



The Society for Safe and Caring Schools and Communities

Contribute a Secondary Lesson and/or Unit Plan

Add your original lesson or unit plans to the SACSC website. We accept lesson or unit plans for any subject from grade 7 to grade 12. Use this template to complete your lesson.

1. Visit the website and download a lesson in your subject area to use as an example.
2. Fill in the information relating to your lesson or unit plan in the space provided.
3. Save your lesson or unit plan using the following format:

(Name of lesson)–(Last name of teacher)–(Subject) (grade)–(*optional* lesson number *if more than one in a set with same name*)-draft 1

For example:

Comparable Statistics-Laplante-Social 7-1-draft 1.doc

4. When you are finished, input the lesson or unit plan onto the website by following 6 Easy Steps. Go to <<http://www.sacsc.ca/lessons/contribute/>>

What's in it for you?

- The Society for SACSC pays a **\$150** honorarium for each lesson plan developed as part of its special projects. To receive this honorarium, teachers must contact the Society prior to lesson development to ensure that they meet the criteria of the special project outlines. Lesson plans must be edited and approved by the Society for SACSC prior to publication. Unit plans that include a number of lesson plans are preferred.
- SACS lessons that do not relate to current projects are accepted for publication; ***however***, no honoraria are available for these lessons at this time.
- This electronic lesson publication is a positive addition to the curriculum vitae of teachers, beginning teachers and pre-service teachers alike.

Contact ***Patti Giersch*** by email <pgiersch@sacsc.ca> to advise her of your contribution. The editing will begin when lessons are in the SACSC format. Contributors should be prepared to revise lessons, in a timely fashion, based on feedback from SACSC editors.

Contributors who do not complete revisions within 6 months may have the lesson edited by SACSC and will become co-author receiving ½ of the fee.

Write your lesson or unit plan starting on the next page.

Lesson or Unit Plan Title

Subject(s) and Level (i.e. Math 20 or Language Arts 8)

Subject(s)—Please list all applicable

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Grades: Please check all applicable

6 7 8 9 10 11 12

SACS Topics—Check the SACS topic(s) that apply to this lesson

- Living Respectfully
- Developing Self-Esteem
- Respecting Diversity and Preventing Prejudice
- Managing Anger and Dealing With Bullying and Harassment
- Dealing With Bullying
- Resolving Conflict

Contributor(s)

Writer(s)

Principal, School and City

Superintendent and School Jurisdiction

Lesson or Unit Plan Objective

 Time

✂ **Materials** (list materials, handout titles and overhead titles) Texts and websites are listed under Supplementary Resources.

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Getting Started

Knowledge Now

- to help students explore what they already know and understand about the topic
- to allow students to access prior learning and to transfer this knowledge to the context of the new lesson
- to build self-confidence by understanding that they already have knowledge in this topic area

Engaging Interest

- to increase motivation to want to learn about the topic
- to support students in finding personal meaning which engages them emotionally and improves attention

Learning Activities

- to explore learning activities that are fun, active and meaningful to the students, and are experiential or experience-based
- to engage students in learning activities that meet curriculum outcomes

Assessment/Analysis

- to assess and evaluate new knowledge, skills and attitudes gained
- to celebrate what has been learned and is yet to be learned
- to have students recall what they have learned
- to assess new learning
- to prepare students to move to how they might apply concepts

Application

- to explore uses of the acquired knowledge
- to get students to apply their learning to life
- to define personal relevance to the topic
- to prepare students for some type of applied “homework”
- develop a plan to evaluate student work

Activities for Extension and/or Integration

- lesson ideas that connect with other subject areas
- lesson ideas that could follow (extend) this lesson in the same subject area

Subject and Level Learner Outcomes for Subject and Level

(i.e. Math 8)

Go to http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/ Click on this lesson’s subject and level. List the specific outcomes that this lesson addresses.

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Safe and Caring Topics and Concepts

Please check the appropriate boxes below or visit the following page of the SACSC website: <http://www.sacsc.ca/lessons/lessonplans/topics.asp> and click on **Topics and Concepts** to select those that apply to this lesson or unit plan. List these here.

For example:

Defining Respect

Identifying ways people show respect and disrespect

Living Respectfully

Understanding Conflict, Peace, Justice and

- Defining conflict, peace, justice, and violence
- Understanding how violence affects individuals, families, schools and the community
- Identifying and recognizing ways that conflict, peace, justice and violence affect us
- Exploring the causes and consequences of conflict, peace, justice, and violence
- Recognizing that violence is learned and can be unlearned
- Examining messages received about conflict, peace, justice and violence
- Examining methods that help us deal with conflict and problem solving
- Examining the role of the media in violence
- Examining ways that injustice affects people
- Examining ways to address injustice nonviolently
- Studying peaceful role models
- Identifying ways individuals have contributed to peace in our world
- Selecting, planning and carrying out a service-learning project that promotes peace in the school and community

Establishing Ground Rules for School and Classroom Behaviour

- Listing conditions that make people feel comfortable and respected when sharing thoughts and ideas
- Exploring what it means to be emotionally safe in the classroom

Defining Respect

- Identifying ways that people show respect and disrespect
- Examining how the use of profane, indecent and obscene language affects respect for self and others

Exploring Punishment and Problem Solving as Approaches to Inappropriate Behaviour

- Examining rewards and punishment vs. restitution and logical consequences
- Examining external control by others vs. intrinsic motivation

- Examining retaliation vs. self-reliance
- Examining intimidation vs. respect
- Taking Responsibility for Our Choices, Our Actions and for the Consequences of Our Actions
- Examining Rights and Responsibilities
 - Considering rights of learners in the classroom and taking responsibility for our behaviour
 - Identifying responsibilities of the learner in the classroom
 - Examining rights and responsibilities related to the classroom
 - Discussions (does the right to pass in discussions apply to required assignments and projects)
- Exploring the Role of Communication Skills in Building a Safe and Caring Classroom
 - Identifying the impact of listening on communication
 - Comparing listening and not listening behaviours
 - Identifying verbal and nonverbal ways people demonstrate they are not listening
 - Explaining how not listening can interfere with communication
 - Identifying elements of effective listening
- Working Cooperatively in Groups
 - Helping others learn or attain a goal
 - Developing positive interdependence and relying on each other to complete tasks
 - Giving and receiving help
 - Listening carefully
 - Respecting and appreciating others' ideas, insights, solutions and contributions

Developing Self-Esteem

- Listening with Empathy to Understand the Other Person's Point of View
- Defining empathy
- Recognizing that each person's perspective in a conflict may be different but valid
- Naming behaviours that foster and impede empathic listening
- Practising using empathic listening
- Striving for Competency Builds Self-Esteem
- Respecting and Celebrating Our Unique Identities
 - Exploring pressure to conform to certain behaviours, dress or speech and the effect that peer group pressure has on our unique identities
- Taking Responsibility for Our Language and Actions
- Using Affirmative Language

- Communicating Thoughts and Feelings
- Learning and applying constructive ways to express emotions to peers
- Describing the Differences Between Statements and Actions that Tear People Down and Those that Build Them Up
- Explaining the effects of put-downs and boosters on the classroom atmosphere
- Practising using boosters and eliminating put-downs

Respecting Diversity and Preventing Prejudice

- Respecting Different Points of View Builds Community and Helps to Prevent or Resolve Conflict
- Exploring how 'standing in someone else's shoes' helps avoid and/or resolve conflict
- Stereotypes Limit Our Perception and Understanding of Other People
- Examining how stereotypes and prejudice keep us from resolving conflicts
- Stereotyping Leads to Prejudice, Discrimination, and Conflict
- Identifying ways to avoid stereotyping people and situations
- Respecting Human Rights
 - Examining the meaning of respect for the dignity and rights of all persons...without prejudice as to race, religious beliefs, color, sex, sexual orientation, physical characteristics, dress, age, ancestry or place of origin
- Analyzing How Prejudice Can Lead to Conflict and Violence
- Recognizing and Appreciating that Individuals, Families and Cultures are Unique Build Respect for Diversity
- Studying different cultures, religions and lifestyles in society and in the school
- Celebrating the diversity in the classroom
- Sharing and appreciating ways other cultures show they are listening, demonstrate respect, indicate understanding or handle topics discussed in class
 - Inviting community members from different cultures to speak to the class about ways conflict or anger is handled in their cultures and practising these different behaviours (avoid focusing only on minority cultures while ignoring the culture of the majority)
- Recognizing and Appreciating Contributions Made by Culturally Distinctive Groups Builds Respect for Diversity
- Building Respect for Diversity in Nature

Managing Anger

- Understanding Anger
- Recognizing that anger is a normal, natural emotion
- Naming physical signs of anger
- Identifying positive and negative ways to express anger

- Describing anger styles
- Examining one's own approach to handling anger
- Identifying actions and attitudes that serve as 'anger buttons' for oneself
- Identifying physical signs of anger
- Exploring Ways to Manage Personal Anger
- Explaining why we can choose how we respond to situations that have potential to provoke anger
- Sharing ways of gaining self-control and reducing anger
- Describing strategies for managing anger
- Practising the "What, Why, and How" messages to communicate strong emotions such as anger or frustration in a positive, appropriate way
- Explore Ways to Respond to Other People's Anger
- Generating ways to respond constructively when someone else is angry
- Demonstrating ways to calm oneself and others

Dealing with Bullying

- Defining Bullying and Describing a Range of Bullying Behaviours
- Exploring the motivation behind bullying
- Analyzing the role of witnesses/bystanders in bullying
- Identifying a variety of ways to respond to bullies
- Dealing with Intimidation
- Defining intimidation and identifying examples of verbal, nonverbal and physical intimidation
- Analyzing the influence of bystanders during intimidation
- Identifying and practising strategies that discourage intimidation
- Identifying sources of help for people being intimidated or abused
- Stopping Sexual Harassment and Date Rape
- Describing examples of sexual harassment
- Analyzing the effects of sexual harassment and date rape
- Identifying ways to avoid sexual harassment and date rape
- Avoiding Gang Violence
- Defining gang and explaining reasons people join gangs
- Describing the possible consequences of gang membership
- Generating positive alternatives to joining gangs
- Identifying options for resisting gang membership
- Naming school or community resources for help with gang problems

- Standing Up for Yourself
- Defining the terms assertive, passive, and aggressive
- Assessing the consequences of assertive, passive, and aggressive responses to
- Demonstrating effective strategies for dealing with intimidation and sexual harassment
- Learning ways to resist verbal pressure from intimidating peers

Resolving Conflict Peacefully

- Resolving Conflicts Through Negotiations
- Describing behaviours that obstruct peaceful conflict resolutions
- Identifying skills that contribute to peaceful conflict resolutions
- Describing and demonstrating a process that helps resolve conflicts in a way both sides can
- Demonstrating that students can use conflict resolution skills spontaneously
- Exploring and analyzing examples of peaceful and non-peaceful resolution of conflict in our
- Helping Classmates Establish Ground Rules For Resolving Conflicts
- Handling conflict in friendships
- Demonstrating ways of cooling down conflicts with peers
- Explaining Why Avoidance Is the Preferred Way of Dealing with Conflicts that are Trivial or Dangerous
- Using 'What, Why, and How' Messages to Resolve Other Conflicts Peacefully
- Avoid Drugs, the Fuel for Violence
- Describing ways that specific drugs encourage violent behaviour and increase the likelihood of becoming a victim of violence
- Identifying ways young people can avoid becoming perpetrators or victims of drug-related violence
- Assessing Risk and Avoiding Violence
- Identifying conditions that increase the potential for violence
- Assessing the risk of violence in a variety of situations
- Generating strategies for avoiding violence
- Carrying Out a Service Learning Project

Teaching Methods/Strategies

Please check off the appropriate strategies that apply to your lesson			
	Cooperative Learning	Inquiry Learning	Direct Instruction
<p>Go to www.sacsc.ca Click on Resources, Strategies for strategy descriptions</p>	<input type="checkbox"/> Think-pair share <input type="checkbox"/> Three-step interview <input type="checkbox"/> Numbered heads <input type="checkbox"/> Jigsaw <input type="checkbox"/> Co-operative Carousel	<input type="checkbox"/> Cognitive Coaching/ Metacognition <input type="checkbox"/> Problem Solving <input type="checkbox"/> Labs	<input type="checkbox"/> Lecture <input type="checkbox"/> Demonstrations

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<input type="checkbox"/> Modeling <input type="checkbox"/> Reinforcement <input type="checkbox"/> Literature <input type="checkbox"/> Fine Arts <input type="checkbox"/> Role-Play <input type="checkbox"/> Games <input type="checkbox"/> Field Trips <input type="checkbox"/> Tableaux <input type="checkbox"/> Simulations	<input type="checkbox"/> Student Mentors <input type="checkbox"/> Cross-grade Peer Teaching <input type="checkbox"/> Classroom Meetings	<input type="checkbox"/> Anger Management <input type="checkbox"/> Relaxation <input type="checkbox"/> Skill Practice <input type="checkbox"/> Social Perception <input type="checkbox"/> Story Circle <input type="checkbox"/> Journaling <input type="checkbox"/> Teachable Moments <input type="checkbox"/> Affect Attunement <input type="checkbox"/> Human Sculpting <input type="checkbox"/> Sculpture Wheel <input type="checkbox"/> Person to Person <input type="checkbox"/> Sharks and Lifeboats <input type="checkbox"/> Exchanging Sounds and Movements <input type="checkbox"/> Hypnosis <input type="checkbox"/> The Glass Cobra <input type="checkbox"/> Visualization	Creating Posters, News Centres and Interactive Bulletin Boards <input type="checkbox"/> Brainstorming <input type="checkbox"/> Affinity Charting <input type="checkbox"/> Mind Mapping

Supplementary Resources

List texts (provide complete bibliography), websites and other sources that support this lesson or unit plan.

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Student Handout 1

Insert Title

Insert contents of student handout. Include as many student handouts or teacher guides as are necessary.

Insert Title

Insert contents of overhead. Include as many overheads as necessary.