

Secaucus
Board of
Education

Peer Leadership
Course Code: 2526
Social Studies

**BELIEVE.EMPOWER.
CREATE.INSPIRE.
SUPPORT.LEAD.
BE A PEER LEADER.**

Born on December 2016

Aligned to the NJSL-ELA adopted 2016

Aligned to the Social Studies, Technology, and 21st Century Life and Careers Standards adopted 2014

Adopted by the Secaucus Board of Education on January 19, 2017

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District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

Course Description

Peer Leadership is a full year course in which students are provided a practical introduction to effective team building, communication and facilitation skills with a focus on societal relations. Students will analyze the values, feelings, and behavior of individuals in groups. Communication styles will be emphasized. They will also explore relevant teen topics such as team building, peer pressure, self-image, communication and decision making skills. The concepts are applied by analyzing groups in which the students participate. The Social Studies Department emphasizes the development of intellectual, social, moral, cultural, and aesthetic values. Peer Leadership is offered to assist students in developing a better understanding of himself/herself and others. The Peer Leadership course is a necessary tool that provides young adults an opportunity.

The Peer Leadership course is a comprehensive and challenging program. In this course students will develop leadership, interpersonal and intrapersonal communication skills. They will facilitate workshops with peers and underclassmen and plan and carry out community outreach programs and school events. Peer Leadership students learn and implement leadership and communication skills by participating in a host of personal development and team building activities and grow as they learn about themselves and their classmates. Throughout the course students work with peers, underclassmen and community members of all ages, routinely planning and successfully carrying out large and small group activities including: freshman mentoring, transition project, sophomore character education, junior and senior drinking and driving programs, charity fundraising and awareness campaigns (working with organizations like the Alzheimer's Association and Special Olympics), and community outreach opportunities like the Senior Citizen Prom. More than building leadership skills in the individual student, the Peer Leadership program offered by the Freehold Regional High School District plays a great role in strengthening community ties while developing a positive, forward-looking school climate. The Peer Leadership course seeks students who are self-motivated role models for the school and community, and who work well independently and collaboratively with students and staff members. There is an application process that includes recommendations, essays, and attendance and discipline checks. The administration, guidance and social studies departments will work together to ensure that students will undergo proper evaluation.

Course Objectives:

- Increase awareness and understanding of the developmental stages of individuals and groups.
- Identify qualities and characteristics of effective leaders.
- Develop ability to identify communication patterns and behaviors the prevent groups from succeeding and those that promote success.
- Develop a positive self-concept, build self-esteem, and move toward self-actualization.
- Describe and explain his/her own feelings.
- Be more effective when making personal decisions.

Interdisciplinary Connections

- ✓ **Media:** Public speaking, detailed presentations
- ✓ **Social Studies/Sociology:** reflection and analysis of school culture and climate to determine leadership characteristics
- ✓ **ELA:** Journal writing, personal reflections, response to literature

Course Modifications (ELLs, Special Education, Gifted and Talented)

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)

- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

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| | Leadership | | | | | | | |
| Unit: | Peer Leadership | | | | | | | |
| Timing: | Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications. | | | | | | | |
| Standards: | <p align="center">New Jersey Student Learning Standards</p> <table border="1" data-bbox="451 226 808 1575"> <tr> <td data-bbox="451 1180 636 1575">Social Studies</td> <td data-bbox="451 226 636 1180">9.1, 6.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, WHST.9-10.1, WHST.9-10.4, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.7 WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.2b, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.4</td> </tr> <tr> <td data-bbox="636 1180 717 1575">Technology</td> <td data-bbox="636 226 717 1180">8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2</td> </tr> <tr> <td data-bbox="717 1180 808 1575">Career Ready Practices</td> <td data-bbox="717 226 808 1180">CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</td> </tr> </table> | | Social Studies | 9.1, 6.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, WHST.9-10.1, WHST.9-10.4, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.7 WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.2b, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.4 | Technology | 8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2 | Career Ready Practices | CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12 |
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| Technology | 8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2 | | | | | | | |
| Career Ready Practices | CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12 | | | | | | | |
| Essential Questions: | <ul style="list-style-type: none"> • What personal and group benefits can be achieved through positive risk taking? • How can taking positive risks help enhance the group's performance? • What is the difference between | | | | | | | |
| | <p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Learn and be able to apply definitions of leadership. ❖ Identify and prioritize the characteristics of effective leadership ❖ Critically analyze different leadership styles ❖ Develop and improve personal leadership and teambuilding skills. ❖ Gain a greater appreciation of self- | <p>Activities, Investigation, and Student Experiences:</p> <p>Who are the Leaders? – <i>Peer Leadership</i> activity. 1.1 The Ideal Leader – <i>Peer Leadership</i> activity 1.2. Leadership Hunt - <i>Peer Leadership</i> activity 1.3</p> <p align="center">Sample Activity <u>Who's the Leader?</u></p> <p>Directions:</p> <ol style="list-style-type: none"> 1) Participants stand in a circle. 2) One person is asked to leave the room. It will be their task to figure out who the leader is upon re-entering the room. 3) One person volunteers to be the leader. The leader will initiate an action (such as clapping their hands, tapping their | | | | | | |

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| <p>power and authority?</p> | <ul style="list-style-type: none"> ❖ identity and the role it plays in relating to others. ❖ Develop and improve oral presentation skills. ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Model appropriate behavior during discussions ❖ Engage in conversations about grade-appropriate topics and texts ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences | <p>head, patting their knees, etc.) and the rest of the group mimics the action. The leader will change actions- and when he/she does, the rest of the group mimics the new action. The challenge for the group is to try to observe the leader and change actions in a subtle way, so that the “outsider” cannot figure out who the leader is.</p> <ol style="list-style-type: none"> 4) Continue the action until the “outsider” guesses who the leader is (they can have 3 guesses!), or tell them who it is if they cannot guess correctly. 5) Repeat with a new “outsider” and a new leader. Continue for several “rounds.” <p>Discussion Questions:</p> <ul style="list-style-type: none"> • Did you enjoy this game? Why or why not? • What was easy or hard about this game? Ask the “outsiders”: What made it hard or easy to figure out who the leader was? Did you have any strategies for figuring out who the leader was? • What did you notice about the leader(s)? Did they have different styles or methods of leading? • What skills did the leaders need to be successful? • What was it like to be a follower? What skills did the followers need? • What aspects of this game can you take and apply to real life experiences of being a leader or a follower? • Have you ever had to lead a group of people to accomplish a task? Tell about a time when you had to follow someone. What made it a positive or negative experience? <p style="text-align: center;">Sample Activity <u>Who’s At Your Table?</u></p> <p>Directions:</p> <ol style="list-style-type: none"> 1) Begin with a brief discussion about how leaders need good |
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| | | <p>role models/mentors. Discuss how just as a company or a large organization has a Board of Directors to help lead and guide it, so too do we all need to surround ourselves with people who can help us on our leadership journey.</p> <p>2) Ask participants to use the diagram to create their own Board or Directors or their table of mentors/role models. These may be people living or dead (or even non-humans—one young man had his dog at his table because from the dog he learned unconditional love). They may be people the participant knows personally or just looks up to, people in history, etc.</p> <p>Follow Up: If time is limited, this exercise is useful just as an individual activity, with a brief follow-up discussion of why participants might want to keep this somewhere visible to remind them of the support and guidance their table offers. If time permits, it is wonderful to have participants share who's at their table and why. I also like to talk about how the people at your table can change, depending on where you are at in your life and your leadership journey, and how some people may always be there. You can also talk about whose table YOU might be sitting as, serving as their mentor or role model. Especially with youth groups, I like to talk about how younger youth look up to them and what responsibilities that carries.</p> <p>Sample Activity Knee to Knee</p> <p>Directions: Line up 2 rows of chairs facing each other. Participants sit in the chair so they are “knee to knee” with a partner (actually</p> |
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about 1 foot apart). Leader explains this is a get acquainted activity. What participants will do is introduce themselves to each other and then answer the question you ask. Each person has approx. 1 min. to answer the question. (I usually direct them to shake hands and introduce themselves because I think shaking hands is a nice way to connect and is also a life skill). When time is up, ask participants to stand up and move X seats to the left (or right). Persons on the end rotate around to the other end of their line. Always have people move the same direction for each switch, otherwise you end up with people getting back to a partner they've had before. They then introduce themselves to their new partner and answer a new question you give them. Play as long as you like or as time allows. Usually 5 or 6 questions is a good amount.

Questions...

- 1) Tell about a favorite vacation you've taken.
- 2) If you were a vending machine, what would you dispense?
- 3) Tell about your favorite way to relax.
- 4) Something that always makes you laugh when you think about it. 5. If you could invent something, what would you invent?
- 5) Tell about a favorite toy/game you had as a child.
- 6) If you could win an award or prize for something, what would you like to win it for?
- 7) Tell about the first job you ever had.
- 8) What is one thing you want to accomplish this year?
- 9) If you were a hot air balloon, where would you go?
- 10) If you won \$1000 on a call in radio contest today, what would you do with the money?
- 11) Tell about a favorite book you've read.
- 12) Tell about your favorite thing to do in your free time.

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| | | 13) Other questions can also be used. |
| Assessments: Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Research | Materials: Technology (computer and Promethean board) PowerPoint of unit information Newsprint Markers Unlined paper Act 1.3 handouts Textbook : <i>Peer Leadership</i> , by Thomas Turney | Resources: <u>Partners Against Hate</u> <u>Acting For Advocacy: Speak Up</u> <u>Teambuilding and Icebreakers</u> |

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| | Bringing the Group Together | | | | | | | |
| Unit: | Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications. | | | | | | | |
| Timing: | <p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" data-bbox="448 226 805 1577"> <tr> <td data-bbox="448 1182 626 1577">Social Studies</td> <td data-bbox="448 226 626 1182">9.1, 6.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, WHST.9-10.1, WHST.9-10.4, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.7 WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.2b, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.4</td> </tr> <tr> <td data-bbox="626 1182 716 1577">Technology</td> <td data-bbox="626 226 716 1182">8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2</td> </tr> <tr> <td data-bbox="716 1182 805 1577">Career Ready Practices</td> <td data-bbox="716 226 805 1182">CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</td> </tr> </table> | | Social Studies | 9.1, 6.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, WHST.9-10.1, WHST.9-10.4, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.7 WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.2b, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.4 | Technology | 8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2 | Career Ready Practices | CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12 |
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| Standards: | | | | | | | | |
| <p data-bbox="854 1612 886 1940">Essential Questions:</p> <ul style="list-style-type: none"> <li data-bbox="943 1612 1073 1892">• How does my behavior effect my interactions with members of my group? <li data-bbox="1122 1612 1292 1892">• How do solutions reached by a group differ from solutions reached by an individual? <li data-bbox="1308 1612 1406 1892">• How can teambuilding exercises | <p data-bbox="854 1052 886 1612">Objectives:</p> <p data-bbox="935 1052 967 1612">Students will be able to:</p> <ul style="list-style-type: none"> <li data-bbox="1000 1052 1081 1566">❖ Improve awareness of self and others. <li data-bbox="1097 1052 1179 1566">❖ Improve listening skills essential to effective leadership <li data-bbox="1195 1052 1276 1566">❖ Establish a climate of trust through sharing <li data-bbox="1292 1052 1373 1566">❖ Increase awareness of self and others through self-disclosure <li data-bbox="1390 1052 1471 1566">❖ Build self-esteem and self-acceptance | <p data-bbox="854 178 886 1052">Activities, Investigation, and Student Experiences:</p> <p data-bbox="967 178 1146 1052">Micro lab - <i>Peer Leadership</i> activity 2.2 Group Development Questions - <i>Peer Leadership</i> activity 2.3 Line Revolution - <i>Peer Leadership</i> activity 2.4 Progressive Group Sharing - <i>Peer Leadership</i> activity 2.5 Sharing Through Music - <i>Peer Leadership</i> activity 2.6</p> <p data-bbox="1179 178 1260 726" style="text-align: center;"><u>Sample Activity</u> <u>Pride Lines</u></p> <p data-bbox="1292 178 1430 1052">These Pride Lines can be used in one to one conversation or in a group. Ask the child or children “How would you finish this sentence?”--then listen. You can also cut them apart and have students pick one and share their response with the group.</p> | | | | | | |

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| develop a climate of trust? | <ul style="list-style-type: none"> ❖ Develop new friendships and increase awareness of self and others ❖ Improve level of trust through disclosure ❖ Build community spirit ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Model appropriate behavior during discussions ❖ Engage in conversations about grade-appropriate topics and texts ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences | <ol style="list-style-type: none"> 1) I am proud that on my own I can... 2) I am proud that when I am scared I... 3) I am proud that I made a friend happy by... 4) I am proud that even when the other kids did.... I ... 5) I am proud that this summer I... 6) Something that my family has done together this year that made me proud.... 7) I am proud of what I did about.... 8) I am proud that I keep healthy by... 9) I'm proud that I helped make my school a happier place by... 10) I'm proud that my mother/father... 11) I'm proud that I learned a new skill when... 12) Something I worked hard for is.... 13) Something I own that I'm really proud of is... 14) A habit I have that I'm really proud of.... 15) Something I really like about myself is... 16) Something I've done for my family that I'm proud of is... 17) Something I've done for someone else that I'm proud of is... |
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| Assessments: | Materials: | Resources: |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Research | Technology (computer and Promethean board) PowerPoint of unit information iPod speakers Unlined paper Masking tape Best Friend Intro sheet – Act 2.5 Textbook: <i>Peer Leadership</i> , by Thomas Turney | <u>Awake Youth</u> <u>Activities and Exercises</u> <u>Peer Toolkit</u> |

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| Unit: | Self Esteem | | | | | | | |
| Timing: | Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications. | | | | | | | |
| Standards: | <p align="center">New Jersey Student Learning Standards</p> <table border="1" data-bbox="451 226 808 1579"> <tr> <td data-bbox="451 1186 630 1579">Social Studies</td> <td data-bbox="451 226 630 1186">9.1, 6.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, WHST.9-10.1, WHST.9-10.4, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.7 WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.2b, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.4</td> </tr> <tr> <td data-bbox="630 1186 716 1579">Technology</td> <td data-bbox="630 226 716 1186">8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2</td> </tr> <tr> <td data-bbox="716 1186 808 1579">Career Ready Practices</td> <td data-bbox="716 226 808 1186">CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</td> </tr> </table> | | Social Studies | 9.1, 6.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, WHST.9-10.1, WHST.9-10.4, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.7 WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.2b, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.4 | Technology | 8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2 | Career Ready Practices | CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12 |
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| Career Ready Practices | CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12 | | | | | | | |
| Essential Questions: | Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • How does my self-image affect my performance as a peer leader? • Why do we need leaders? • What traits do good leaders exhibit? What traits do bad leaders exhibit? | <p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Define self-esteem. ❖ Discuss the role self-esteem plays in human behavior. ❖ Identify and explain the four conditions for high self-esteem. ❖ Discuss ways to increase self-esteem of self and others. ❖ Define the consistence of perception theory. ❖ Identify ways to overcome the consistence of perception theory | <p>Who Am I – Coat of Arms “Weekly Reaction Sheet” – <i>Peer Leadership</i> activity 3.2 Self-Image Collage – <i>Peer Leadership</i> activity 3.5 Personal Encounter on Peer Leadership - <i>Peer Leadership</i> activity 2.7 Self-Esteem Role Play – <i>Peer Leadership</i> activity 3.6. I AM poem Dear Me - <i>Peer Leadership</i> activity 3.8 Secret Pal - <i>Peer Leadership</i> activity 3.7 (Youtube: <i>The Last Lecture</i>) Self-esteem and Listening - <i>Peer Leadership</i> activity 3.9</p> <p align="center">Sample Activity</p> | | | | | | |

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| <ul style="list-style-type: none"> • What types of leaders are respected? What types are not? Do we react differently to each? Why? | <ul style="list-style-type: none"> ❖ Identify and explain the elements of self-image. ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Model appropriate behavior during discussions ❖ Engage in conversations about grade-appropriate topics and texts ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences | <p style="text-align: center;"><u>Coat of Arms</u></p> <p>Directions: Draw a picture or use words to represent your family and/or friends</p> <ul style="list-style-type: none"> • What is your greatest success or proudest moment? • Who is your greatest influence or role model? • Three words to describe you? • What is something that is challenging for you? • What are the qualities of a good leader? <p style="text-align: center;"><u>Sample Activity</u> <u>“I Am...”</u></p> <p>Participants describe themselves using “I am...” statements; participants practice saying positive things about themselves; participants build empathy by learning about each other and observing commonalities. This exercise allows participants to identify who they are and how they feel at this moment in their life (ex: “I am a student” or “I am scared that I will not graduate from high school”).</p> <p>There are no rules except that each statement should begin with “I am...” Statements can be positive, negative, or neutral, but they should be true. The poems will be about 10 lines and each stanza will begin or end with “I am “participant’s name”</p> <p>Give an example of your own “I am...” poem.</p> <p>When each participant has written 10 to 15 “I am...” statements, direct them to get into pairs. Have participants choose which partner will go first. This partner will read their “I am...” statements first. Pass out a mirror to each pair. Have one partner be the listener and hold up the mirror so that the partner who is reading</p> |
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| | | <p>can see themselves in the mirror. When you say to begin, have all of the readers read their poems out loud while looking directly at themselves in the mirror. When everyone is finished, have them read their poem again, this time looking directly at their partner, not at themselves in the mirror. Remind the participants who are listening that it is ok to look into someone's eyes; it shows that you are interested in what they are saying, even if it feels a little uncomfortable. 8. Switch partners and repeat the activity. When all participants have read their poems aloud, collect the mirrors. Ask participants to quickly share:</p> <p>How did it feel to read your poem while looking at yourself in the mirror?</p> <p>How did it feel to read it while looking at your partner?</p> <p>Have participants return to their seats.</p> <p>Direct participants to choose their favorite "I am..." statements to include in their finished "I am..." poem. They can choose them all or only a few. Their poem should be about 3 stanzas. Have them write out a draft of their poem, including the "I am "participant's name" lines.</p> |
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| Assessments: | Materials: | Resources: |
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| <p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p> | <ul style="list-style-type: none"> • Technology (computer and Promethean board) ○ PowerPoint of unit information ○ YouTube: <i>The Last Lecture</i> • Coat of Arms • Weekly Reaction Sheet • Envelopes • Lined paper <p>Textbook: <i>Peer Leadership</i>, by Thomas Turney</p> | <p>YouTube: <u><i>The Last Lecture</i></u></p> <p><u>I Am Poem</u></p> |
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| Unit: | Attitudes and Perceptions | | | | | | | |
| Timing: | Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications. | | | | | | | |
| Standards: | <p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" data-bbox="448 216 805 1566"> <tr> <td data-bbox="448 1167 630 1566">Social Studies</td> <td data-bbox="448 216 630 1167">9.1, 6.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, WHST.9-10.1, WHST.9-10.4, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.7 WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.2b, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.4</td> </tr> <tr> <td data-bbox="630 1167 716 1566">Technology</td> <td data-bbox="630 216 716 1167">8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2</td> </tr> <tr> <td data-bbox="716 1167 805 1566">Career Ready Practices</td> <td data-bbox="716 216 805 1167">CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</td> </tr> </table> | | Social Studies | 9.1, 6.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, WHST.9-10.1, WHST.9-10.4, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.7 WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.2b, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.4 | Technology | 8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2 | Career Ready Practices | CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12 |
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| Technology | 8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2 | | | | | | | |
| Career Ready Practices | CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12 | | | | | | | |
| Essential Questions: | Objectives: | Activities, Investigation, and Student Experiences: | | | | | | |
| <ul style="list-style-type: none"> • How does our behavior become altered by interacting with others? • What is self-assessment and how can it be used to better oneself? • What role does communication play in building | <p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Understand that stereotyping, prejudice, discrimination, bias and hate are part of a broad continuum of behavior that includes negative behaviors such as threats, exclusion, harassment and violence. Determine the different forms of stereotypes faced in school and globally and examine their manifestations ❖ Explain how we use first impressions and schemas | <p><i>A Class Divided</i> video Understanding Stereotypes</p> <p>DVD: <i>Prom Night in Mississippi</i> – students create collage representing judgment, tradition, change, love, fear or opportunity. After viewing documentary, students modify displays to reflect new knowledge gained from documentary. Students write responses and answer questions regarding integration.</p> <p style="text-align: center;">Sample Activity Perceptions</p> <p>Each person perceives life in a unique way. How people act or react</p> | | | | | | |

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| <ul style="list-style-type: none"> • relationships? Why is it important to plan and set goals? • Why is it important to assess and reevaluate decisions? • How do societies categorize its people? • For what purpose do people use stereotypes and where do ideas and attitudes come from? • How does a society combat prejudice and racism? | <ul style="list-style-type: none"> ❖ Describe several factors that influence how we interpret others' behavior ❖ Provide an opportunity to improve their self image through feedback and discussion ❖ Develop greater awareness of self and others through self disclosure ❖ Describe the factors involved in the communication process ❖ Understand that assumptions can lead to stereotypes and unfair judgments about individuals and groups. ❖ Understand that stereotypes and biases affect our lives ❖ Improve listening skills essential to effective leadership ❖ Build self-esteem and self-acceptance ❖ Discuss why we need friends ❖ Explain why most people tend to obey authority figures. ❖ Develop new friendships and increase awareness of self and others ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions | <p>is affected by their perspective, life experiences, personal history, etc.</p> <p>Activity: Leader: Tell participants you are going to give them 5 scenarios and then ask for their response to a question about that scenario. Remind them this is solely asking for their reaction, so it is important not to ask their neighbor for input-they should go with their first reaction to the question. (I sometimes ask them to number their paper 1-5).</p> <p>Perception Scenarios and questions:</p> <ol style="list-style-type: none"> 1) Your neighbor bought an expensive car. How much did it cost? 2) Your car has some problems and you have to take it in to the mechanic. The mechanic says: "This will take a while." How long will it be? 3) Someone calls you with a question and you tell them, "You will hear from me soon." (or "I'll get back to you soon."). When will that be? 4) You went to return some merchandise at a store. There were too many people standing in line. How many people is that? 5) A kid at your summer program/camp asks you when you will play a certain game. You tell him: "We're going to do that activity later." When will that be? <p>Process: After going through the questions, go through each one as a group to see what the range of answers is for each question.</p> |
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- ❖ Model appropriate behavior during discussions
- ❖ Engage in conversations about grade-appropriate topics and texts
- ❖ Gain a fuller understanding of a topic when exploring information from different media and formats.
- ❖ Paraphrase evidence from text
- ❖ Refer to the text for support when analyzing and drawing inferences

E.g. Question 1: Someone might say \$10,000, someone might say \$80,000, and anywhere in between. List on a board or flip chart paper the range of responses.

Lead some discussion about why the answers have such a wide range, what “personal history” people bring to their responses, and have participants talk about how perceptions may affect someone’s frustration level with “customer service,” or how your response can affect their perceptions of your organization or program. Discuss ways to improve upon communication. As always, tie this exercise in to your audiences’ particular program.

Sample Activity
Qualities I Love

Self-esteem is defined as how you see yourself, how much you value yourself, how important you think you are, and how you feel about your accomplishments. Recognizing and being proud of your strengths is different from bragging or believing you are perfect. Having self-esteem means knowing you are worthy of being loved and accepted. Even if there are many things you may want to change about yourself, focusing on your positive qualities or those that you don’t want to change is a powerful exercise in building confidence.

PROCEDURE:

- 1) Begin by explaining that today participants will be thinking about themselves and all the qualities they are proud of or love about themselves. These qualities can be physical (ex: I love my hair, eyes, strong arms, feet that allow me to walk

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| | | <p>and dance) or otherwise (ex: I love that I am loyal to my friends, I love that I try hard in school, I love that I treat people with respect).</p> <ol style="list-style-type: none">2) Remind participants this project is not about bragging, we are not trying to make anyone feel bad if they do not have the same quality. Tell them this project is about being proud your own strengths and loving yourself. Tell them that even though there may be some things we want to change about ourselves, it is also very important to recognize the things we would not want to change.3) Direct participants to write 5 to 10 qualities they possess in their journals. Assist as necessary. Give 5 to 10 minutes for them to brainstorm.4) When participants have finished writing in their journals, pass out the scissors, paper, glue, pens, pencils, and crayons, and other craft supplies.5) Explain that they will be making flowers out of paper. On each petal of the flower, they will write a quality they love about themselves.6) Demonstrate cutting out flower petals and remind participants their petals can look however they want them to. Participants should cut out 5 to 7 petals. Demonstrate cutting out one small/medium sized circle to be the center of the flower. Participants can use any color paper they wish.7) Direct participants to write their top qualities from their journal onto each flower petal. They can write their name in the center.8) When participants have finished writing their qualities on the petals, demonstrate putting glue on the back of center |
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| | | <p>piece and gluing each petal to the back. Direct participants to glue their petals to the back of the center piece. Assist as necessary.</p> <p>9) When participants have completed their craft, invite them to share the qualities they love about themselves with the group.</p> <p>JOURNAL PROMPT: What is a quality you like about yourself you don't often show others? How can you show it more? What is a quality you like about yourself that you do often show others? How can you show it more?</p> |
| <p>Assessments:</p> <p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p> | <p>Materials:</p> <p>Technology (computer and Promethean board)</p> <p>PowerPoint of unit information</p> <p><i>Prom Night in Mississippi</i></p> <p>Dvd player</p> <p>Newsprint</p> <p>Masking tape</p> <p>Markers</p> <p>Lined paper</p> <p>Textbook:</p> <p><i>Peer Leadership</i>, by Thomas Turney</p> | <p>Resources:</p> <p><i>A Class Divided</i> video</p> <p>Website:</p> <p><u>Understanding Stereotypes</u></p> <p><i>Prom Night in Mississippi teachers guide</i></p> |

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| Unit: | Communication Styles | | | | | | | |
| Timing: | Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications. | | | | | | | |
| Standards: | <p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" data-bbox="448 216 805 1566"> <tr> <td data-bbox="448 1167 716 1566">Social Studies</td> <td data-bbox="448 216 716 1167">9.1, 6.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, WHST.9-10.1, WHST.9-10.4, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.7 WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.2b, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.4</td> </tr> <tr> <td data-bbox="630 1167 716 1566">Technology</td> <td data-bbox="630 216 716 1167">8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2</td> </tr> <tr> <td data-bbox="716 1167 805 1566">Career Ready Practices</td> <td data-bbox="716 216 805 1167">CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</td> </tr> </table> | | Social Studies | 9.1, 6.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, WHST.9-10.1, WHST.9-10.4, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.7 WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.2b, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.4 | Technology | 8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2 | Career Ready Practices | CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12 |
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| Technology | 8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2 | | | | | | | |
| Career Ready Practices | CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12 | | | | | | | |
| Essential Questions: | Objectives: | Activities, Investigation, and Student Experiences: | | | | | | |
| <ul style="list-style-type: none"> • How can we use components of communication to be effective leaders? • What are and how do we create proper “I messages”? • How can we use active listening | <p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Know the characteristics of effective communication, both verbal and nonverbal, understand the need for building positive interpersonal relationships, and the role communication plays in interpersonal relations. ❖ Understand that effective communication, diversity of opinion and experience, cooperation, and collaboration are | <p>Facilitative Response Worksheet - <i>Peer Leadership</i> activity 4.1 Public Interview - <i>Peer Leadership</i> activity Listening Triads - <i>Peer Leadership</i> activity 4.4 Expressing Emotion - <i>Peer Leadership</i> activity 4.6 “Weekly Reaction Sheet” – <i>Peer Leadership</i> activity 3.2</p> <p style="text-align: center;"><u>Sample Activity</u> <u>Compliments</u></p> <p>Participants practice giving and receiving compliments verbally; participants gain confidence by identifying personal talents and practice being respectful by identifying admirable qualities in</p> | | | | | | |

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| <p>in everyday situations?</p> <ul style="list-style-type: none"> • What role does trust play in effective communication? • In what way do personality, experience, respect, and openness affect communication • What can be gained from an open and ongoing dialogue? • What effect do positive interpersonal relationships have on one's life? • How can positive communication strategies be used to reduce conflict? | <p>essential interpersonal skills.</p> <ul style="list-style-type: none"> ❖ Examine how self-development, interpersonal skills, mutual understanding, mutual cooperation and trust are important aspects of effective communication skills and all play a role in the reduction and resolution of conflict. ❖ Practice the art of paraphrasing using the facilitative responses. ❖ Develop group awareness and continue team building. ❖ Practice active listening skills: asking open ended questions, clarifying and summarizing, reflecting feelings. ❖ Improve ability to accurately recognize and interpret non-verbal body language/ non-verbal cues. ❖ Identify emotions and expand feeling word vocabulary. ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Model appropriate behavior during discussions ❖ Engage in conversations about grade-appropriate topics and texts ❖ Gain a fuller understanding of a | <p>others. SUMMARY OF THE ISSUE: Think about how good it feels to hear someone say something nice about you, about how you look, about something you did, or something you created. That's the power of compliments! Young women sometimes have trouble giving compliments to each other for fear that the object of their admiration will find them jealous or insincere. Similarly young women sometimes have trouble accepting compliments, often thinking the giver of the compliment is making fun of them, is jealous or insincere. Teaching young women not to be afraid to give a compliment and how to accept a compliment can help them maintain healthy friendships and be proud of their own strengths, thereby resisting peer pressure, avoiding friends who don't treat them with respect and helping build self-esteem</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1) Have participants sit comfortably in a circle in chairs or on the floor. Sit in the circle with participants. 2) Explain that today they will be giving each other compliments or saying nice things about each other. Explain that telling someone something nice about how they look, something they did, or something they created makes them feel good. Just think about the last time someone gave you a compliment and how it made you feel. 3) Explain how the pattern will go. Someone will start by giving a compliment to their neighbor. That neighbor will say "thank you" and then give a compliment in return. Then they will turn to their other neighbor and repeat the pattern. 4) Give an example as the facilitator by turning to your neighbor and giving them a compliment followed by their name: "Your hair looks beautiful today, Sarah" or "I like |
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| | <p>topic when exploring information from different media and formats.</p> <ul style="list-style-type: none"> ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences | <p>that you are always helpful, Sarah.” Direct that participant to accept the compliment graciously by saying thank you and then the giver’s name: “Thank you, Ms. Lopez.” Then direct the participant to give a compliment in return: “Your outfit is nice today, Ms. Lopez.” Accept the compliment graciously: “Thank you, Sarah.” Direct the participant to turn to the neighbor on their other side and give them a compliment. Continue around the circle until everyone has received a compliment from each of their neighbors, graciously received each compliment, and given a compliment in return. When compliments have been given and received all around the circle, ask participants to share how it felt to get compliments. Ask participants to share how it felt to give compliments.</p> <p>JOURNAL PROMPT: What is the best compliment you ever received? How did it make you feel? What is the best compliment you ever gave? How did it make you feel to give it?</p> |
| <p>Assessments:</p> | <p>Materials:</p> | <p>Resources:</p> |

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| <p>Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Research</p> | <p>Technology (computer and Promethean board) PowerPoint of unit information Act 4.1 - Facilitative Response Worksheet Stool Act 4.4 - Listening Triad Questions Act 4.6 - Emotion papers “Weekly Reaction Sheet” copies Textbook: <i>Peer Leadership</i>, by Thomas Turney</p> | <p><u>Peer Leadership</u> <u>50 Communications</u> <u>Understanding Your Communication Style</u></p> |
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| Unit: | Decision Making | | | | | | | |
| Timing: | Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications. | | | | | | | |
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| Technology | 8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2 | | | | | | | |
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| Essential Questions: | Objectives: | Activities, Investigation, and Student Experiences: | | | | | | |
| <ul style="list-style-type: none"> • How can my responses to others increase communication? • How do you utilize essential group dynamic skills to problem solve? • How do solutions reached by a | <p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Practice effective listening skills ❖ Develop increased self-awareness through listening ❖ Practice and gain familiarity with the effective feedback model ❖ Support the effort of group members to change method of giving feedback ❖ Practice giving effective feedback to others ❖ Understand how people are | <p>Feedback situation - <i>Peer Leadership</i> activity 5.1 Three words that describe me - <i>Peer Leadership</i> activity 5.2 Gift of Happiness - <i>Peer Leadership</i> activity 5.3 Who would you choose? - <i>Peer Leadership</i> activity 5.5 Feedback evaluation - <i>Peer Leadership</i> activity 5.6 Choosing Alternatives - <i>Peer Leadership</i> activity 6.1 Practice Problem - <i>Peer Leadership</i> activity 6.2 Defining the problem - <i>Peer Leadership</i> activity 6.3 Alternatives & Consequences - <i>Peer Leadership</i> activity 6.4 Now What? - <i>Peer Leadership</i> activity 6.5 Desert Survival - <i>Peer Leadership</i> activity 7.2 Murder Mystery - <i>Peer Leadership</i> activity 7.3</p> | | | | | | |

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| <p>group differ from solutions reached by an individual?</p> | <ul style="list-style-type: none"> ❖ perceived in the group ❖ Evaluate level of expertise with feedback model ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Model appropriate behavior during discussions ❖ Engage in conversations about grade-appropriate topics and texts ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences | <p>“Weekly Reaction Sheet” -- <i>Peer Leadership</i> activity 3.2</p> <p style="text-align: center;"><u>Sample Activity</u> <u>Self-Awareness</u></p> <p>From the list that you and your classmates have made, choose ten words that best describe you. Remember, you are not describing how you look but rather how you act, feel, and treat others.</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <p>As you and your partner discuss your lists, discuss the following questions: 1. Why did you choose the words you selected to include on the list above that describe you? 2. Why do you feel these words describe you? Give examples. 3. Which of these descriptions do you feel proud of? 4. Which of these words describe things about yourself that you would like to change?</p> <p>Use this handout to write down situations when you notice you are doing something that shows that one of the adjectives on your list describes you. Notice how you demonstrate each characteristic and how often. Keep an ongoing list of what you observe. We will look back at the list in Lesson 5. We will also take a few minutes at the beginning of our next lesson for you to share your observations.</p> <p>Characteristic: _____</p> <p>Situation: _____</p> <p>Characteristic: _____</p> <p>Situation: _____</p> |
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Sample Activity
Decision Making Scenarios

Scenario A:

It's Saturday and you're looking forward to hanging out with friends and having some fun. However, you get two phone calls early in the morning that make you stop and think. First, a friend calls to invite you to an all-day basketball tournament. With tickets, lunch, and dinner, you figure you'll spend \$50. That would put a dent in the money you're saving for a future goal. Then your neighbors call offering you the opportunity to help paint their apartment. They will pay you \$75 for the day of work. What will you do?

Scenario B:

Spring Break will start next Monday and you will have two weeks off from school. Your uncle tells you he can get you a job working with him for the week. You have been saving money to buy a used car, and the earnings from this job would help out. Your cousins in Florida want you to come visit them for spring break. They have a nice home with a swimming pool, and you always have a great time with them. What will you do?

Scenario C:

You are at the beach, away from your family, hanging out with your friends. You have access to alcohol and 'weed' and are encouraged to partake and feeling pressured to fit in. You are just a few weeks from graduating and have applied for a great paying 'high demand' job that offers you a great career after high school. Drug testing is a prerequisite and random drug testing continues after you start the job. A positive drug test will keep you from getting and keeping the job. Not partying with your friends may result in alienation. What will you do?

Scenario D:

Your best friend recently had an injury that kept him from working. His parents are on a very limited income and cannot help him make his insurance and truck payment. When he bought the truck, he felt he could easily afford it with the money he made in his part-time job. Now he is desperate and needs to figure out a way to make his payments. He has confided in you an illegal activity that would give him the money and needs your help. He has never asked you to do anything like this before and would not unless he was desperate. He feels there is very little possibility of getting caught. However, if the two of you get caught and convicted, it will carry a felony conviction. A felony conviction would carry with it many negative consequences including not qualifying for many jobs and the military. What will you do?

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| Resources: | Materials: | Assessments: |

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| <p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p> | <p>Technology (computer and Promethean board)</p> <p>PowerPoint of unit information</p> <p>Scrap paper</p> <p>Post-it notes</p> <p>Envelopes</p> <p>Tape</p> <p>Poster of categories – act 5.5</p> <p>Lined paper</p> <p>Act 7.2 handout of items</p> <p>Act 7.3 clues</p> <p>“Weekly Reaction Sheet” copies</p> <p>Textbook:</p> <p><i>Peer Leadership</i>, by Thomas Turney</p> | <p><u>Students As Decision Makers</u></p> <p><u>Team Building Activities</u></p> <p><u>Student Leadership Challenge</u></p> |
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