, and career planning.

Think College Early
http://www.ed.gov/thinkcollege/early/tce_home.htm
The U.S. Department of Education initiative of college counseling for middle school age students is supported by a web site full of ideas, information, planning tools, and resources.

COUNSELOR EDUCATION PROGRAMS

Directory of CACREP Accredited Programs
http://www.counseling.org/CACREP/directory.htm
The Council for Accreditation of Counseling and related Educational Programs lists the accredited programs in each state.

COUNSELING INFORMATION ONLINE

American Psychological Association
http://www.apa.org/pubinfo/
The Public Affairs Office of the APA has prepared resources to provide information on mental health and psychological issues collected into topical groups of health information, family, and the mind-body connection. Articles cover such topics as: "Depression and Psychotherapy", and "Controlling Anger Before it Controls You".
Career and Personal Planning
http://www.bced.gov.bc.ca/irp/
The British Columbia (Canada) Ministry of Education has compiled an extensive curriculum plan for personal and social development K-12, which they call career and personal planning. This Integrated Curriculum Package contains learning outcomes, suggested ideas for instruction, a list of recommended learning resources (books, videos, electronic resources) and possible methods for evaluating students’ progress. This is one of my favorite guidance curriculum sites and I have sought and obtained written permission from the BC Ministry of Education for New Hampshire Guidance Counselors to download, duplicate, and use any information from this site. Follow the link from "Integrated Resource Packages" to "Career and Personal Planning", and then to any specific grade level.

Center for School Mental Health Assistance
http://csmha.umaryland.edu
CSMHA’s mission is assisting programs and individuals involved in or interested in advancing school mental health programs. Assistance is provided by phone, email, or at CSMHA sites.

Chuck Eby’s Counseling Resources
http://www.cybercomm.net/~chuck/guide.html
The links listed here provide a number of Counseling and Guidance resources for students, parents, and counselors, such as college information, financial aid information, sources for study skill help, career information, resources for parents, and resources for counselors.

Counseling Center Index Page
http://ub-counseling.buffalo.edu/index.shtml
The Student Health Center Counseling Center of the University of buffalo lists some useful information on their site including self-help materials (pamphlets for students) that would be appropriate for High School students. These self-help materials deal with topics such as Anxiety, Stress, Relationships, Alcohol & Drugs, Overcoming Depression, Preventing Suicide, Rape, Abuse, and Violence, Coping with Death and Grief, Health, Diet, and Body Image, Study Skills, and other resources.

Counseling Center Village
http://www.ub-counseling.buffalo.edu/ccv.html
The University of New York at Buffalo sponsors this site, which is made up of many home pages and other web resources created by college and university counseling centers around the world.

Counseling Resources on the Internet
http://www.csun.edu/~hfedp001/links.html
The California State University at Northridge Department of Educational Psychology and Counseling has included links to Professional Organizations, Counseling Theories Webpages, Counselor Education Departments, Mental Health Links, Prevention Resources, Multicultural Counseling Resources, Career Counseling Resources, Family Counseling Resources, and others, including the American Association for Therapeutic Humor.

Crisis Counseling
http://www.crisiscounseling.org/
The Mentor research Institute Crisis Counseling page offers links and articles free for your information and use. Links lead to pages about effective crisis intervention, abuse and violence, suicide and self-hurting, drugs and alcohol, teenage runaways, and gangs, and others.
Curriculum Links for Guidance Counselors
http://www.esu16.k12.ne.us/curriculum/guidance.html
This page of useful links comes from the Nebraska Educational Service Unit #16. It includes career, behavioral, and mental health information, and links to the home page offer other types of educational information.

Discipline Help – You Can Handle Them All
http://www.disciplinehelp.com/
This website is a free discipline resource from the MASTER Teacher learning center. A link to "Solutions for Handling 117 Misbehaviors" brings you to a tool that presents a step-by-step approach to changing inappropriate student behavior to appropriate behavior. The belief behind these methods is that "a program of discipline must teach self-discipline". NOTE: Some people have found these solutions equally effective with adult behaviors.

Dr. Bob’s Mental Health Links
http://www.dr-bob.org/mental.html
This page of mental health links is geared toward professionals in the field but has information for all, including a virtual en-psych-lopedia, psychopharmacology tips, and a link to psycho-babble.

Effective Collaboration and Practice – Special Education
http://www.air.org/cecp/
The Center for Effective Collaboration and Practice describes their mission as "Improving services for children and Youth with Emotional and Behavioral Problems, helping communities create schools that promote emotional well-being and safe learning, and supporting effective collaboration at a local, state, and national level." This website contains an extensive list of resources to support their mission.

ERIC Counseling and Student Services Clearinghouse
http://ericcass.uncg.edu/
The Educational Resources Information Center Counseling and Student Services Clearinghouse (ERIC/CASS) is one of the original ERIC sites, established in 1966 by Dr. Garry R. Walz at the University of Michigan. Its scope includes school counseling, school social work, school psychology, mental health counseling, marriage and family counseling, career counseling, and student development. Although ERIC has gone through some changes in the past year, there should be links to the new sites.

Guidance Resources Homepage
http://www3.dist214.k12.il.us/guidance/index.html
This information has been compiled by an Illinois High School Guidance Counselor to assist guidance counselors and high school students with planning for the future and with other guidance issues. Categories include Career Planning, General Post Secondary Information, General Financial Aid, Test Preparation, Special Education Issues, Personal Counseling Issues, Information on Specific Careers, College Home Pages, Scholarship Information. Study Skills, resources for Athletes, and College Information.
HE@LTH
http://www.athealth.com
Athealth.com is a site that provides information on a variety of mental health issues and conditions. Their motto is: Mental Health Touches Everyone. This site includes the latest information on mental health for both practitioners and consumers, and a weekly newsletter.

International Counselor Network
http://www.members.home.net/ruste/icn.html
The International Counselor Network (ICN) was started to cut down on the isolation felt by many counselors who do not have the time to connect with colleagues. The contact person reached by this link is a professional elementary school counselor, although all types and disciplines of counselors are members of this group. ICN members share ideas, resources, and discussions about counseling issues.

International Society for Mental Health Online - WebPsych
http://www.ismho.org/webpsych/
The WebPsych Partnership has set up this web site index to make it easy for both professional and lay people to find useful and timely information about a variety of counseling and psychology webpages.

Internet Mental Health
http://www.mentalhealth.com/main.html
The purpose of this website is "improve understanding, diagnosis, and treatment of mental illness throughout the world." Links lead to information on the 54 most common mental disorders, web community message boards for sufferers of particular illnesses, information on medications, magazines, diagnoses, research, and links to other sites.

Lorrie’s Links
http://www.portup.com/~lburhans/leftcol.html
This regularly updated collection of Guidance and Counseling Resources for school counselors, parents, and students offers a large list of links to more links on topics such as school guidance, alcohol and adolescents, career exploration, counseling/psychology, and college resources.

Mental Help Net
http://www.mentalhelp.net/
This award-winning guide to mental health, psychology, and psychiatric information lists links to current research and articles, resource links, diagnostic criteria, medication information, and other services.

Positive Behavioral Interventions and Supports
The Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) has been established by the Office of Special Education Programs, US Department of Education, to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. Brief fact sheets, called Positive Behavior Support Practices describe effective practices in a variety of behavioral areas.

Psych Central
http://psychcentral.com
Psych Central is Dr. John Grohol’s Mental Health Page offering mental health and psychology resource links, automated diagnostic quizzes, articles and essays, and book reviews.

Psych Web
http://www.psychwww.com/
This web site contains psychology-related information for students and teachers of psychology, including Books online, Brochures, APA Style resources, a Find Anything page, and Psychology Journals on the web.

Psychsight Articles by Robert Caldwell
http://www.psychsight.com/article.html
This site contains full text articles on specific counseling issues such as abuse, depression, shame, relationships, making choices, and others.

School Psychology: Counseling Internet Resources
http://library.scsu.ctstateu.edu/schlpsycbib.html
The Southern Connecticut State University annotated bibliography of Internet resources was created to be a practical guide for school counselors, school psychologists, parents, and students. The sites contained within the bibliography were primarily chosen for their value, timeliness, and subject specialty.

Student Counseling Virtual Pamphlets
http://counseling.uchicago.edu/vpc/virtulets.html
The University of Chicago Student Counseling and Resource Service has developed and posted a collection of pamphlets for students on various counseling issues. This extensive list was written with the Chicago University student in mind, so the write-ups may refer to services available only to students at that university. However, the topic information is good, and may be useful for guidance counseling office handouts.

Youth Suicide Prevention Programs: A Resource Guide
The National Center for Injury Prevention and Control has developed this resource guide to help identify the most effective strategies and model programs for youth suicide prevention. It includes information on School Gatekeeper Training, Prevention Programs, and recommendations.

Zeal Personal Health: Mental Health
http://www.zeal.com/PersonalHealth/Mental_Health/
This website is listed from the pages of The Counseling Zone, a network for mental health professionals and graduate students. It lists 17 subcategories and 21 websites.

EDUCATIONAL RESOURCES

New Jersey Department of Education
http://www.state.nj.us/education
The New Jersey Department of Education web site provides a wide range of resource and information in areas such as: School Ethics; School-to-Career, N.J. Administrative Code; NJ School Law; Standards and Assessments; Whole School Reform; and Special Education
American School Directory
http://www.asd.com/
This site, designed to connect families and schools, contains the "vital information on all 108,000 K-12 schools in America". Links take you to school calendars, menus, contact information, wish lists, and student artwork. Also offered are links for teachers such as classroom activities and Certificate Maker.

Busy Teachers’ Website K-12
http://www.ceismc.gatech.edu/busyt/welcome.html
This site is designed to provide teachers with direct source materials, lesson plans, and classroom activities for all grade levels on subjects ranging from Archaeology to Social Studies. There is a section for HS Guidance Counselors also.

KidSource Online
http://www.kidsource.com
The KidSource site has a variety of offerings for educators, school counselors, and parents, such as the full text article: "Helping Your Child with Homework," and discussion groups on Gifted, Learning disabilities, Medical and health problems, Teen years, Computers and kids, and Safety and nutrition.

Middle Web
http://www.middleweb.com/
Middle Web is a site exploring the challenges of middle school reform, and "brimming with resources" for educators and parents. Follow the Links to "our Favorite General Resources" or any of the other categories for some wonderful research, articles, and Internet resources. This is one of those deep sites where links lead to links lead to more links.

National School-to-Work Learning Center
http://www.stw.stw.ed.gov/
The main page of the National STW site lists links for educators, employers, labor, parents, partnerships, and students.

NCREL
http://www.ncrel.org/info/sitemap.htm
The North Central Regional Educational Laboratory index page lists a number of links to educational information, including a link to "School and Community" which results in a Safe Learning Communities: Strategies and Resources page with links to data and research on school violence and safety, resources for schools, parents, students, and communities on violence prevention, and other.

Pathways to School Improvement
http://www.ncrel.org/sdrs/
Pathways to School Improvement, a site of the North Central Regional Educational Laboratory, is a huge and all inclusive source of information on meaningful learning. Topic headings include assessment, at-risk, curriculum, early childhood, goals and standards, governance, instruction, integrated services, leadership, learning literacy, math, parent and family involvement, preservice education, professional development, safe and drug free, school to work, science, technology, and others.

Student Support Services
http://www.gov.nf.ca/edu/Divisions/SSS.htm
The student Support Services Division of the Ministry of Education for Newfoundland and Labrador is responsible for special education programming,
guidance services, student retention, and other special services. The links to "Pathways Forms" provide extremely clear forms for documenting pre-referral interventions and adaptation plans. This home page also, under "Publications", links to complete and extensive guidance documents on such topics as "Profiling the Needs of Children and Youth", "Discipline, School Violence, & Safe School Teams", "Balancing Student’s Rights and Responsibilities for Primary, Elementary, Intermediate, and Senior High", and Child Maltreatment.

**US Department of Education**
http://www.ed.gov/
The USDOE website lists numerous links and a wealth of information on an enormous number of topics. By linking to "Gateway to Educational Materials" or "Publications & Products", counselors can access such items as: High School Counselor’s Handbook" "Grant Application for Elementary School Counseling Demonstration Program”, "Early Warning, Timely Response: A Guide to Safe Schools", and many others. Some products and publications are free of charge.

**ETHICAL STANDARDS AND GUIDELINES**

**ACA Code of Ethics**
http://www.counseling.org/resources/codeofethics.htm
The American Counseling Association Code of Ethics and Standards of Practice are contained here.

**ASCA Ethical Standards**
http://www.schoolcounselor.org/ethics/index.htm
The American School Counselors Association lists their standards and resources available from the Ethics Committee.

**National Standards for School Counselors**
http://www.schoolcounselor.org/national.htm
This site gives information on the National Standards for School Counseling Programs from the American School Counselors Association.

**NBCC Code of Ethics**
http://www.nbcc.org/ethics/nbcc-code.htm
The National Board for Certified Counselors web site contains the NBCC Code of Ethics, Standards for the Ethical Practice of Web Counseling, and Standards for the Ethical Practice of Clinical Supervision.

**GRANTS AND FUNDING SOURCES**

**Grant Opportunity Resources**
This site is a resource for information and expertise on grant writing.

**Grants Web**
http://www.sraininternational.org/cws/sra/resource.htm
The Grants Web site contains links to many other grants-related Internet sites and resources. They include funding opportunities, data bases, professional activities, and policy issues.

THEORIES OF COUNSELING

Behavior Online
http://www.behavior.net/
This site provides resources for Applied Behavioral Science Professionals. It includes discussion groups on a variety of mental health subjects including creative arts therapies, organizational development, meditation in therapy, law, ethics, and psychotherapy, as well as several specific theories of counseling.

California State University Links to Theories and Institutes
http://www.csun/edu/~hfedp001/links.html#anchor000000
This is a list of websites containing information about different counseling theories.

FAMILY COUNSELING

National Parent Information Network
http://npin.org/
This site provides links and research-based information about parenting and family involvement in education. It is maintained by the ERIC research system.

PROFESSIONAL ORGANIZATIONS

American Counseling Association
http://www.counseling.org/
The ACA is a not-for-profit, professional and educational organization whose mission is to promote the development of professional counselors, advance the counseling profession, and to use the profession and practice of counseling to promote respect for human dignity and diversity. The ACA provides leadership training, publications, continuing education opportunities, and advocacy.

American School Counselor Association
http://www.schoolcounselor.org/
ASCA is the national organization that represents the profession of school counseling by focusing on professional development, enhancing school counseling programs, and researching effective school counseling practices.

National Board for Certified Counselors
http://www.nbcc.org/
NBCC® is an independent, non-for-profit credentialing body that monitors a national certification system to identify for professionals and the public those counselors who have sought and obtained certification. It maintains an informative newsletter and promotes and verifies continuing education for counselors.

American College Counseling Association
http://www.collegecounseling.org/
ACCA is a division of the American Counseling Association. It’s member base is made up of counselors in the higher education, college, university, community, and technical college settings whose purpose is fostering student development.

**National Career Development Association**
[http://ncda.org/](http://ncda.org/)
NCDA is a division of the American Counseling Association and provides service to the public and professionals involved with or interested in career development, including professional development activities, publications, research, public information, professional standards, advocacy, and recognition for achievement and service.

**Association for Specialists in Group Work**
[http://asgw.educ.kent.edu/](http://asgw.educ.kent.edu/)
ASGW was founded to promote quality in group work training, practice, and research both nationally and internationally.

**American Association for Marriage and Family Therapy**
[http://www.aamft.org/](http://www.aamft.org/)
AAMFT is the professional organization for the field of marriage and family therapy, representing the professional interests of more than 23,000 counselors throughout the United States, Canada, and abroad.

**International Association of Marriage and Family Counselors**
IAMFC is an organization that promotes excellence in the practice of family counseling by creating and disseminating publications and media products, providing a forum for exploration of family-related issues, and emphasizing collaborative efforts.

**Association for Counselor Education and Supervision**
[http://www.siu.edu/~epse1/aces/](http://www.siu.edu/~epse1/aces/)
ACES emphasizes the need for quality education and supervision of counselors in all work settings, through accreditation processes and professional development activities.

**American Association of Pastoral Counselors**
AAPC represents and sets professional standards for pastoral counselors and pastoral counseling centers. Pastoral Counselors are certified mental health professionals who have had in-depth religious and/or theological training.

**Association for Counselors and Educators in Government**
ACEG is an association for counseling and education professionals whose work settings are in government or military related agencies.

**Association for Gay, Lesbian, and Bisexual Issues in Counseling**
http://www.aglbi.org/
This division of ACA promotes education for mental health service providers about issues confronting gay, lesbian, bisexual, and transgender individuals.

Association for Multicultural Counseling and Development
http://www.edap.bgsu.edu/AMCD
AMCD provides global leadership, research, training, and development of multicultural counseling professionals with a focus on racial and ethnic issues.

American Mental Health Counselors Association
http://www.amhca.org/
AMHCA strives to enhance the professional of mental health counseling through advocacy, education, and professional development. This organization also provides information and standards on credentialing in this field.

National Association of Cognitive Behavioral Therapists
http://www.nacbt.org/
NACBT is an organization dedicated solely to the teaching and practice of cognitive-behavioral psychotherapy, to supporting practitioners, and to setting standards for credentialing that enable the general public to be confident that they will receive quality CBT from certified members.

National Association for College Admission Counseling
http://www.nacac.com/index.html
This organization for college admissions counselors links members to college fairs, national conferences, professional development, education and technology, and other resources.

National Institute on Mental Health
http://www.nimh.nih.gov/
NIMH is the component of the National Institutes of Health charged with generating the knowledge needed to understand, treat, and prevent mental illness.

College and Career Websites
College Board on Line www.collegeboard.org/
American College Testing www.act.org/
American Universities www.clas.ufl.edu/CLAS/american-universities.html
The Chronicle of Higher Education www.chronicle.merit.edu/
College, Scholarships, Careers, Majors, and More www.embark.com/
Business, Trade, and Technical Schools www.rwm.org/rwm
Educational and Career Opportunities System www.ecos.embark.com/
College Information: Kaplan Education Centers www.1.kaplan.com/
College Information Peterson's Links to two and four year colleges www.petersons.com/
College Information: The Princeton Review www.review.com/
College Search on College Net  www.collegenet.com/
Listing of American Universities  www.clas.ufl.edu/CLAS/american-universities.html
Links to Web servers at university and community colleges in the U.S.  www.utexas.edu/world/univ/
Information on college links and college admission process: FishNet  www.jayi.com/
Colleges, Scholarships and Financial Aid  www.college-scholarships.com/
Historically Black Colleges and Universities  http://eric-web.tc.columbia.edu/hbcu/gowebs.html
Center for Education and Work  www.cew.wisc.edu/cew/publications/ivaec/Default.htm
School-to-Work  www.stw.ed.gov/
America’s Job Bank  www.ajb.dni.us
America's Career Infonet  www.acinet.org/acinet/
Career Builder  www.careerbuilder.com
Career Mosaic  www.careermosaic.com
CareerPath.com  www.careerpath.com
JOBTRAK  www.jobtrak.com

Online Career Center  www.occ.com
Career Services: The Catapult  www.jobweb.org/catapult/catapult.htm
Learning Styles Inventories  http://snow.utoronto.ca/Learn2/introll.html

Mental Health Sites

Center for Effective Collaboration and Practice: Improving Services to Children and Youth with Emotional and Behavior Problems  www.air-dc.org/cecp/
School Mental Health Project/Center for Mental Health in Schools UCLA  www.smhp.psych.ucla.edu
Center for Mental Health Services CMSH  www.samhsa.gov/cmhs/htm
National Institute of Mental Health  www.nimh.nih.gov
Center for Mental Health Services Knowledge Exchange Network  www.mentalhealth.org/index.htm
National Association of School Psychologists: Promoting Educationally and Psychologically Healthy Environments for All Children and Youth  www.naspweb.org/
Peer Resources: Strengthening Peer Helping and Peer Support  www.peer.ca/peer.html
Adolescent Directory on line  http://education.indiana.edu/cas/adol/adol.html
Resources for Children and Adults with Attention Deficit Disorder  www.chadd.org
Mental Health Matters  www.mental-health-matters.com/
Mindtools  www.mindtools.com/
National Alliance for the Mentally Ill [www.nami.org](http://www.nami.org/)
Youth Suicide Prevention [www.sanpedro.com/spcc/suicide.htm](http://www.sanpedro.com/spcc/suicide.htm)
School Psychology Resources Online [http://mail.bcpl.lib.md.us/~sandyset/school-psych.html](http://mail.bcpl.lib.md.us/~sandyset/school-psych.html)
The Federation of Families for Children's Mental Health [www.ffcmh.org](http://www.ffcmh.org/)
Center for School Mental Health Assistance [http://csmha.ab.umd.edu/](http://csmha.ab.umd.edu/)
Facts for Families [www.aacap.org/factsFam](http://www.aacap.org/factsFam)

**Resources from Government and National Agency Websites**

National Youth Gang Center [www.iir.com/nygc](http://www.iir.com/nygc)
Law-Related Education [www.abanet.org/public/youth/youth.html](http://www.abanet.org/public/youth/youth.html)
Substance Abuse and Mental Health Services Administration [www.samhsa.gov/](http://www.samhsa.gov/)
U.S. Department of Justice [www.usdoj.gov](http://www.usdoj.gov)
National Criminal Justice Reference Service NCIRS [www.ncjrs.org](http://www.ncjrs.org)
Office of Juvenile Justice and Delinquency Prevention OJJDP [www.ojjdp.ncjrs.org](http://www.ojjdp.ncjrs.org)
U.S. Department of Health and Human Services [www.hhs.gov](http://www.hhs.gov)
Center for Substance Abuse Prevention [www.samhsa.gov/csap/index.htm](http://www.samhsa.gov/csap/index.htm)
Center for Disease Control and Prevention, Division of Adolescent and School Health DASH [www.cdc.gov/nccdphp/dash](http://www.cdc.gov/nccdphp/dash)
Health Resources and Services Administration HRSA, Bureau of Primary Health Care BPHC [www.bphc.hrsa.dhhs.gov](http://www.bphc.hrsa.dhhs.gov)
Health and Human Services Administration HRSA, Maternal and Child Health Bureau MCHB [www.hhs.gov/hrsa/mchb](http://www.hhs.gov/hrsa/mchb)
Office of National Drug Control Policy [www.ncjrs.org](http://www.ncjrs.org)
National Center for Educational Statistics [www.nces.ed.gov](http://www.nces.ed.gov)
Center for Effective Collaboration and Practice [www.air-dc.org/cecp](http://www.air-dc.org/cecp)
National Educational Services [www.nes.org](http://www.nes.org)
Office of Special Education Programs OSERS [www.ed.gov/offices/OSERS/OSEP/index.html](http://www.ed.gov/offices/OSERS/OSEP/index.html)
Regional Education Laboratories [www.nwrel.org/national/index.html](http://www.nwrel.org/national/index.html)
Alcohol and Substance Abuse Websites

The Web of Addictions  www.well.com/user/woa/
The Archivist on Addictions  www.habitsmart.com/index.html
Publications for Parents  www.ed.gov/pubs/parents/
Al-Anon/Al-Ateen  www.al-anon-alateen.org

Violence Prevention Websites

School Violence Virtual Library  www.uncg.edu/edu/ericass/violence/index.htm
Coping with School Violence  http://familyeducation.com/topic/front/0,1156,1-2179,00.html
School Violence Prevention  http://eric.uoregon.edu/publications/digests/digest094.html
School Discipline  http://eric.uoregon.edu/publications/digests/digest078.html
Anti-Bias and Conflict Resolution Curricula  http://eric-web.tc.columbia.edu/digests/dig97.html
APPENDIX

A- Lesson 1- What Is A Boundary?

B- Lesson 2- Measuring Personal Space, with discussion

C- Lesson 3- Respecting Boundaries Agreement

D- Lesson 4- Mapping “Hot” & “Cool” spaces at school- Analyzing the Student Maps of “Hot Spots”

E- Stress- Grades 6 to 8 Health Problems Series

F- Dealing with Stress

G- Cooperative Learning for the Middle Level Lessons & Activities

H- 10 Lessons for teaching Conflict Resolution

I- Self-Awareness- Personal/Social Development

J- Career Development- Lesson You Can Bank On It

K- Academic/Educational Development- Time Management
Class #1: What is a Boundary? (A)

ASK THE STUDENTS TO KEEP THE ASSIGNMENT OR HANDOUTS AND TO FILE THEM IN THEIR FOLDERS

Objectives

To define boundaries—from the personal through the gee-political: to define the meaning and role of boundaries in student relationships and experiences and to introduce boundaries as a theme in literature and social studies.

Boundaries range from the personal to the gee-political. Nations have a boundary line that one must have permission to cross. Laws and rules serve as boundaries that ensure that people do not engage in certain behaviors before they reach a certain age (e.g. drinking alcohol, seeing R-rated movies). Additionally, laws and rules establish a standard threshold for certain privileges (e.g. voting, getting a driver’s license, entering into a legal contract). People have boundaries too, and determining other people’s boundaries often takes some time to figure out. Personal boundaries aren’t fixed, but can differ depending on the situation, so they are harder to figure out than state or legal boundaries. Some people, for instance, don’t like when others stand too close to them; other people don’t mind. Certain kinds of language (e.g. vulgar or lewd language), especially when directed at someone, can violate a person’s personal boundaries.

Preparation

Photocopy the handout What is a Boundary? for the students.

Activity

Distribute the activity sheet What is a Boundary? and ask the students to answer the questions. Some of these may be done in class either by an individual student, in small groups, or as a full class discussion. Other questions may be assigned as homework.

Introducing the Activity

READ ALL THE QUESTIONS ALOUD.

Nations have a boundary line that one must have permission to cross.

Questions

1. What are boundaries in this school? In this classroom?

2. How do other people set boundaries for you?

3. What boundaries have your parents set for you?

4. How do you recognize when you have crossed a boundary? What may happen?

5. Are boundaries the same for boys? For girls?
6. What are some behaviors that kids legally cannot do because of their age?
7. What boundaries do you have for yourself?
8. How do you respond if your boundaries are crossed?
9. How do other people know your personal boundaries?
10. Do you feel you are in control of your boundaries?

**Time**
- 15 minutes for students to write their answers to questions
- 25 minutes for class discussion
What is a Boundary? A

All nations have a boundary line that one must have permission to cross.

Boundaries range from the personal to the geopolitical. Nations have a boundary line that one must have permission to cross. Laws and rules serve as boundaries that ensure that people do not engage in certain behaviors before they reach a certain age (e.g. drinking alcohol, seeing R-rated movies). Additionally, laws and rules establish a standard threshold for certain privileges (e.g. voting, getting a driver’s license, entering into a legal contract). People have boundaries too, and determining other people’s boundaries often takes some time to figure out. Personal boundaries aren’t fixed, but can differ depending on the situation, so they are harder to figure out than state or legal boundaries. Some people, for instance, don’t like when others stand too close to them; other people don’t mind. Certain kinds of language (e.g. vulgar or lewd language), especially when directed at someone, can violate a person’s personal boundaries.

1. What are boundaries in this school? In this classroom?

2. How do other people set boundaries for you?
3. What boundaries have your parents set for you?

4. How do you recognize when you have crossed a boundary? What may happen?

5. Are boundaries the same for boys? For girls?

6. What are some behaviors that kids legally cannot do because of their age?

7. What boundaries do you have for yourself?
8. How do you respond if your boundaries are crossed?


9. How do other people know your personal boundaries?


10. Do you feel you are in control of your boundaries?


write more here if you need more space
Class #2: Measuring Personal Space, with discussion (B)

ASK THE STUDENTS TO KEEP THE ASSIGNMENT OR HANDOUTS AND TO FILE THEM IN THEIR FOLDERS

Time

Spend the first 20 minutes of the class period doing the measuring part of the exercise

Spend the last 20 minutes of the class period going over the discussion questions

Activity

Divide into groups of three students (coed). Make sure that friends are not in the same group and make sure that each group has a combination of boys/girls.

Each group will be given a measuring tape. Each group member will in turn play all 3 roles:

The person who stand stills and says: STOP

The person who walks toward the person who is standing still

The observer and measurer

Begin by having 2 students stand pretty far away from each other but still within calling distance. One student walks toward the other student who is standing still. The standing still student says STOP when he/she feels that their personal space is being invaded and feels uncomfortable by the presence of the walking student who has gotten close to her/him.

The third student who is observing measures the distance between the 2 students’ toes after the walking student has been told to STOP. Write down the distance on a sheet of paper.

Then switch roles.

#1 Name: ____________________________

Partner who walks toward #1_____________________

Number of inches___________________________
#2 Name:__________________________________

Partner who walks toward #2__________________

Number of inches__________________________

#3 Name:__________________________________

Partner who walks toward #3_______________

Number of inches__________________________

After each student has had a turn doing this, we will calculate the distances on the board, by gender/sex and by distance:

Boy-towards-boy    Girl-towards-boy    Girl-towards-girl    Boy-towards-girl
MEASURING PERSONAL SPACE

TIME: Spend **20 minutes** on these questions:

*Lesson #1 - Discussion questions (if you do not get through all of these in class, assign some as homework for the next class session).*

1. What do we notice when people of the opposite sex walked towards each other?

   - Was the distance greater or smaller when the word STOP was said?

   - Why do you think that, is?

2. How could you tell when a student's personal space had been invaded?

   - What behaviors did you notice?
3. Can you think of some instances when people do not STOP when they are asked to stop?

4. What are some consequences of not stopping when you are asked to stop
MEASURING PERSONAL SPACE

1. What do we notice when people of the opposite sex walked towards each other?

   o Was the distance greater or smaller when the word STOP was said?

   o Why do you think that is?

2. How could you tell when a student's personal space had been invaded?

   o What behaviors did you notice?
3. Can you think of some instances when people do not STOP when they are asked to stop?

4. What are some consequences of not stopping when you are asked to stop?
Write more here if you need more space
Class #3: Watch DVD segment of your choosing and introduce Respecting Boundaries Agreement (C)

Objective

To help students differentiate between behaviors that are acceptable and behaviors that are against school policy or against the law.

Time

Watch segments (about 5 minutes)
Class discussion (30 minutes)

It is fine to replay the DVD to show the segment for a 2nd time.

Activity

After the segment is over, using Newsprint, write in 3 columns:

"No Big Deal"  "Against School Rules"  "Against the Law"

Ask one student to serve as the scribe and to write on the newsprint the ideas from the class.

NOTE TO EDUCATOR:

If there are disagreements about which column/category any particular behavior belongs, just write it down everywhere that the students suggest. Educators should NOT interject their own opinions about the behaviors and which column they think it should be listed under.
Activity

Introduce Respecting Boundaries Agreement (see following pages).
RESPECTING BOUNDARIES AGREEMENT (RBA)

GUIDELINES FOR STAFF

Many of the Discipline Code infractions reference behaviors where a student violates another student’s boundaries in small or large ways. Following an incident (and a report into OORS, the Online Occurrence Reporting System), school staff may wish to use the Respecting Boundaries Agreement (RBA) as a possible guidance intervention in addition to the appropriate disciplinary response. School staff are encouraged to use the RBA alongside lower-level boundary violations to educate students about respecting others' boundaries, possible consequences for boundary violations, planning to avoid experiencing violations of their own boundaries by others, and/or avoiding violations of others' established boundaries. The RBA is not recommended for higher-level boundary violations, including physical violence or electronic harassment (including via Facebook, MySpace, other websites, e-mail, cell phone, or text message).

Steps to Completing the RBA

1. Ensure that a report of the incident is entered into OORS, the Online Occurrence Reporting System, within twenty-four hours of the occurrence, and that students have received appropriate disciplinary responses in accordance with the Discipline Code. In cases where there are accusations of sexual harassment or of bias-based harassment, ensure that staff members have followed all procedures.

2. Within no more than a day or two of the incident, meet with the student who feels that her/his boundaries were violated. Review the definition of "boundaries," which some students may have encountered in related classroom lessons. With the student, complete the RBA: PART 1. Let the student know that a copy of her/his section of the RBA, with no names included, will be made available to her/his parent/guardian.

3. Separately, meet with the other involved student(s) to review the definition of "boundaries," and to discuss the ways that his or her actions constituted a violation of another student's boundaries. With the student, complete the RBA: PART 2. Let the student know that a copy of her/his section of the RBA, with no names included, will be made available to her/his parent/guardian.

4. Copy each student's section of the RBA, and be sure to carefully black out any other student's name(s). Send a copy of their child's section only to the parent/guardian.

5. About two weeks after the completion of the RBA, follow up with each student to review the content and to see how well she or he has been able to maintain the agreements established in the RBA. Follow up additional times, as appropriate.
RESPECTING BOUNDARIES AGREEMENT (RBA)

Part IA: for student who has experienced a boundary violation Review of Boundary Violation
What is a boundary?

There are lots of kinds of boundaries, from small and personal to big and global. Nations have boundary lines that one must have permission to cross. Laws and rules serve as boundaries that ensure that people do not engage in certain behavior before they reach a certain age (like drinking alcohol or seeing R-rated movies).

People have boundaries too, and understanding other people's boundaries of ten takes some time to figure out. Personal boundaries may differ depending on the situation, so they are harder to figure out than legal boundaries.

**Student Name:**

**DESCRIPTION OF INCIDENT**

1. **Who do you feel didn't respect your boundaries?**

2. **What is your relationship with the person?**

3. **Who were you with when this incident occurred?**

4. **Where did this incident happen?**

5. **What happened leading up to the incident? What were you or other people saying, talking about, or doing?**

6. **What was your response to the incident?**

7. **If anything, what did you say or do to the other student?**
## RESPECTING BOUNDARIES AGREEMENT (RBA)

Part 18: for student who has experienced a boundary Violation Action Plan

<table>
<thead>
<tr>
<th>Question</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
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<tbody>
<tr>
<td>What are some things that you might be able to do to avoid the boundary violations?</td>
<td>Option 1:</td>
<td>Option 2:</td>
<td>Option 3:</td>
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<td>Step 5:</td>
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RESPECTING BOUNDARIES AGREEMENT (RBA)
Part 2A: for student whose behaviors may have violated another’s boundaries Review of Boundary Violation

What is a boundary?

There are lots of kinds of boundaries, from small and personal to big and global. Nations have boundary lines that one must have permission to cross. Laws and rules serve as boundaries that ensure that people do not engage in certain behaviors before they reach a certain age (like drinking alcohol or seeing R-rated movies).

People have boundaries too, and understanding other people's boundaries often takes some time to figure out. Personal boundaries may differ depending on the situation, so they are harder to figure out than legal boundaries. Some people, for instance, don't like when others stand too close to them; other people don't mind. Certain kinds of language (e.g. vulgar or lewd language), especially when directed at someone, can violate a person's personal boundaries.

Student Name: ____________________________

DESCRIPTION OF INCIDENT:

1. Another student feels that you did not respect her or his boundaries. What is your relationship with this person?

                                                                                                                             

                                                                                                                             

2. Who were you with when this incident occurred? ____________________________

3. Where did this incident happen? ____________________________
4. What happened leading up to the incident? What were you or other people saying, talking about, or doing?

5. What do you think happened that led to the reporting student to feel that his or her boundaries were violated? What may have led him or her to feel this way?
RESPECTING BOUNDARIES AGREEMENT (RBA)

Part 2B: for student whose behaviors may have violated another's boundaries Action Plan

What are ways in which some people may violate others' personal boundaries?
(e.g., calling people names, saying put-downs, using vulgar or abusive language)

What kinds of boundary incidents have you experienced?

One of your peers was hurt by a violation of his or her boundaries. What are some things that you could have done in the situation that allowed you to communicate your feelings without another person feeling that her or his boundaries were violated?

What are some other steps that you can take to make sure that you and your peers feel comfortable and respected?

Step 1:
Step 2:

Step 3:

Step 4:

Step 5:

Step 6:
Write more here if you need more space
Class #4:

Watch DVD segment on Shantai from Flirting or Hurting show (by PBS); Introduce the Respecting Boundaries Agreement (RBA)

ASK THE STUDENTS TO PUT THE RBAs IN THEIR FOLDERS AT THE END OF CLASS

Objectives

To help students differentiate between behaviors that are acceptable and behaviors that are against school policy or against the law; (b) to introduce students to the Respecting Boundaries Agreements (RBA) in their school; (c) to make them familiar with the RBA by having them practice filling one out.

Time

- Watch segments on "Shantai" (about 5 minutes)
- Class discussion (30 minutes)
- Introduce the Respecting Boundaries Agreement. Using Shantai's situation, have students fill out forms as if they were Shantai (15 minutes)

Activity

After the segment is over, using Newsprint, write in 3 columns:

- "No Big Deal"
- "Against School Rules"
- "Against the Law"

Ask one student to serve as the scribe and to write on the newsprint the ideas from the class.

Say aloud to the students:

"Think about everything that has happened to Shantai. Some of these behaviors were between Shantai and the other girls, and some of these behaviors were between Shantai and boys; Some of the behaviors happened in public with other kids or adults watching, and some of the behaviors happened in private, with no other witnesses or bystanders.

Now, let's list each behavior that happened to Shantai under one of the 3 columns"
NOTE TO EDUCATOR: If there are disagreements about which column/category any particular behavior belongs, just write it down everywhere that the students suggest. Educators should NOT interject their own opinions about the behaviors and which column they think it should be listed under.

Then hand out Respecting Boundaries Agreement forms to students. Explain to students that your school is using these agreements when students experience boundary violations so that students better respect personal boundaries.

Ask students to fill out the forms as though they were Shantai, from the video.

Tell the students that you, their health teachers, the school safety staff, the principal, and guidance counselors will keep copies of these forms in their offices, should the students want to fill out one to resolve a boundary issue with another student. Details will be kept confidential but the adult staff members will have to discuss the information with the student who is named on the form because safety in school, both physical and emotional, is key to high achievement and having an environment in school that allows everyone to learn and flourish.
Here is a summary of the Shantai DVD you will be showing in class.

**From an Argument to Sexual Harassment: Shantai Case Study**

*Shantai is sitting with her friends in the school lawn when Laura goes over to them, and accuses one of the girls to have stolen her necklace. Shantai defends her quiet and scared friend, telling Laura to leave her alone and calm down. Laura yells louder and gets into an argument with Shantai, calling her a "slut."*

This argument goes beyond the two girls. Someone writes "slut" on Shantai's locker. Girls that she does not even know loudly call her nasty names in the hallways. Boys start receiving dirty notes signed by Shantai, but she denies writing them. Shantai has to prove her innocence to the vice-principal who has gotten a hold of some of these letters. Laura and her friends spread rumors that Shantai would do anything with any boy.

Soon, the verbal harassment turns into physical. Boys start to touch and grab her. One day Shantai is in the hallway drinking from a water fountain when Kevin comes up and grabs her behind, slapping her butt, making Shantai extremely irritated. The vice-principal walks by at that moment and sees Kevin's action. She calls him to the office, referring to his action as "unacceptable."

It is not until Shantai talks to the vice-principal that she realizes that Laura had been sexually harassing her. The vice-principal acknowledges that the sexual harassment has to be stopped. The vice-principal approaches the issue by advising Shantai to write a letter to Laura describing her discomfort with the sexual harassment. She calls Laura to her office, gives her the letter and demands that she must stop harassing Shantai.
Class #4: Mapping "Hot" and "Cool" Spaces at School (D)

Objectives

(A) To identify where (exact locations) in the school the students feel "hot" and where they feel "cool"; (B) to help students identify these places; (C) to provide information for the school to use in order to develop a "cooler" school environment; (D) to empower students to transform "hot" areas into "cool" areas by examining why they consider particular locations to be "hot" and what the school can do to make those areas "cooler."

Preparation

Each participating SAPIS instructor will draw a crude blueprint of the school building to keep as a "master" copy (see Appendix for Illustration 1). This copy will then be photocopied and passed out for students to label where they feel "hot" or "cool." The marked up crude blueprints will be collected at the end of class, and then compiled and coded, using a copy of the blueprint. In drawing the crude blueprint, think about the whole school. Include on the map all of the places in the school, including stairwells, restrooms, classrooms, hallways, locker rooms, cafeteria, outside spaces, etc. Write the names of each of these main places in the school and be sure to have the students color code these places. You can draw a very simple version of a map of the school; it can look like a rectangle, so long as the students can find the main parts of the school on the map.

Students will use the provided RED, YELLOW, and GREEN colored pencils for the maps they will draw on to identify "cool" and "hot" locations.

Time Allotment

15 minutes - color-coding maps; 25 minutes - discussion

Activity

Ask each student to write their gender and their grade on the top of a blank sheet of paper. Beyond this information, everything the student writes will remain anonymous. Make sure students complete this exercise alone, rather than in groups.

Read aloud to the students:

Spend 15 minutes co/or-coding the map. Use GREEN to mark the areas where you feel comfortable spending your time, where you feel safe - "cool" areas, as we'll call them. Use RED to mark the areas you try to avoid, where you feel uncomfortable, unsafe, or uneasy - "hot" areas, we'll call them. Use YELLOW to mark to areas that seem somewhat unsafe, make you somewhat uncomfortable, or that you sometimes avoid.
If students finish coding their maps early, ask them to begin working on the discussion questions on their own, on a separate sheet of paper. Collect these at the end of the discussion, along with the maps.

When students are finished color-coding their maps (see Illustration 2) in the Appendix, lead them in a discussion about the "hot" and "cool" spaces on campus, using the questions below.

Be sure to collect all the maps before class is over.
Discussion questions:

1. Which areas do you think most students in your school would identify as "cool" locations, places where they would feel safe and comfortable?

2. Which areas do you think most students in your school would identify as "hot" locations, places they try to avoid or feel uncomfortable or unsafe in?

3. Do you think certain areas might be designated as "hot" by some students and "cool" by others?

4. If yes, which? Why might that happen?

5. Might the "hotness" or "coolness" of certain areas differ depending on one's gender? If so, why?

6. Might the "hotness" or "coolness" of certain areas differ depending on one's age and grade? If so, why?

7. Might the "hotness" or "coolness" of certain areas differ depending on one's physical size? If so, why?
8. What are other reasons that certain areas may be labeled as "hot" or "cool"?

9. What can we as a class or as students do to make the problem areas "cooler" - safer and more welcoming? How can we make our school feel "cooler"?

10. In what ways could the school staff make the problem areas "cooler"?
Post-Activity Tasks for the Instructor To Do

Be sure to collect the maps before students leave.

Using a blueprint, a map of the school, or a list of school locations, tally up the number of times each area was described as "hot" or "cool." RED stands for very "hot" spaces, YELLOW stand for somewhat "hot" spaces, and GREEN stands for "cool" spaces.

Using the rating form (provided) to compile the data.

Consider the differences between areas generally considered "hot" by students and those generally considered "cool" by students.

Is there more surveillance or a greater adult presence in "cool" areas?

Do older students congregate in areas that younger students deem "hot"? What are the reasons students give when they label an area "hot"?

Then present the results to a schoolwide body, following the instructions of the "Presenting and Responding to Results" form (provided) to determine the school's next steps in ensuring school safety.
Instructions for Analyzing the Student Maps of "Hot Spots"

Be sure to collect all the maps before students leave. The results from each students' completed color-coded map will need to be transferred onto a Tally Map (described below), and then summed onto a Score Summary Map (also described below). Attached is an example of a Tally Map, a Score Summary Map, and illustrative scenarios of how these two maps are used. Below are the instructions on how to use the maps, and what to do with the results of the mapping work.

**Tally Map** (represents the totals of each of the individual student maps)

1. At the bottom of the unmarked version of the blueprint write in the characteristics of the students that completed the maps (number of boys completing map for each grade, and the number of girls completing maps for each grade).
2. Tally up the number of times each area was described as a safe "cool" area (the number of GREENS), as an unsafe "hot" area (the number of REOS) and as a somewhat unsafe area (the number of YELLOWS) onto the map. Using red, yellow, or green colored pencils, make one slash mark on this master map per red, green or yellow shaded area on the students' maps.

**Score Summary Map**

1. Sum the total of each area from the Tally Map onto the second map (the Score Summary Map).
2. Transcribe three set of totals onto the Score Summary Map:
   - Total # of green slashes on the tally map
   - Total # of red slashes on the tally map
   - Total # of yellow slashes on the tally map

What to do with the mapping results?

The areas with the highest number of red rating are the "hottest" areas and further safety measures are needed in those areas. Areas with no or few red ratings and mostly green ratings are the "coolest" areas and further safety measures are not likely to be needed in those areas.

The SAPIS workers should also **consider the following factors in assessing differences** in how students perceive areas as "hot" or "cool":

- Is there more surveillance or a greater adult presence in "cool" areas?
- Do older students congregate in areas that younger students deem "hot"? What are the reasons students give when they label an area "hot"?

**Bringing the mapping results to a schoolwide body:** After summing up the mapping results, take this information to a school wide body (e.g., school leadership council, school leadership team, school safety committee, problem-solving team, site-based coordinating council) to work on rectifying the student concerns about safe and unsafe areas (see next page).
Presenting and Responding to the Results

After tabulating the results of the "hot" and "cool" areas (collected after the mapping exercise), take this information to a schoolwide body (e.g. school leadership council, school leadership team, school safety committee, problem-solving team, site-based coordinating council) to work on rectifying the student concerns about "hot" and "cool" areas.

Below is a list of potential methods of addressing "hot spots"; however, feel free to innovate or tailor these ideas to your specific school:

- Increase the presence of school safety personnel in "hot" areas
- Put up signs in "hot" locations reminding students of their rights
- Ask the teacher whose class is nearest to a specific "hot spot" to monitor the area between class periods
- Have custodians check the lighting in "hot spots"
- Consider ways to reroute school traffic
- Designate certain areas as limited to a particular class grade (e.g. a "6th grade only hall")
- Send students to the restroom in pairs
- Ask a staff member to check bathrooms periodically (e.g. every 10 minutes)
- Institute a system of bathroom passes or bathroom locks
- Additional examples?

Document the ways in which you decided to respond to student concerns here:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Note: The following activities are written in language appropriate for sharing with your students.

Stress Mail
Objectives:

Students will:

- Learn to identify common stressors
- Explore strategies for managing stress

Materials:

- Computer with Internet access
- "Stress Mail" handout

Class Time:

20 minutes

Activity:

Everyone you know is stressed about something - homework, the big game, an argument with a parent. You decide to reduce the stress level in people's lives by creating a new Internet service called Stress Mail. A stressed-out person can write you an email, and you'll respond by providing suggestions for dealing with the stress. Start by reading the emails on the "Stress Mail" handout. Choose one and write a response, using the information from the KidsHealth.org articles. In your response, make sure to:
Identify what's causing the person's stress. Provide one or two ways for reducing stress.

Offer a suggestion for avoiding stress in the future.

Extensions:

1. Now that you've helped others to manage stress, it's your turn to help yourself! Create your own plan for stress.

2. **Management.** In your plan, include the following items:
   - Things that make you feel stressed
   - Strategies for managing stress that might work for you
   - Changes you could make in your life to help avoid stress

3. Do you eat chocolate or run a mile when you're stressed? Take a poll of students at your school, and get the lowdown on how they handle stress. Analyze the results. What patterns and trends do you notice about stress management strategies? Do older and younger students deal with stress differently? How about girls and guys? Why do you think you got the results you did?
Stress Log

Objectives:

Students will:

Write about stressful situations and stressbusting techniques for four weeks

Materials:

Computer with Internet access "Stress Log" handout, pen or pencil

Class Time:

Several minutes a week outside class for four weeks

Activity:

Everyone deals with stress sometimes - from little things like missing the bus or having an argument with a friend to big things like dealing with divorce or a sick family member. First, read the KidsHealth.org articles related to stress, then write down a couple of stressful situations that come up each week, how you dealt with them and how you felt afterward. Are there some things you might have handled differently?

Extension:

Choose one stressful situation that came up during the month you kept a stress log. Write a brief essay about the situation, how you dealt with it, and how you felt afterward. In retrospect, did you deal with the situation in the best way? If not, write a better way you could have dealt with it.
Reproducible Materials

Handout: Stress Mail

*Kids Health.org classroom 1 6to8Iproblems /emotions / stress_handout 1.pdf*

Handout: Stress Log

*KidsHealth.org classroom I 6to8Iproblems Iemotions Istress_handout2 .pdf*

Quiz: Stress

*KidsHealth.org l classroom/ 6to8/ problems / emotions/ stress_quiz.pdf*

Answer Key: Stress

*KidsHealth.orglclassroom!6to8/ problems / emotions!stress_quiz_answers.pdf*

KidsHealth.org is devoted to providing the latest children’s health information. The site, which is widely recommended by educators, libraries, and school associations, has received the “Teachers’ Choice Award for the Family” and the prestigious Pirelli Award for “Best Educational Media for Students.” KidsHealth comes from the nonprofit Nemours Foundation. Check out www.KidsHealth.org to see the latest additions!
Stress Mail

Instructions: Read the KidsHealth.org articles on stress, then choose one of the emails below. Write a response, making sure to:

- Identify what you think is causing the person's stress
- Provide one or two ways for reducing stress
- Offer a suggestion for avoiding stress in the future

From: kate@stressfulschedule.com
To: Stress Mail
Subject: Stress on the go

I am so stressed! I barely have a minute to relax all day long. Before school, I go to swim practice, and after school, I work on the school newspaper and have piano lessons. On Saturday mornings, I volunteer at the local hospital. Then the rest of the weekend, I try to catch up on the schoolwork that I didn’t have time for all week. I never see my friends, and I always eat on the run. I’m starting to have headaches and stomachaches. What should I do?

From: nicholas@numericallystressed.com
To: Stress Mail
Subject: Math stress

I can’t remember the last time I got a good night’s sleep. I keep waking up because I’m so stressed about my math class. I just toss and turn, thinking about the next question I’ll get wrong when the teacher calls on me. When the morning alarm goes off, I’m exhausted, and by the time math class rolls around, I can barely keep my eyes open. Help!

From: will@woefullystressed.com
To: Stress Mail
Subject: Stuck in bed

ARGH! Everything is going wrong. I have a science fair project due at the end of the month and it will take me forever to do because science class is hard for me. To make things worse, we’re playing basketball in P.E. next week and I’ve never even dribbled a ball. With so much stress, there are some days I just don’t want to get out of bed.

From: sam@stressedandlonely.com
To: Stress Mail
Subject: Stress in the family

My parents are getting a divorce, and I’m really stressed out about it. I can’t stop thinking about what’s going to happen to my family. I don’t feel like hanging out with any of my friends, and I don’t think there’s anyone I can talk to who will understand what I’m going through. When someone does try to talk to me, I snap at them and tell them to leave me alone. I don’t know what to do to get this knot out of my stomach.

Stress Log

Everyone deals with stress sometimes — from little things like missing the bus or having an argument with a friend, to big things like dealing with divorce or a sick family member. Write down a couple of stressful situations that come up each week, how you dealt with them and how you felt afterward. Are there some things you might have handled differently?

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stressful situation</td>
<td>Stressful situation</td>
<td>Stressful situation</td>
<td>Stressful situation</td>
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<tr>
<td>How I dealt with it</td>
<td>How I dealt with it</td>
<td>How I dealt with it</td>
<td>How I dealt with it</td>
</tr>
<tr>
<td>How I felt afterward</td>
<td>How I felt afterward</td>
<td>How I felt afterward</td>
<td>How I felt afterward</td>
</tr>
</tbody>
</table>
Quiz

1. **True or false**: Stress is always bad.

2. Common physical symptoms of stress might include:
   a) headache
   b) stomach ache
   c) racing heart
   d) all of the above

3. Things that cause stress are called ________________

4. **True or false**: Doing things like breathing exercises, yoga, or can help ease stress.

5. Underline healthy ways to deal with stress:
   a) talking to a trusted adult
   b) exercising, going for a walk, or riding a bike
   c) eating a dozen doughnuts
   d) listening to music
   e) throwing your phone out a window
   f) playing with a pet

**EXTRA CREDIT:**

The human body responds to stressors by activating the nervous system and specific hormones. The hormones ________________ and ________________ speed up heart rate, breathing rate, blood pressure, and metabolism.
Quiz Answer Key

1. True or **false**: Stress is always bad.

2. Common physical symptoms of stress might include:
   
   e) headache
   
   f) stomach ache
   
   g) racing heart
   
   **h) all of the above**

3. Things that cause stress are called **stressors**.

4. **True** or false: Doing things like breathing exercises, yoga, or can help ease stress.

5. Underline healthy ways to deal with stress:
   
   g) talking to a trusted adult
   
   h) exercising, going for a walk, or riding a bike
   
   i) eating a dozen doughnuts
   
   j) listening to music
   
   k) throwing your phone out a window
   
   l) playing with a pet

**EXTRA CREDIT:**

The human body responds to stressors by activating the nervous system and specific hormones. The hormones *adrenaline* and *cortisol* speed up heart rate, breathing rate, blood pressure, and metabolism.
Lesson Plan:

Objective: Identify effects of stress on everyday issues and strategies to reduce or control stress.

Time: 45-60 minutes

Structure: On-line homework before class (Stress Questionnaire)
Teacher introduction - large group
Brainstorm and Q & A on stress - small group
Coping with stress worksheet - individual
Stress coping skills practice - large group
Reducing stress strategies - individual homework

Materials: Handout: Stress questionnaire (from website)
Handout: Q&A on stress
Handout: Fact sheet on stress/anxiety
Handout: Coping with stress worksheet
Handout: Stress Coping Skills Materials: Flip chart paper and markers

Dealing with Stress

Introduction: Stress is part of life, we all experience it, some have more than others, some manage it differently. Too much stress can affect your mood, your relationships, and your school performance. It is important to help students identify signs of stress, how it affects them, and what they can do about it.

Details of Class Lesson Plan:

Preparatory Work: Ask the students to fill out the stress questionnaire on-line the night before the class and print out the results page.

Introduction: Teacher to introduce topic of stress - that everyone experiences it, some more than others. Too much stress can affect your mood, your relationships, and your school performance. This workshop is to help you learn how to recognize stress, and skills to reduce and cope with stress in your everyday life. Making life a whole lot more fun!!

Large Group activity: After the introduction ask the group to raise hand if they think they are under too much stress? And put checks on board – low, medium and high. Then ask them how this compares to how they scored on the stress quiz? How does their level of stress compare to others?
Small group activity: Brainstorm with flip chart paper and markers: physical responses to stress (headache, stomach ache, loss of appetite, poor sleep, tiredness, poor concentration) and emotional responses to stress (sadness, loneliness, irritability, anger, anxiety, withdrawal). How does stress affect academic performance, relationships, and other parts of your life? Next hand out Q&A on stress to group, then give out fact sheet and have them grade it as a group.

Individual activity: Hand out the coping with stress worksheet. Have students identify a stressful situation they recently experienced and how they handled it- write down how they deal with stress- good and bad. If needed give examples of stressful situations: breakup in relationship, upcoming test/project, failing test, fight with parents, fight with friend.

Skill building: Hand out Stress Coping Skills Sheet. Review skills and practice breathing and muscle relaxation as a class. Have them return to their worksheet and write down the skills they used and new skills they could try in the future to better manage stress.

Media clips: TV show or music youth identify as stress reducing or stress provoking.

Homework: Write down positive changes they are going to make in next 2 weeks to reduce and better manage stressing their lives, have stress quiz again in 2 weeks to see how they are doing.
Stress Q and A

1. All stress is bad. T or F

False, stress reaction in the body is designed to protect it from dangerous situations and in small amounts can increase performance. It is too much stress for too long that begins to impact your mood, functioning and relationships when you know you are not managing stress very well.

2. There is nothing you can do about stress, it happens and you endure it. T or F

False, there are many ways to learn to cope with and manage stress, as well as decrease stress in your life. Basic lifestyle changes including getting enough sleep, eating well and regular exercise can reduce stress and increase your ability to deal with stress.

3. No one else has as much stress as I do, that’s why I’m overloaded. T or F

False, everyone experiences stress, some do experience more stress than others, but it is your ability to manage and cope with stress that determines whether you control it, not the amount of stress.

4. Nothing bad can happen to me from too much stress. T or F

False, too much stress can negatively affect concentration, problem solving, personal interactions, and school performance. It can also lead to physical and mental health problems including headaches, stomachaches, anxiety, depression, drug use and aggression.
Fact Sheet on Stress/Anxiety

Stress is a state of tension related to your body attempting to cope with its environment, it's the body's way of preparing to meet a tough situation. Anxiety is a sense of apprehension, dread and/or uneasiness. We tend to perceive anxiety and stress as negative, but in fact both are normal and can be adaptive. The stress response involves the nervous system and specific hormones in the body, and it enhances the ability to perform under pressure as well as avoid danger. It is when stress is excessive or ongoing and interfering with functioning that anxiety and stress become a problem. This can lead to wearing out the body's reserves and leaving a person feeling depleted or overwhelmed, weakening the immune system and making it harder to cope with daily demands. There are effective treatments available for anxiety and stress management. The first step is to learn to recognize when you are stressed, the next is to find a way to deal with stress.

Common symptoms of stress and/or anxiety:
- trouble catching your breath
- butterflies in your stomach
- sweaty and/or trembling hands
- feeling lightheaded
- feeling nervous or jumpy
- feeling overwhelmed
- feeling tired all the time
- having trouble concentrating
- irritability and moodiness
- headaches
- problems sleeping
- feeling sad or depressed

Problems related to anxiety and stress are among the most common reasons for people to see health professionals.

Any sort of change- good or bad, can make you feel stressed out.

You are more likely to experience difficulties with anxiety if someone in your family has an anxiety disorder.

Chronic stress lasting a month or more can put you more at risk of medical problems such as frequent headaches, viral illnesses and ulcers.

Avoiding situations that cause anxiety can make the anxiety worse.

Test taking anxiety is very common among students and there are strategies to help.
Physical exercise, eating a healthy balanced diet and a good sleep routine help reduce stress and anxiety.

Anxiety can put you more at risk of developing depression.
**Stress Worksheet**

Identify a situation where you felt stressed or anxious this past week:

What did you feel like:

What were your thoughts:

What did you do about it:

What would you do differently in the future:
Coping with Stress

Everyone feels stress at times— but there are things you can do to minimize stress and manage stress that is unavoidable.

Healthy Living:

- Exercise on a regular basis (try for 30 min/day about 3-4 days per week to start)
- Eat well balanced meals, 3 times per day
- Get enough sleep and set up a regular sleep routine—adolescents need 9-10 hours of sleep per night
- Avoid illegal drugs, alcohol, tobacco and excess caffeine

Healthy Thinking:

- Don’t worry about things you can’t control—ex. Weather
- Look at change as a positive challenge
- Positive thoughts and positive self-talk
- Set realistic goals
- Meditate

Healthy Actions:

- Prepare well in advance for events that may be stressful—ex. Test/Project
- Ask for help from friends, family, teachers, professionals
- Take breaks for daily stress with time with friends, fun activities and/or group sports
- Work to resolve conflicts without anger and losing temper
- Solve problems one at a time—take one task at a time
- Avoid overscheduling—prioritize activities

Identify stressful situations:

Ex. Preparing for an exam, test taking, doing homework, writing papers, working on a project, making a public presentation, talking to other peers, asking question in class

Stress reducing exercises:

Two exercises you can do to alleviate stress: deep breathing and muscle relaxation. These take a little practice, but are exercises you can use anywhere to try to relax and reduce stress.

Deep breathing: Lie down on flat surface or sit in comfortable chair with arms by side and feet on floor. Breathe in slowly through your nose over 3 seconds feeling your stomach rise and your chest expand. Breathe out slowly through your nose and/or mouth over 3 seconds feeling your stomach go down and your chest contract. Repeat until you feel relaxed and tension drain out of your body.

Muscle relaxation: Start with one group of muscles (usually your feet), hold it tight for a few seconds and then release. Then move to the next group of muscles (ex. Lower legs) and
do the same thing. Work your way up through your legs, abdomen, chest, hands, arms, shoulders, neck and face muscles. You should feel the tension drain out of your body and leaving you feel heavy and relaxed.
Cooperative Learning for the Middle Level (G)

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debbie@debbiesilver.com
**What is Cooperative Learning?**

Cooperative learning is an instructional strategy that uses small groups of students working together and helping one another on specific learning tasks with an emphasis on group members supporting one another.

Characterized by activities that:

1. Require students to depend on one another for success. Having students sit side by side working on something they could just as easily do by themselves in not cooperative learning. Students must be required to share materials, knowledge, time, talents, and effort (or any combination of these).

2. Provide for individual accountability. Group members share jobs and make group presentations. Group members are tested individually and/or as a group to ensure that each person has mastered the required learning.

3. Utilizes face-to-face interaction among students. For all group work students are arranged in close proximity of each other. They can be at tables, in desks or chairs pushed together, on the floor, or virtually anywhere they can do the task at hand separated from other groups.

4. Focus on interpersonal and group skills. Tasks are designed to include components of positive interpersonal communication skills such as active listening, building consensus, sharing, supporting, restating, using appropriate eye contact and gestures, and encouraging. Teams learn to stay on task and check each other for understanding.
<table>
<thead>
<tr>
<th>Traditional Classroom</th>
<th>Cooperative Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners are passive</td>
<td>Learners are active</td>
</tr>
<tr>
<td>Students work alone</td>
<td>Students work with 1 to 4 partners</td>
</tr>
<tr>
<td>Teacher directs work</td>
<td>Students direct work</td>
</tr>
<tr>
<td>Silence is valued</td>
<td>Learning noise is appropriate</td>
</tr>
<tr>
<td>Teacher initiates discussion</td>
<td>Students initiate discussion</td>
</tr>
<tr>
<td>Some students do not participate</td>
<td>All students participate</td>
</tr>
<tr>
<td>Individual accountability</td>
<td>Individual and group accountability</td>
</tr>
<tr>
<td>Independent learners</td>
<td>Interdependent learners</td>
</tr>
<tr>
<td>Affirmations come from teacher</td>
<td>Affirmations come from peers</td>
</tr>
<tr>
<td>Individual materials needed</td>
<td>Shared materials</td>
</tr>
</tbody>
</table>

**Effective Use of Cooperative Learning Can**

1. Increase achievement (at all ability levels)
2. Empower students to take responsibility for their own learning
3. Improve retention
4. Generate more positive feelings towards the subject matter
5. Provide more active learning
6. Focus more time on learning
7. Lower frustration and anxiety among students
8. Enhance a sense of community among students
9. Promote inter-personal communication skills
10. Boost feelings of self-worth
How To Use Cooperative Learning:

**Middle School Learners**

In working with middle school learners it is important to remember that:

Group members are responsible for the performance of each individual learner.

Group members are individually accountable and must be able to report on or explain the team’s results.

The groups are to be assigned by the teacher. Their make-up should be heterogeneous with respect to sex, race, socioeconomic status, ability/learning styles, cliques, and other important factors.

Leadership is shared on a rotating basis. Each team member has a job and responsibilities.

The teacher is a resource; students are in charge of their own learning.

Time must be allowed for group processing and self-evaluation. The job assignments use for traditional grouping are these:

**Group Leader**

1. Reads all directions to group
2. Leads the discussions
3. Checks the data sheet
4. Helps with clean-up
5. Is the only one who can ask a question of the teacher


**Materials Manager**

1. Is responsible for collecting and returning all materials & supplies to the appropriate place(s)
2. Is the only one who can get up for materials and supplies
3. Makes sure everyone in the group has equal access to the materials and supplies
4. Checks the data sheet
5. Helps with clean-up

**Time Keeper**

1. Holds the team stopwatch (or watches the clock)
2. Keeps group on task and reminds them about time
3. Is responsible for getting the group to finish on time
4. Checks the data sheet
5. Helps with clean-up

**Data Collector**

1. Collects the data for the activity
2. Records data on the appropriate form or sheet
3. Returns data sheet to teacher and/or records group data on class data sheet
4. Makes sure all other team members check the data sheet
5. Helps with clean-up

Since this is not a perfect world, and all class populations are not divisible by four, I have a fifth job that can be assigned in a group:

**Encourager**

1. Monitors other team members to make sure they do their own jobs
2. Takes responsibility for praising and affirming jobs that are well done
3. Records comments and actions that show positive interpersonal communication
4. Reports recorded data to group at de-briefing session
5. Helps with clean-up

If a group of four has one member absent, two of the jobs can be combined for that day.
Part of the group's participation grade is based on how well each team member performs her/his job. Points are deducted if one team member does another team member's assigned responsibility.

There is nothing chaotic about cooperative learning that is well-planned and well-managed. Teachers should plan activities that are challenging and yet doable if the group members work together. Tasks should require the concentrated efforts of all team members doing their jobs and working with in the allotted time. Materials and supplies should be out and sorted before students arrive. During the cooperative learning activity it is the responsibility of the teacher to monitor the students and:

- Give immediate feedback and reinforcement for learning
- Re-teach certain concepts if necessary
- Clarify directions
- Encourage oral elaboration
- Affirm positive interactions and efforts
**Informally assess student learning and collaboration**

Another way to ensure that the cooperative learning activity is organized and has a smooth closure is to allow time after clean up and whole group information sharing to ask the groups to evaluate how they interacted with one another. Either verbally or in their journals students can answer questions like these:

- Tell how involved each of your team members was in the decisions your group made.
- How do you feel about the work your group did today? Why?
- What would you would like to tell your teammates about how you felt during today's activity or the way you feel now?
- What could your team do to improve the way you get along and/or work together?
- What is your favorite thing about being on this team?

Teachers need to keep a close watch on the personal interactions going on within groups. Happy well-functioning groups matched with appropriate tasks and given adequate time constraints run smoothly.

**Alternative Ways to Use Cooperative Learning**

1. **Within a lecture or presentation:**
The teacher is discussing, modeling, or explaining something. S/he pauses to ask small groups to summarize, categorize, debate, describe, or otherwise react to the presented material.

2. **With higher level questioning:**
The teacher asks small groups to come up with a team consensus on something to do with analysis, synthesis, or evaluation of the concept being discussed.

3. **As practice reinforcement:**
The teacher asks students to get with their groups to practice, memorize, or review the given concepts.

4. **Decision-making/problem solving:**
The group is to reach a decision or solve a problem presented by the teacher. The teacher is leading a class discussion on the separation of church and state in the United States Constitution. She asks small groups to meet and decide whether or not to include the words, "Under God" in the Pledge of Allegiance. Groups are to figure out a way for students to say the Pledge without violating the spirit of the law.

5. **As a review:**
The teacher asks a question. Team members put their heads together to discuss the answer. The teacher calls out a color, and the person who has
that color dot will answer the question as the teacher whips through the groups.

6. **In a tournament or game format:**
There are several models for using cooperative learning in a tournament or game format. Student Teams-Achievement Divisions (STAD) and Teams-Games-Tournament (TGT) are two of the more popular ones.

7. **With peer editing:**
Team members proof read each other's work and offer suggestions for improvement. This practice helps both the "corrector" and the "correctee."

8. **As an assessment:**
A Gallery Walk (sometimes called Carousel Walk) is a way to assess students in groups. The teacher puts large pieces of newsprint around the room. On the top of each is a question for which there are several answers. Student groups are given different colored markers and asked to write one correct answer to each question. Answers cannot be repeated on a page. The teacher can informally assess student learning by listening to them as they "think out loud" in their groups (Slavin calls this *oral elaboration*). Or teachers can more formally assess the answers by noting the flow of answers used by each colored group.

9. **Research projects or group investigations:**
Group work on projects can promote sharing of the load and commitment to a time line. Often times students who are procrastinators when it comes to doing their own work will get motivated by their peers to finish their part of the assignment.

10. **Checking homework:**
Even though homework is for independent practice, many teachers have limited time for checking and correcting it during a rushed day. Group members can check each other's work for accuracy.

For more information on the specific techniques mentioned in this chapter or for lessons designed around particular age groups and subject areas consult your local bookstore or the Internet.

Cooperative learning strategies abound. Using small group interactions is a powerful teaching tool that can be used to enhance the learning cycle and most other effective teaching strategies. Different marchers hearing different songs still need to learn to work successfully in groups when the need arises.

Learning interpersonal communication skills helps students to become better citizens. Working in groups helps students "get better together."
Recommended Reading Lis

1. Reads all directions to group.

2. Leads the discussions.

3. Checks the data sheet.

4. Helps with clean-up.

5. Is the only one who can ask a question to the teacher.
1. Is responsible for collecting and returning all materials & supplies to the appropriate place(s).

2. Is the only one who can get up for materials and supplies.

3. Makes sure that everyone in the group has equal access to the materials and supplies.

4. Checks the data sheet.

5. Helps with clean-up
Time Keeper

1. Holds the team stopwatch (or watches the clock).

2. Keeps group on task and reminds them about time.

3. Is responsible for getting the group to finish on time.

4. Checks the data sheet.

5. Helps with clean-up.
Data Collector

1. Collects the data for the activity.

2. Records data on the appropriate form or sheet.

3. Returns data sheet to teacher and/or records group data on class data sheet.

4. Makes sure all other team members check the data sheet.

5. Helps with clean-up.
1. Monitors other team members to make sure they do their own jobs.

2. Takes responsibility for praising and affirming jobs that are well done.

3. Records comments and actions that show positive interpersonal communication.

4. Reports recorded data to group at de-briefing session.

5. Helps with clean-up.
Cooperative Learning

(Reaching Consensus)

What is your team's name?

What is your team's logo?

What is your team's favorite movie?

What is your team's favorite food?

What is your team's favorite place to visit?

What is your team's favorite season?
Now that your team has completed the Reaching Consensus Sheet, take a few minutes to look back at the interactions of your group. Each of you should write some notes, thoughts, or ideas on this form before you discuss how your group worked together. Look for any patterns in the perceptions of your team members.

1. Tell how involved each of your team members was in the decisions your group made.

2. Do you feel good about the decisions your team made? Why or why not.

3. Is there something you would like for your team members to know about the way you felt during the interactions or the way you feel now?

4. How well did your team do in getting along and making joint decisions? What could you do to improve?
10 Lessons for Teaching Conflict Resolution Skills (H)
Lesson One: Introduction to Conflict and Types of Conflict

Benefits

• Conflict is a natural part of life.
• Learning about productive ways to handle conflict will help:
  o One's relationships.
  o Work and school environments.
  o Family units.
  o Interpersonal interactions.

Opening Energizer

Choose two students to go in front of the class and role-play the short scenario below. Encourage each person to put some emotion into the script.

A: "I was wide open under the basket! Why didn't you pass me the ball?"
B: "The coach told me to take the shot!"

Possible questions to ask the class:

• Who are the parties in the conflict?
• Are any other parties involved?
• What is each person in the conflict thinking?
• What were the parties feeling? (Students may ask the parties)
• What are each person's motivations?
• What does each person need?

If discussion is slow to start, restate the question. You might also ask the students to think back to an experience they've had.

Definition and Content

What is conflict? Ask the students to call out words that define, or are associated with, conflict. Chart these on the board. Words with negative associations should be on one side of the board, words with positive associations on the other. You may want to direct the students to form a line and ask them, one at a time, to write their word on the side of the board they think it should go on.

Students may not initially recognize many positive aspects of conflict. This exercise might be a good way to discuss some of the benefits of conflict (it is an opportunity for change, renewal of relationships, etc.).
Conflict is when two or more people want different things.
Activity 1

Types of conflict

Draw four squares on the board. Ask students to identify the types of conflict identified in the opening energizer. The types of conflict are:

- Within people (intrapersonal).
- Between people (interpersonal).
- Within groups (intragroup).
- Between groups (intergroup).

As students identify each type of conflict, write it in one of the squares. You may want to ask the students in which square they would write it.

Processing

Where do these types of conflict happen? __________________________

(locker room, bus stop, hallway, cafeteria, on the way to school)

Note to teacher: Students should also understand that conflict is all around and that, not only are there many different types of conflict, there are many ways of handling it as well.

Depending on how we handle conflict, the outcome may change--we can influence conflict's outcome in many positive ways.

Summary Points

- Conflict is a part of life—it can be a positive part of life, an instrument of growth.
- Conflict can be good or bad depending on how we learn to deal with it.
- Every time we interact with someone there is a potential for conflict because people's needs and expectations may not be the same.
- We can even feel conflicts within ourselves and may displace these onto others unless we are careful.
- Small conflicts should be dealt with as soon as possible, so they don't grow.
- Try to identify possible hidden conflicts.
- Disagree with ideas or behavior, not people.
Lesson Two: Conflict Styles and Outcomes Benefits

- There are many ways one can approach conflict.
- Decisions regarding conflict are based on the importance of issues and/or relationships.
- The way in which one handles conflict will directly affect the effectiveness of the conflict's outcome.

Opening Energizer

Stand in the center of the room. Introduce yourself as "the conflict" from the previous scenario in Lesson One. Each student is a member of the scenario's basketball team. Ask them to think about how comfortable they are with this conflict, and direct them to stand in relation to their comfort level with the conflict (without students leaving the room).

Processing

Go around the class and ask why they are standing there. Ask the students to sit down and discuss the following conflict styles (how people respond to conflict).

Definition and Content

Conflict Styles

- Avoiding--Issue and relationship both are insignificant.
- Accommodating--Relationship is more important than the issue.
- Forcing--The issue is more important than the relationship.
- Compromising--Cooperation is important (give a little, get a little).
- Collaborating--Relationship and issue are both important (takes more time).

When analyzing your conflict style in a particular situation, ask the following questions:

- How is this conflict style working for you?
- What are your needs, and are they being met?
- What outcome could using this conflict style lead to?
- Are you satisfied with the outcome of this conflict style?
- Are there situations in which you change your conflict style?
- Are conflict styles situational?
- What would it take for you to change your conflict style?
- How would using a new style affect the outcome?
Activity 1

Clenched Fist

With a partner, one student clenches his or her fist. As a team, they need to figure out a way to unclench this student's fist. Give them 30 seconds to figure it out.

Processing

• What happened?
• How did you get the person to unclench his or her fist?
• What worked? What didn't work?
• What did you do to overcome the challenges?

Definition and Content Conflict

Outcomes

• Win-Win
• Win-Lose
• Lose-Win
• Lose-Lose

Reflecting on Personal Conflict Styles

Direct students to quietly reflect on a recent conflict in which they've been a part. After one minute, share the conflict style with a partner.

Processing With Partner

• How did you approach the conflict?
• What conflict style did you use?
• Did both of you feel satisfied?
• If you could be in the conflict again, what style would you use?

Summary Points
• Conflict styles are based on the issue, the situation, the significance of the relationship, and personal values.
• The style one chooses directly affects the conflict's outcome.
Lesson Three: Different Points of View, Identifying Biases and Perspectives, Prejudice Awareness

Benefits

Understanding other’s perspectives:

- Helps us have better relationships.
- Helps us to be more effective communicators.
- Opens our potential to learning and understanding others.

Opening Energizer

Perception Circle

Direct the students to form a circle. Choose a person to begin the activity. That person will whisper a word in the ear of the person sitting beside him or her. Once a student hears the word, that student then turns to the next person and whispers the first thing that comes into his or her mind. Repeat the process until everyone has had a turn. Before you start, remind students that each person at the end will say his or her word out loud in front of the entire group. Encourage each member of the group to pay attention to what is happening.

Process

- What did they learn from the activity?
- What is point of view? (how you see the world)
- What is it that affects your point of view? (gender, role, time of day, birth order, finances, culture, etc)

Definition and Content

This activity focuses on teaching the students about point of view and perception. Students learn that not everyone thinks alike! People come from different experiences, families, and backgrounds and therefore have a unique point of view or perception that may not look exactly like someone else’s.
Activity 1

Read the following scenarios to the class.

- A new student sits at your usual cafeteria table.
- A student walks up to your bus stop wearing faded jeans with a lot of holes.
- A friend orders a certain type of drink: Coke, Diet Coke, or water.

After reading each above scenario, ask these two questions:

- What assumptions do we each make in these situations?
- Where do these assumptions come from?

Definitions and Content

- **Bias**--A preference that affects judgment.
- **Prejudice**--Acting on a bias; choice based on bias.

As we understand others' perceptions, we realize that we all have biases. Everyone has different backgrounds, experiences, family dynamics, etc., and so everyone has different perceptions of reality. Being aware of our unique perceptions and others around us enables us to be aware and respect others' differences.

Process

**Note to teacher:** Instruct students to listen with an open mind, refrain from making judgmental statements about the students' responses, and request confidentiality.

- What prejudices do you see in our building?
- What is it about you that might provoke a response in others that doesn't reflect "the real you"?
- Share a time when you've been treated in a prejudicial way.

Summary Points

- Perceptions and biases are a natural way of understanding the world we live in, but we don't need to act on them.
- Awareness of perception is the beginning of understanding that can lead to change.
- Make no assumptions; take time to get to know the person.
Lesson Four: Steps for Solving Your Interpersonal Conflicts

Benefits

- Integrating these skills into our repertoire helps us resolve conflicts more effectively.

Opening Energizer

Ask for two student volunteers.

Propose the following scenario to the class.

- **Person A:** You've recently bought a pair of expensive shoes. Your friend broke into your gym locker and wrote all over them with a permanent marker. They're ruined. You feel hurt and somewhat violated.

- **Person B:** Your friend's been bragging about his or her expensive shoes to everyone. Yesterday he or she made fun of the way you were dressed in front of your entire class. You felt humiliated and angry, and you wanted to teach him or her a lesson, so you broke into his or her gym locker and wrote all over the shoes.

**Note to teacher:** Make sure that you introduce this skit as the wrong way to solve conflict between people and that you will be asking the class afterwards to analyze what went wrong.

**Person A:** "Hey, why did you touch my stuff?"

**Person B:** "Whoa, I didn't think this would be such a big deal ..."

**Person A:** "You're lying. You totally blew this whole thing out of proportion. Now my shoes are ruined, and they were really expensive. I'm so angry about this!"

**Person B:** "But you —"

**Person A:** (Interrupting) "I don't want to hear it. You're always putting words in my mouth."

**Person B:** "Who cares about the shoes? Your parents can just buy you another pair. They buy you everything else you want."

**Person A:** "You don't know me. You don't know my parents."

**Person B:** "Yeah, I do. You're all stuck-up. How does it feel to have the nasty shoes now?"

Processing

After the students are finished, ask the class for specific reasons why they thought the conflict escalated. Write these on the board. Once they've come up with a few reasons, ask the class for other options the students could have used to de-escalate the conflict. Suggest looking at the
opposites of what they did wrong. As they mention suggestions close to or exactly matching the following list, write them in a separate place on the board.
**Definition and Content**

**Hints for dealing with conflicts on a one-to-one basis**

- **TAKE TIME TO COOL OFF.** Issues can't be dealt with unless emotions are worked through. In both individual and group situations, the long-term relationship is generally more important than the conflict. Also, the process of conflict resolution is as important as the content. A resolution in which one party is the winner and the other party is the loser is no resolution.

- **THINK ABOUT THE PERSON AS A PERSON.** This helps to break down role stereotypes.

- **KNOW YOUR AIM.** Knowing what is important to you in the conflict and stating it clearly makes it more likely that your needs will be met and that the conflict will be resolved.

- **TRY TO UNDERSTAND WHAT THE OTHER PERSON IS SAYING.** Listening, paraphrasing, and good feedback show concern for the other person, which, in turn, facilitates communication, defuses conflict, and lowers tension.

- **FIND SOMETHING YOU CAN AGREE ON.** Use this as a basis from which to work through the problem.

- **BE SPECIFIC WHEN YOU INTRODUCE A GRIPE.** Don't just complain. Ask for reasonable changes that will relieve the gripe. Confine yourself to one issue at a time.

- **ASK FOR AND GIVE FEEDBACK ON MAJOR POINTS.** This serves to make sure you are heard, and to assure the other person that you understand what he or she wants.

- **NEVER ASSUME** that you know what the other person is thinking until you have checked out the assumption. Do not predict how he or she will react or what he or she will accept or reject.

- **FORGET THE PAST AND STAY WITH THE PRESENT.** Changes can't be retroactive, but you can have an impact on the future.
Activity 1

Direct the class to stand in a circle. Ask for two new volunteers to act the parts of Persons A and B. Put them in the center of the circle. Direct them to begin the scene again, this time using the class's suggestions and the steps for resolving interpersonal conflict. As people in the outer circle think of ways to incorporate the new steps they've learned into the scene, they may tap an actor on the shoulder and take his or her place. The previous actor will then rejoin the outer circle.

Processing

After the exercise is over, ask students to work with a partner and reflect on a conflict they've had with someone else. How could they have used these new steps? Would these have de-escalated the situation? Why or why not?

Summary Points

• Remember that these steps are always available to you during a conflict.
• They often help de-escalate the situation.
• These steps also help you to see the other person's point of view or perspective.
• Their perspectives might be different than your own.
Lesson Five: Nonverbal Communication Skills Benefits

- Improved relationships.
- Increased understanding of others.
- Higher awareness of different communication styles.
- Better awareness of self and how we communicate with others.
- Become a more critical consumer of mass media.
- Improved ability to resolve conflicts.
- Better feelings and ability to relate to others.

Opening Energizer

Direct students to pair up, and ask student pairs to stand back to back. One person will talk for 30 seconds about what he or she did last weekend while the other person listens. Then the two will change roles. Students can't look at each other, make physical contact, or ask each other any questions.

Processing

- What did this feel like?
- Did this way of speaking feel natural? Why or why not?
- Did you feel like you missed anything in what the other person said?
- Is it important to see the other person as you're talking to them? Why or why not?

Definition and Content

Nonverbal communication can include the following:

- Facial expressions
- Posture
- Eye contact
- Leaning forward
- Nodding
- Open body posture
- Hand gestures
- Appropriate encouragers (uh-uh, oh, no, ok, yeah)
- Showing empathy
Activity 1

Ask for two volunteers. Explain to them that the class will observe them having a conversation about their plans for the summer. Ask these students to wait outside the room (or in any place out of hearing range) for a few seconds. While they're out of hearing range, explain to the rest of the class that they'll be observing the body language of both volunteers. Ask the volunteers to come back inside. The class forms a large circle around them, and the volunteers proceed with their conversation.

Processing for the class

- What body language did you see?
- What was the effect of that language?
- What kept the other person talking?
- What shut the other person down?
- How do you know that the listener was actually listening to the person speaking?

Processing for the two volunteers

- When you were talking, what did the other person do to make you want to talk more?
- When you were talking, what did the other person do to make you stop talking?

Summary Points

- Many times, nonverbal cues are more important than what is actually being communicated.
- Paying close attention and observing the nonverbal cues tells you a great deal about what is really happening.
- Check in to see if the verbal and nonverbal cues match. If not, ask the speaker to clarify.
Lesson Six: Communication

Identifying good and poor listening skills and learning active listening techniques (e.g., paraphrasing, summarizing, clarifying, encouraging, listening for feelings)

Benefits

- Improved relationships.
- Increased understanding of others.
- Higher awareness of different communication styles.
- Better awareness of self and how we communicate with others.
- Improved ability to analyze mass media.
- Improved ability to resolve conflicts.
- Better feelings and ability to relate to others.
- To help each participant learn and practice active listening skills.

Definition and Content

- **Active listening and encouraging**: Eye contact, nodding, face the speaker, listen for main points, try hard to understand what the other person is saying, identify feeling, lean into speaker, ask open-ended questions, paraphrase content.
- **Paraphrasing**: In your own words, explain what the other person said.
- **Summarizing**: Paraphrasing plus stating feeling.
- **Clarifying**: Asking open-ended questions to understand better.
- **Listening for feelings**: Through observation and listening, identify the feelings.
**Activity 1** Fishbowl

**Activity**

Direct two students to stand in front of the room. Ask one student to talk about something that happened recently; the second student listens. Instruct the class to watch and observe the listening student. Each student will do each role for one minute.

**Processing** (pull the answers out of the students)

**What did you see the listener doing to encourage the talking student?**
Examples of active listening: __________

**What did you see the listener doing to shut down the communication?**
Examples of poor listening: ____________________________

What were the specific strategies used:
- Active listening __________
- Paraphrasing __________
- Summarizing __________
- Clarifying __________

**Activity 2**

**Four-Part Listening**

1. Divide into groups of five.
2. One person tells about a conflict for one minute.
3. Four listeners:
   - One listens for facts, using paraphrasing.
   - One clarifies values and issues.
   - One listens for feelings, summarizing content and sensitive language.
   - One observes body language.
4. The listeners tell the storyteller what they heard or observed, and the storyteller gives feedback to the listeners (briefly).
5. Do this activity five times so that each participant plays every role.

**Processing**

- Which is harder to listen for or observe—facts, values, feelings, or body language?
- How did it feel to be listened to that attentively?
- Why is it important to differentiate between statements of fact, feelings, and values and to observe body language?
• Compare the first activity to the second. Which went better? What struggles did you have? Reflect on what you've learned.

Summary of Points

• More is conveyed in conversations than most people hear.
• Dig deeper, look for issues.
• Check the nonverbal cues with what is being said.
• Listen for what is not being said.
• Active listening takes work.
• Focus on the speaker and not on what your response is going to be.
Lesson Seven: Effective Questioning Techniques

Benefits

- To understand types of questioning and practice effective questioning.
- Help understand, identify, clarify, and learn the other person's issues, needs, and perspective.

Opening Energizer Hot

Seat Activity (Part 1)

1. Direct the students to form a circle.
2. Choose a person to begin the activity.
3. Tell the volunteer to move his or her chair into the middle of the circle.
4. Students in the circle are allowed to ask the student in the hot seat any question related to the agreed-upon topic under discussion.
5. The student in the hot seat may choose to pass on any question.
6. After the third question, a new student sits in the hot seat.
7. After an agreed-upon time frame (ten minutes) has passed, the activity is over.

Processing

When the activity is finished, ask which type of questions got a more thorough response.

- Closed-ended questions (usually elicits a brief response or one-word answer)
- Open-ended questions (open-ended cannot be answered with a yes, no, or very brief response)

Definition and Content

Effective questioning—three quick tips

1. Is this an open-ended question?
   a. Does it give people a chance to tell more about what happened in their own words?
   b. Examples include ...how, help me understand, explain, etc.
2. Does this question sound like you are accusing the person?
   a. Example: why; why may be interpreted as probing or accusing.
3. After the person answers your question, did you use active listening, repeating facts and feelings about the answer?

Hot Seat Activity continued (Part 2)
Continue the hot seat activity. This time as the questions are asked, ask the students to identify if each question is closed-ended or open-ended.
Processing

How do you know the difference between open-ended and closed-ended questions? What change can you make to shift a closed-ended question to an open-ended question?

Hot Seat Activity continued (Part 3)

This time, ask for only open-ended questions. If the respondent answers with a closed-ended answer, ask a follow-up question that is open-ended.

Processing

How does this activity connect to, or enhance, the curriculum or give quality to more effective questioning?

Summary Points

- Open-ended questions tend to elicit more information and more detail.
- Open-ended questions help to thoroughly investigate the issues.
- Open-ended questions help clarify feelings.
- Remember, the intent of a question may not get the response you expected; therefore, restate the question or ask it in a different way.
- There is no perfect question.
- Good questioning techniques are an art, not an exact science, and depend on the speakers response.
Lesson Eight: How to Handle Difficult Conversations

Understanding empathy, I-messages, reframing, de-escalation, tips on ways to handle difficult conversations, and confrontation techniques.

Benefits

- Be aware and recognize your own feelings.
- Be able to de-escalate situations.
- Be able to improve relationships.
- Be able to speak from your own perspective.
- Be more confident and assertive.
- Use as a drug prevention strategy.
- Is a part of being a good citizen.
- Be able to demonstrate leadership abilities.

Opening Energizer

Think of a time when you were a brand new student or sitting all alone. How did you feel? Get a volunteer to write responses on the board.

Processing

- Have you heard of empathy? What does it mean? Empathy (is the ability to put yourself in someone else’s shoes).
- Through this experience, understanding empathy, how does this help you see others in similar situations?
- It gives you the opportunity to experience the feeling, which now allows you to feel someone else’s feelings. It’s the ability to relate and connect with others.

Activity 1

Direct students to choose partners. One student has gotten bumped by the other; all the books go flying. The person who bumped into you walked away. What do you do? What are your options? How are you feeling?

Definition and Content

Here are some possible techniques to use in handling difficult conversations/situations:
• First, calm down and take a deep breath.
• Listen to understand the other person's point of view and where they are coming from, trying not to assume or judge.
• Speak from your own perspective.
• Remember that it takes two people to maintain a conflict. Consider what you contribute to the conflict.
• Think win-win. How can we work together?
• You can only be responsible for yourself and change the way you respond to the situation.
Some specific communication techniques:

- **I Statements**: stating what you need from your point of view:
  
  I feel___(name the feeling)___
  
  when___(describe the
  
  behavior)__ because_ (provide the
  
  reason )__
  
  I need ___(tell what would make it better for you)__.

- **Reframing**: changes negative or hostile language to neutral language. **Example**: You are so stupid. Reframe: You made a mistake on the math test.

- **Confrontational techniques**: Start with a positive statement. Explain the issue or situation. Finish with a positive statement.
  
  "I enjoy our friendship."
  
  "I'm hurt that you talk behind my back."
  
  "I want to continue our friendship."

**Activity 2**

Let the students choose a possible scenario. Possible options include:

- Sitting in the cafeteria.
- Sitting on the bus.
- A friend starting to spend more time with another friend and leaving you out.

With a partner, choose one of the above scenarios or make up your own. Direct students to practice using the above three techniques (I-statements, reframing, and confrontational techniques).

**Processing**

- After using these techniques conscientiously, what were the end results?
- How were you feeling about yourself?
- Did it help you get what you wanted? Did it help improve the relationship?

**Summary of Points**
• If you are not satisfied with the outcome from past difficult conversations and situations, you will continue to get the same results if you use the same patterns of behavior.
• Trying a new conflict resolution technique will help you get a new result and possibly help you feel better about yourself.
Lesson Nine: Problem Solving and Decision Making

Benefits

- Acquire essential life skills.
- Learn to assess personal strengths and abilities.
- A way to identify resources.
- A positive way to follow a course of action, identify and analyze a problem, select and test a solution, and evaluate results.
- A way to learn from your mistakes.
- A structured way to change.
- Making healthful and safe life choices.
- Teamwork involving cooperation and collaboration are employability skills.

Opening Energizer

Brainstorming Uses of Masking Tape

1. Show students a roll of masking tape.
2. Ask them to suggest as many uses as possible for the roll of tape in three minutes, without stopping to judge, critique, or reword the suggestions.
3. One facilitator (fast writer) will record the responses on chart paper or the black or white board.
4. At the end of five minutes, review the list with the students.

Processing

- How did this activity help you collaborate and work as a team? 
  \[ \text{(not allowed to judge, critique, or interrupt)} \]

- Did you work as a team? Did you feel included in the team?

Definition and Content

D-Define the problem.

E–Educate yourself and identify alternatives.

C-Consider consequences and pros and cons of each. I-
  Identify your choice.

D-Develop a plan to implement your decision. E-
  Evaluate your decision.
**Activity 1**

* Teams of five will market and/or develop the product (the masking tape).
* Choose your top five answers from the brainstormed list on the board.
* Each team of five will present in front of the class and explain the process they used.

**Processing**

* How did you come to a group decision?
* How did you decide on these top five?
* Explain how you got to these top five.

**Summary of Points**

* Creativity takes time and imagination.
* The benefits and quality of the outcome are worth the extra time and effort.
* To have quality teamwork, each member needs to use effective listening, questioning techniques, cooperation, and collaboration.
Lesson Ten: Building Relationships, Developing a Win-Win Outcome Through Communication and Collaboration

Benefits

- Helps to use effective communication skills.
- Helps to identify common ground.
- Help to identify and clarify personal issues and needs.
- Helps to understand the other person's point of view.

Opening Energizer

There is only one orange left on the teacher's desk. Two students have expressed an interest in the orange. One wants to take the orange home to use the zest to make icing for a cake.

The other student really loves the orange juice. The teacher cuts the orange in half and gives half to each person.

Process

- Analyze the situation together as a class.
- What could the students have done differently?
- What could the teacher have done differently?
- What are the specific skill sets that each of the parties could have used to identify and express their needs and thereby coming to a win-win outcome.

Definition and Content

Collaboration: a way in which two or more people try to resolve a conflict.

1. Identify the problem.
   a. Talk about the real concerns and identify the issues or needs.
2. Focus on the problem (try to keep the behavior out of it and don't take it personally).
   a. Do so without blaming or attacking the other person).
   b. Identify and clarify issues and needs.
3. Listen with an open mind and try to first understand the other person, then seek to be understood.
4. Brainstorm solutions with no judging.
5. Evaluate solutions.
   a. Think win-win.
   b. Identify positives and negatives of each.
c. Possibly combine solutions and/or modify them.
d. Be creative!
e. Ask reality testing questions--"what ifs?"

6. Agree upon a solution.
7. Come up with a plan to carry out the solution.
Activity 1

Think of a conflict using the above content; solve the conflict with a partner. Some possible conflicts include:

- Electronics (your friend is playing, you are watching).
- One of your friends is ignoring you.
- You are going to the high school or college of your dreams and your friend is going to his or her safe school. You had previously agreed to attend the same high school or college.
- A friend consistently asks to borrow your homework.
- Choose a conflict of your own, and, with your partner, solve the conflict using the conflict resolution techniques.

Processing

- How did the process work for you?
- Were there any difficult moments?
- Were you able to use any previously learned techniques? If so, how did they work for you?
- Can you think of any previous experiences in which you could have used this process? Share with your partner.

Summary Points

- Depending on your comfort level and conflict style, you will choose one communication skill over another.
- When analyzing outcomes in a conflict, you have options for using new communication skills.
- These options will ensure better outcomes, possibly win-win outcomes for both parties.
- This skill set builds healthier relationships.
- Having these options increases one’s confidence level and ability to deal constructively with conflict.
Title: Self-Awareness  Grade: 6

Goal/Objective: Students will recognize that they are important to themselves and others. Students will compare their characteristics and abilities with those of others and identify personal strengths.

Materials:
White drawing paper
Crayons

Procedure:
Tell students that there are positive qualities others see in them that they might not be aware of.

Have students arrange themselves into groups of six (6) in a circle.

Each student draws an outline of his/her hand on the drawing paper.

They put their names to the bottom right corner and pass their papers to their right.

Each member of the group writes a positive comment about the individual (caring, strong, etc.)

Eventually each student will get his/her paper back and share comments written about them.

Closure/Evaluation:
Students can see themselves in a positive light with admirable qualities noted by classmates. "Everyone is a valued member of our class."

Teaching Tips:
Additional materials available via the NJ Office of Equal Opportunity can be integrated into the lesson: "Self-Concept" and "How You Can Recognize High and Low Self-Esteem." A video from the Power of Choice series #2452 on Self Esteem may also be used.

Be sure to circulate within the classroom to make sure the students are listing positive and not negative traits.

Submitted by: Mary Ann Lombardi, Middle School Counselor, Piscataway Schools
Title: You Can Bank On It!  

Goal/Objective: Students will be able to acquire knowledge of how to handle a bank account with reality based problem solving, as well as gaining information about banking in general through playing the role of a bank customer. This lesson takes place over several class periods.

Materials:

- Literature from a local bank (community partner) that identifies bank services and fees that are offered, such as MAC, check card, traveler's checks, certified checks, etc.
- Applications forms to open a bank account, loan, etc.
- Guest speaker from local bank

Procedures:

- Review each position in a bank as to training, skills, etc.
- Review basic knowledge that can be applied in maintaining a bank account, filing applications for services, etc.
- Create goals for account holder by establishing a budget format. This may be completed through cooperative groups/teams. Each member will have a specific role to follow.
- Class keeps track of mock accounts to monitor growth, interest accrued, etc.
- Invite a guest speaker from local bank to explain available services, account information, job training, and fraud

Closure/Evaluations: Group presentations may be made on how they problem solved their account using visual aids. Students wear business attire and are critiqued by their classmates.

Teaching Tips:

This lesson may be taught cooperatively with a math teacher.

The following adaptations may be made to the lessons:
Students may role play proper phone etiquette as necessary.  

Students may practice body language, negative v. positive.  
Create a bank storefront atmosphere to implement the lessons.  

Provide an incentive program for each group to reinforce skills and teamwork: explain bank incentives for employees and bank customers.  

Lesson Pion by: Jennifer S. Grimaldi, School Counselor, Gloucester Township Public Schools (full lesson plan aligned with Cross Content Workplace Readiness Standards is available at http://www.wnjpin.net/OneStopCareerCenter/STW/IJsg2.htm
School Counseling Lesson Plan

Middle School Level

Area Addressed: Academic/Educational Development (K)

Title: Time Management Strategies Grade Level: 7-8

Goal/Objective: To assist students in managing time effectively in order to balance activities and studying as well as reduce stress

Materials:

Handouts on time management (attached)

Procedure:

Through class discussion, students will explore the amount of time needed each day to complete the following: sleep, meals, school time, and transportation to and from school. This will be then subtracted from 24 hours. The balance then needs to be divided by students individually according to the appropriate topics: study time/homework; sports practice; music/dance lessons; chores; etc. Discuss the following with students: the need to prioritize each activity and that each day's schedule may be different according to lessons, practices, etc. Explore solutions for "too much to do/too little time" and the related stress. Invite student input.

Distribute the attached worksheet on time management so that students may draft schedules for each school day, Monday through Friday.

Closure/Evaluation: Have students volunteer to share some of the decisions they made in order to adapt their schedules. What priorities did they set? Did they have to give anything up or move it to the weekends? Do they think these schedules can work as a guide for managing their time?

Teaching Tips:

As time allows, explore some of the feelings of stress and anxiety produced by their schedules. Brainstorm some ideas with the class on how to reduce these feelings (take a walk, get enough sleep, eat breakfast, take a five-minute vacation, etc.) Duplicate their ideas and a few of your own onto cover stock paper
(size the text as a bookmark), and distribute the bookmarks to the students during a brief homeroom visit. Add your name and contact information to the bookmarks. This topic can be covered in greater depth in a separate lesson entitled “The Five Minute Vacation...Stress Busters for Everyone!”

Submitted by: Janet Carlson Giardina, Director of Guidance Grades 7-8, Willingboro Schools