**COUNSELOR LESSON PLAN**

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| **Topic:** Making Kinder Choices (**Lesson 2** of 3)**Duration:** 50-60 Minutes**Grade Level**: 7th |
| **ASCA COUNSELING STANDARDS**  |
| **Academic:** * **A:A1.4** Accept mistakes as essential to the learning process
* **A:A3.1** Take Responsibility for their actions
* **A:B1.2** Learn and apply critical thinking skills
* **A:B1.4** Seek information and support from faculty, staff, and peers

**Career:** **C:A1.5** Learn to make decisions**Personal Social:*** **PS:A-1.2** Identify values, attitudes and beliefs
* **PS:A-1.6** Distinguish between appropriate and inappropriate behavior
* **PS:A1.7** Recognize personal boundaries, rights, and privacy needs
* **PS:A2.1** Recognize that everyone has rights and responsibilities
* **PS:A1.7** Understand consequences of decisions and choices
* **PS:A1.9** Demonstrate cooperative behavior in groups
* **PS:C1.5** Differentiate between situations requiring peer support and situations requiring adult professional help
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| **OBJECTIVES/ESSENTIAL QUESTION** | **TERMINOLOGY** |
| **Is it possible to make kind choices even in difficult or threatening situations?** | **Bullying:** *A person is bullied when they’re* *harmed and harass in a** ***Deliberate*** *(on purpose),*
* ***Repeated,***
* *or* ***hostile*** *manner (intimidating & aggressive), that creates an imbalance of power*

**Bystander:** *a spectator in a bullying situation, the audience that does not act***Ally:** *A courageous individual who protects other from bullying either directly or indirectly* |
| **INTRODUCTION TO LESSON** |
| This is a 7th grade lesson, but it is also adaptable to other middle school grades. In PowerPoint form, it reviews the definition of bullying, and provides an activity called “The Four Corners,” which involves scenarios, choices, and movement and allows students to share and evaluate their own reactions to bullying. In conclusion, the roles of “bystander” and “ally” are discussed. Pro-social behavior is reinforced and encouraged to the group as a whole.  |
| **CONTENT KNOWLEDGE | INSTRUCTIONAL DESIGN**  |
| **TEACHER ACTIONS** | **STUDENT ACTIONS** |
| 1. Introduce lesson and **essential**?
 | Students take Cornell notes. |
| 1. Begin PP
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| 1. The definition of bullying is reviewed.
 | Discussion and questions, as needed. |
| 1. Why be kind? slide
 | Discussion and questions, as needed. |
| 1. **The Four Corners:** *Four choices based on scenarios given:*
* Ignore the situation or walk away
* Intervene myself to stop or mediate the situation
* Talk to the person in private
* Seek help from an adult

  | Students move to the corner of the room that seems most comfortable given the scenario. |
| 1. **Scenarios:**
* A classmate or friend constantly makes fun of another student because she or he is small for his/her age.
* An older student makes fun of a younger student because he or she is small for his/her age.
* When you are with a group of friends, one of them makes fun of a younger student because of the way he/she dresses
* A student in one of your classes teases a boy for wearing nail polish
* A new kid at school calls your friend “gay.”
* A kid you don’t know calls another kid you don’t know a racial slur.
 | Students move to the corner of the room that seems most comfortable given the scenario. Ask students, can you help me understand why you changed corners? |
| 1. **Process questions:** Who did you feel most comfortable confronting? Who did you feel least comfortable confronting? If you were not alone, would you feel more comfortable confronting a bully? Who did you feel most comfortable defending?
 | Discussions…Ask if the student have any last questions… |
| 1. Define bystander & ally
 | Discussions…Ask if the student have any last questions… |
| **CLOSURE|CHECK FOR UNDERSTANDING** |
| **Quickwrite:*** Can you think of one person here at school that you know or have seen at school that needs an ally?
* What could you do to help?

**In conclusion:** Final questions are taken. |
| **AVID WICOR STRATEGIES UTILIZED** |
| **Writing:** Cornell note-taking & quickwrite**Inquiry:** Uncovering one’s understanding & asking critical questions & engaging in thinking, learning, and discussion & clarifying one’s own thinking & working through ambiguity.**Collaboration:** Sharing of ideas, information and opinions & supporting the learning of others through inquiry |
| **RESOURCES** |
| PowerPoint (Tailor to the needs of your site, logos, etc.)Websites:* <https://www.commonsensemedia.org/>
* [www.welcomingschools.org](http://www.welcomingschools.org)
* www.ASCA.org
* <http://www.stopbullying.gov/index.html>
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| **DIFFERENTIATED INSTRUCTION** |
| Discussion can be adjusted by grade level.  |
| **SUPPLEMENTAL LESSON AND RESOURCES** |
| This is lesson two of three dealing with social issues in 7th grade. This lesson allows student to think through their own reaction to bullying and how they could move from bystanders in these situations to more helpful and pro-active allies of those being bullied. The next two lessons in this series are:* Bullying, Cyberbullying, and Sexual Harassment (**Lesson** **1**)
* Crossing the Line: Appreciating Diversity **(Lesson 3)**
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