



West Windsor-Plainsboro Regional School District Student Assistance Grade 7

Student Assistance Curriculum, Grade 7

Content Area: Guidance

Activity & Grade Level: Student Assistance Curriculum, Grade 7

Summary & Rationale:

7th Grade is a time of internal conflict and identity formation. As the “middle child” of the three grades in the middle school, 7th grade is often a time of risk-taking behavior as students, struggling toward individuation make impulsive choices or act out for social recognition. Student Assistance Counseling at this level is focused on the building of decision-making skills and coping mechanisms to reduce inappropriate risk-taking while fostering acceptance of self and others. Additionally, reminding students of resources within the school and community from which to seek assistance is a critical transitional task, paired with education about the importance of approaching adults when a peer is having difficulties: stand up/speak out.

Timeline:

- Students will be reminded of the role/availability of the SAC during the first marking period via indoor recess presentations, study hall, and/or Health/PE lessons.
- Each student will meet the SAC through a lesson in Computer Cycle regarding appropriate online behavior by spring of Grade 7.
- Each student will participate in appropriate grade-level assemblies, addressing behavioral expectations, service learning opportunities, the importance of standing up against bullying, etc., throughout the school year, as coordinated by the SAC with administration. (“If Not Me, Then Who?” *Bystander: A Portrait in Apathy*).

NJ State Standards

Standard

- **2.1 Wellness:** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- **2.2 Integrated Skills:** All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand

- **E. Social and Emotional Health**
- **A. Interpersonal Communication**

Content Statement:

- Social and emotional development impacts all components of wellness.
- 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.
- Effective interpersonal communication is the basis for strengthening interpersonal interactions and relationships for resolving conflicts.

CPI #

Cumulative Progress Indicator (CPI)

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.
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.
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.
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.	
PS:A1.6	Distinguish between appropriate and inappropriate behavior.
PS:A1.7	Recognize personal boundaries, rights and privacy needs.
PS:A1.8	Understand the need for self-control and how to practice it.
PS:B1.8	Know when peer pressure is influencing a decision.
PS:C1.4	Demonstrate the ability to set boundaries, rights and personal privacy.
PS:C1.9	Learn how to cope with peer pressure.
PS:C1.7	Apply effective problem-solving and decision-making skills to make safe and healthy choices.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Sound, thoughtful decision-making is important in character development and has a lasting impact. • There are healthy and unhealthy coping skills, and choosing wisely is critical. • It is important to consider what makes someone a “friend” vs. an acquaintance (real life and online). • It is more important to be happy with yourself than to please or impress others. • Each student has the right to be treated with respect and have his/her boundaries respected as well. 	
Unit Essential Questions	
<ul style="list-style-type: none"> •How can I deal with change while staying true to myself? •What are healthy ways to deal with stress, anxiety and/or pressure to “fit in”? •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 students leave 7th grade knowing:

- Effective ways to cope with stress/other problems without compromising personal values.
- How to make informed, healthy choices.
- How to recognize characteristics of healthy vs. unhealthy relationships.
- How to effectively set boundaries in relationships.
- How to manage impulses and demonstrate self-control.
- The difference between “image” and who an individual really is.
- The importance of safety in online interactions.

Students will:

- Participate in an experiential, peer mentor facilitated lesson in PE within the first marking period.
- Participate in a problem-solving exercise facilitated by the SAC in computer cycle by spring of grade 7.
- Identify specific healthy coping skills to use when feeling stress.
- Identify outcomes of different choices.
- Learn characteristics of healthy and unhealthy relationships, and acknowledge their rights to choose to engage in healthy relations with others.
- 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.

Evidence of Learning

Assessment:

- Student responses during lessons.
- Feedback from health/PE/Life skills teachers regarding follow-up discussion of “take-aways” from SAC lesson.
- Student response forms provided as follow-up to programs.
- Pre/post- assessments and student surveys as appropriate.

Competencies for 21st Century Learners

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

Resources

Core Text:

Suggested Resources:

- Exercises for Enhancing Social Skills & Self-Esteem, SiriNam S. Khalsa, author. 1996: Professional Resource Exchange, Inc.
- Developing Character in Students, Dr. Philip Fitch Vincent, author. 1999: Character development Publishing.
- Activities That Teach, Tom Jackson, M.Ed, author. 1993: Red Rock Publishing.