



# West Windsor-Plainsboro Regional School District Student Assistance Grade 6

## School Climate & Culture

**Content Area: Guidance**

**Activity & Grade Level: Student Assistance Curriculum, Grade 6**

### Summary & Rationale:

There are many risk factors present during the middle school years, and 6<sup>th</sup> Grade is a time of increased stress due to the change to a new school, with different peers and increasing responsibility. Education and promotion of protective factors throughout the middle school years is an important component of creating a positive and healthy school climate. Research shows that students who feel part of their school community achieve more academically and refrain from dangerous behaviors. Identifying and addressing issues such as school violence, alcohol & drug use, and suicide prevention all heighten awareness among students as to how to better handle these issues. School wide initiatives allow for impact to occur across all grade levels and for the “buy in” among students to be greater as a result of full school participation.

### Timeline:

- September – June during selected months as determined by the SAC
- Each student will meet the SAC and be oriented to the SAC role via lessons in Life Skills, Health, Study Hall, indoor recess and/or PE by spring of each school year.
- Life Skills lessons are focused on conflict resolution, acceptance of diversity, assertiveness skills, and coping skills.
- Health lessons are focused on the dimensions of wellness, especially stress management and healthy vs. unhealthy coping.

### NJ State Standards

**Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

**Strand E. Social and Emotional Health**

**Content Statement:** Social and emotional development impacts all components of wellness.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.
2.1.8.E.1	Analyze how personal assets, resiliency and protective factors support healthy social and emotional development.

<b>Content Statement:</b> Respect and Acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination and bullying.
2.1.8.E.2	Determine the effectiveness of existing home, school and community efforts to address social and emotional health and prevent conflict.
2.1.12.E.2	Analyze how new technologies (i.e. Social media) may positively or negatively impact the incidence of conflict or crisis.

**Standard 2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

**Strand A. Interpersonal Communication**

**Content Statement:** Effective interpersonal communication is the basis for strengthening interpersonal interactions and relationships for resolving conflicts.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
2.2.6.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills in different situations.
2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements or conflicts.
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.

**ASCA National Standards**

**Standard: Personal/Social Development**

- A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.**
- B: Students will make decisions, set goals and take necessary action to achieve goals.**
- C: Students will understand safety and survival skills.**

<b>PS:A1.6</b>	Distinguish between appropriate and inappropriate behavior.
<b>PS:A1.7</b>	Recognize personal boundaries, rights and privacy needs.
<b>PS:A1.8</b>	Understand the need for self-control and how to practice it.
<b>PS:B1.8</b>	Know when peer pressure is influencing a decision.
<b>PS:C1.4</b>	Demonstrate the ability to set boundaries, rights and personal privacy.
<b>PS:C1.9</b>	Learn how to cope with peer pressure.
<b>PS:C1.7</b>	Apply effective problem-solving and decision-making skills to make safe and healthy choices.

## Instructional Focus

### Unit Enduring Understandings

- To raise awareness among 6<sup>th</sup>-8<sup>th</sup> graders about issues impacting adolescents and school communities to include bullying, drugs & alcohol, and other social concerns
- To increase prevention among 6<sup>th</sup>-8<sup>th</sup> graders through education and development of healthy coping skills
- To build a sense of community within the school that fosters a positive and healthy learning environment
- To promote respect for self, other and community
- To promote service learning as a protective factor
- To create familiarity with the SAC so the students feel comfortable to initiate contact when desired

### Unit Essential Questions

- How can I make a positive impact or contribution in my school/ community?
- How do my choices affect the people around me?
- What are healthy ways to deal with stress, anxiety and/or pressure to “fit in”?
- What are some of the dangers of using tobacco, drugs & alcohol?
- How can I tell if a choice is a good one for me?
- How can I resist peer pressure without being judged or excluded?
- When I feel excluded, how can I deal with those feelings in a healthy way?
- When is an appropriate time to seek adult help to problem-solve or support a peer?

### Objective: To have the student body:

- Participate in individual, group, team, and community service opportunities as an experience of contribution to the greater good.
- Learn effective ways to cope with stress/other problems without compromising personal values.
- Demonstrate how to make informed, healthy choices.
- Recognize characteristics of healthy vs. unhealthy relationships.
- Effectively set boundaries in relationships.
- Manage impulses and demonstrate self-control.
- Identify the difference between “image” and who an individual really is.
- State the importance of safety in online interactions.

**Students will:**

- Demonstrate a connection to school staff, peers, and “team”.
- Understand the importance of doing the “right” thing, even when no one is watching.
- Initiate/participate in service learning to contribute to the local/global community.
- Accept responsibility for individual choices and their impacts on the larger community.
- Identify specific healthy coping skills to use when facing adolescent stressors or pressures (i.e. drugs, alcohol, bullying, etc.)
- Identify outcomes of different choices.
- Learn characteristics of healthy and unhealthy choices and their impact on themselves as well as the school community
- Learn how to effectively communicate to set personal boundaries and resolve conflicts.
- Recognize the lasting impact of poor decisions on their future.
- Practice appropriate communication, in person and online.

<b>Evidence of Learning</b>
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**Assessment:**

- Student feedback during assemblies, lessons, presentations, initiatives, etc.
- Feedback from school staff from their interactions with students post- assembly
- Surveys as appropriate and authorized.
- Individual conversations with the SAC, when applicable

**Competencies for 21<sup>st</sup> Century Learners**

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

## Resources

### Core Text:

*School Connectedness: Strategies for Increasing Protective Factors Among Youth*,  
[www.cdc.gov/HealthyYouth/AdolescentHealth/connectedness.htm](http://www.cdc.gov/HealthyYouth/AdolescentHealth/connectedness.htm)

Service Learning in Grades K-8: Experiential Learning That Builds Character and Motivation. Kate Thomsen author, 2006: Corwin.

The Student Assistance Center: A Flight Plan for Promoting School Safety and Building Life Skills. Mary Meggie, author. 2006: Solution Tree

National Prevention Strategy: America's Plan for Better Health and Wellness. National Prevention Council, National Prevention Strategy, Washington, DC: US Department of Health and Human Services, Office of the Surgeon General, 2011.

### Suggested Resources:

- Activities That Teach, Tom Jackson, M.Ed, author. 1993: Red Rock Publishing.
- More Activities That Teach, Tom Jackson, M.Ed, author. 1993: Red Rock Publishing.
- Six Pillars of Self-Esteem. Nathan Branden, author. 1994: Bantam Publishing, Inc.
- Campaign Connect: 6 Step Guide: Center for Supportive Schools, [www.supportiveschools.org](http://www.supportiveschools.org), 2013
- **NCADD website: [www.ncaad.org](http://www.ncaad.org)**
- **SAMHSA website: [www.samhsa.gov](http://www.samhsa.gov)**
- ***Student Health and Academic Achievement***,  
[www.cdc.gov/HealthyYouth/health\\_and\\_academics/index.htm](http://www.cdc.gov/HealthyYouth/health_and_academics/index.htm)
- ***FindYouthInfo.gov***, [www.findyouthinfo.gov](http://www.findyouthinfo.gov)
- ***Enhancing Student Connectedness to Schools***,  
<http://csmh.umaryland.edu/resources.html/caring%20connectedness%20brief.pdf>
- ***School Connectedness: Improving Students' Lives***  
<http://cecp.air.org/download/MCMonographFINAL.pdf>
- ***Travis Manion Foundation: Character Does Matter:*** [www.travismanion.org](http://www.travismanion.org)
- ***Bystander: A Portrait in Apathy***, [www.bystander.us](http://www.bystander.us)
- ***"You Don't Know Me 'Til You Know Me"***, Dr. Michael Fowlin,  
<http://www.michaelfowlin.com/qopening.htm>