Glen Ridge Public Schools – Peer Leadership

Course Title: Peer Leadership
Subject: Visual & Performing Arts
Grade Level: 12
Duration: 1 year
Prerequisite: Participation in a selection process based on a written application, group interview and teacher recommendations
Elective or Required: Elective

Mission Statement: The purpose of peer leadership is to take advantage of the influence that peers have on teenagers. It fosters an atmosphere of trust which crosses the typical boundaries of typical high school cliques. The support provided by the senior members often makes the difference for many eighth graders between a difficult adjustment and feeling of acceptance. Character is necessary for students to be both smart and good. They need character qualities such as diligence, strong work ethic and positive attitude in order to do their best in school and succeed in life. They need character qualities such as honesty, respect and fairness in order to live and work with others (Lickona & Davidson, 2004).

To help students understand the variety of roles and responsibilities they encounter in various life situations
To help students understand their own values and how their values affect their relationships with other people
To help students think though problems and explore alternatives, thus improving problem-solving skills and increase self-confidence
To help students develop an awareness of the process which occurs within the development of the group
To help students develop an acceptance and appreciation of differences among their peers
To help students learn how to facilitate the active participation of all members in a group
To help students learn how to encourage cohesion and cooperation in a group
To help students examine different leadership styles and learn how to
evaluate their own progress as group leaders and,
To help students continue being positive role modes for their peers.

**Course Description:**
This course will provide students with a thorough knowledge of group dynamics. Students also will learn leadership and problem solving skills and will have first hand opportunities to utilize these skills when they lead weekly small group discussions with the eighth grade.

Peer leaders are selected after submitting a written application, taking part in a two hour group interview process, exhibiting evidence of past leadership behaviors, attendance, input from faculty, and current peer leaders. Members are trained on a two-day retreat at the start of the year and attend daily training classes with the advisors.

The program with the eighth graders includes weekly group discussions about social and academic pressures; relationships with peers, parents, and faculty; and problems associated with drugs, sex and alcohol. It also addresses the principles of character and the importance of integrating excellence and ethics for success in school, work and beyond.

**Author:** Jill Landgraber and Danielle Zieser
**Date Submitted:** Summer 2016
Approximate # Of Weeks: 4 weeks

Essential Questions:

- What does it take to be a peer leader and why would you want to be a peer one?
- What are 3 traits important to being a peer leader. Why did you choose these traits? Give examples of how these traits have played a role in your life.
- Bullying, Cliques, Peer Pressure and Relationships are some examples of topics that continue to be an important and addressed each year in Peer Leadership. Choose one of these topics and discuss how it has impacted your high school experience. How would you address this topic with your 8th grade class?
- Drugs and alcohol continue to be an issue amongst teens today. What do you think the main problem is here in Glen Ridge and what ideas do you have to address it as a school and community leader?
- What activities are important to you? With each activity, include your involvement/commitment. Also, if you feel that it has a specific relevance to the Peer Leadership Program; state how your involvement will complement your participation in the Peer Leadership Program.
- What do you consider your strengths and weaknesses? How would you describe your personality/behavior in groups and in one-to-one situations?
- Applicants must realize that students and faculty regard peer leaders as role-models both in and out of school. How do you anticipate handling the responsibility of being a role model amongst peers your own age? Be specific. In your opinion, what difficult choices (in terms of behavior) might a peer leader have to make?
- What experiences have you been a part of that may compromise your application? What were the consequences, how you have learned from it and what you would have done differently?

Upon completion of this unit students will be able to:

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
- 2.1.12.E.4 Develop a personal stress management plan to improve/maintain wellness
2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures 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.

2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.

2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.

2.2.12.C.1 Analyze the impact of competition on personal character development.

2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.

2.4.12.A.3 Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.

2.4.12.A.4 Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

2.4.12.A.6 Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

Interdisciplinary Standards

**Standard 9.1 21st-Century Life & Career Skills**
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**Standard 6.3 Active Citizenship in the 21st Century**
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Standard 6.1 US History: America in the World**
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
• **Standard 6.2 World History/Global Studies**
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Activities:**
- Application: 8 essay, short answer questions to be individually completed by all applicants. Questions include topics of self awareness and typical PL scenarios.
- Group Interview: mandatory workshop for all applications (run by current PL class) that includes
  - Icebreakers
  - Break-out sessions (team building exercises, scenario and self-reflection questions, role play)
  - Discussion Questions
  - Question and Answer
  - Debriefing

**Methods of Assessments/Evaluation:**
- Self-reflection
- Advisor observation/notes/feedback
- Partner feedback
- Group feedback

**Resources:**
- Advisor Presentations

**Online Resources:**
- Teacher webpage/Google Drive
- [http://www.allaboutteambuilding.com/team-building-activities-for-teens/](http://www.allaboutteambuilding.com/team-building-activities-for-teens/)
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Peer Leadership

Topic/Unit: Self-Awareness

Approximate # Of Weeks: 1 week

Essential Questions:
- What are the traits, qualities, values and beliefs that make you you?
- What are your personal values, beliefs and ethnic/cultural background that potentially impact your relationships and interactions with others?
- How do you expand your range of experiences and beliefs?
- How do you seek interaction opportunities with others different from you?
- Why is it important to be self aware in a counseling relationship?
- What were you like as an 8th grader?
- How have you changed since 8th grade?
- How can you use this knowledge to improve your leadership of an 8th grade group?
- What aspects of self do you need the most work on in order to be a great peer leader?

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- 2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
- 2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
- 2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts.
- 2.1.12.E.4 Develop a personal stress management plan to improve/maintain wellness
- 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures 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.
- 2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.
- 2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
- 2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
- 2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
- 2.2.12.C.1 Analyze the impact of competition on personal character development.
- 2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
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- 2.4.12.A.4 Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
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Activities:
- Journaling
- Retreat
  - Sharing Activity: share something with the group that means something to you
  - Partner Selection: “Haves and Needs” (what do I bring to a partnership and what do I lack that I would need from a potential partner)
  - Icebreakers and Team Building Activities
    - Human Knot
    - Scavenger Hunt
    - Minute to Win It
    - Group Push Up
    - Group Sit up
    - Balloon Game
    - Indian Chief
    - Group Sit
    - Would you rather
    - Broken Telephone
- Classroom presentations
- Reflection on the pillars of character
- Classroom discussions
- Sharing Relatable Experiences
- Think Pair Share- Discuss your own personal identities in terms of your “essential self, social self, coping self, creative self, physical self, etc.”
- Skits and Role Play
- Feedback and Reflection

Methods of Assessments/Evaluation:
- Self-reflection
- Advisor observation/notes/feedback
- Partner feedback
- Group feedback

Resources:
- Advisor Presentations
Online Resources:
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Peer Leadership

Topic/Unit: Creating and Building the Counseling Relationship

Approximate # Of Weeks: 1 week

Essential Questions:
- What characteristics will make for a good relationship between you and your 8th grade class?
- What does it meant to “act with intention?”
- What are ways to facilitate conversation?
- What are the differences between direct and indirect conversation leads? ...Open and Closed Questions?
- What role does self-disclosure play in a counseling relationship?

Upon completion of this unit students will be able to:
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
- 2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
- 2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
- 2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
- 2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts.
- 2.1.12.E.4 Develop a personal stress management plan to improve/maintain wellness
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2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.
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2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
2.2.12.C.1 Analyze the impact of competition on personal character development.
2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
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  systematically about how past interactions of people, cultures, and the
  environment affect issues across time and cultures. Such knowledge and
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  responsible world citizens in the 21st century.

**Activities:**
- Classroom presentations
- Reflection on the pillars of character
- Review the following characteristics and their importance to a counseling
  relationship:
  - Genuineness
  - Trust
  - Openness
  - Non-judgement
  - Empathy
  - Honesty
  - Being Present
  - Boundaries
  - Structure
- Classroom discussions
- Sharing Relatable Experiences
- Think Pair Share- Discuss your own personal identities in terms of your
  “essential self, social self, coping self, creative self, physical self, etc.”
- Skits and Role Play
  - Act out the difference between indirect and direct leads
  - Act out the difference between open and closed questions
- In groups of 2, one play the peer leader, the other play the 8th grader. 8th
  grader chooses a problem. Practice counseling skills for 3 minutes as the
  8th grader presents their problem. Switch roles.
- Journaling-Reflect on the characteristics reviewed in class. Which mean
  the most to you? Which do you need to work on?
- Feedback and Reflection

**Methods of Assessments/Evaluation:**
- Self-reflection
- Advisor observation/notes/feedback
- Partner feedback
- Group feedback

**Resources:**
- Advisor Presentations
- Corey, Marianne, Corey, Gerald and Corey, Cindy. *Groups: Process and
Peer Leadership

Topic/Unit: Active Listening

Approximate # Of Weeks: 1 week

Essential Questions:
- What does it mean to listen “actively?”
- What are nonverbal encouragers?
- What are verbal encouragers?
- What attending skills facilitate active listening?
- What role does paraphrasing and summarizing play in active listening?
- What are barriers to active listening?

Upon completion of this unit students will be able to:
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
- 2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts.
- 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures 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.
- 2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.
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environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Activities:
- Classroom presentations
- Reflection on the pillars of character
- Review the following characteristics and their importance to a counseling relationship:
- Classroom discussions
- Review and practice attending skills and the acronym SOLAR:
  - S- Sitting Squarely
  - O- Open Posture
  - L- Leaning Forward
  - E- Eye Contact
  - R- Relaxed Posture
- Sharing Relatable Experiences
- Think Pair Share- Discuss your own personal identities in terms of your “essential self, social self, coping self, creative self, physical self, etc.”
- Skits and Role Play
  - With a partner, practice non-verbal encouragers
  - With a partner, practice, non-verbal encouragers
  - With a partner, practice paraphrasing and summarizing
- Review and discuss the following barriers to active listening
  - Predetermined attitudes or Ideas
  - Projecting
  - Being Closed Minded
  - Disregarding Body Language
  - Being on a Schedule
  - Being Preoccupied
  - Forgetting to Make Connections
  - Nonverbal barriers
    - Lack of Eye Contact
    - Inappropriate Posture
    - Being Distracted
    - Inappropriate Facial Expressions
    - Lack of Nonverbal Encouragers
- In groups of 2, one play the peer leader, the other play the 8th grader. 8th grader chooses a problem. Practice counseling skills learned to date for 5 minutes as the 8th grader presents their problem. Switch roles.
- Journaling: What does the following quote mean to you “The quieter you become, the more you can hear.”
- Feedback and Reflection
Methods of Assessments/Evaluation:
- Self-reflection
- Advisor observation/notes/feedback
- Partner feedback
- Group feedback

Resources:
- Advisor Presentations

Online Resources:
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**Peer Leadership**

**Topic/Unit:** Group Dynamics and Facilitation

**Approximate # Of Weeks:** 1 week

**Essential Questions:**
- What are the stages of group development?
- What is the role of the group leader in group development?
- What skills and interventions are needed to run a group?
- What is the difference between group dynamics, group content, group process and group structure?
- What types of personalities might make for challenging group members?
- What are different member roles within a group?
- How will you handle the personalities and members within a group?
- What is the importance of cohesiveness in a group?
- How will you establish and maintain cohesiveness?
- How do you maintain cohesiveness during conflict?
- What are some challenges to group facilitation?

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- 2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
- 2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
- 2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
- 2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.
- 2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
- 2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts.
- 2.1.12.E.4 Develop a personal stress management plan to improve/maintain wellness
- 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures 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.
- 2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.
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Activities:
- Classroom presentations
- Reflection on the pillars of character
- Review the following characteristics and their importance to a counseling relationship:
  - Classroom discussions
  - Sharing Relatable Experiences
- Think Pair Share- Discuss your own personal identities in terms of your “essential self, social self, coping self, creative self, physical self, etc.”
- Skits and Role Play
  - Acting out the different personalities and roles of a group
  - Role-playing different areas of topics that may come up.
- With a partner, take turns running counseling groups with the peer leadership class. Focus on the stages of a group, building cohesiveness,
group personalities and group dynamics. Afterwards receive feedback from the class and advisors.

- Journaling:
  - How will you handle each member of your group?
  - How will you establish and maintain cohesiveness?
- Feedback and Reflection

**Methods of Assessments/Evaluation:**

- Self-reflection
- Advisor observation/notes/feedback
- Partner feedback
- Group feedback

**Resources:**

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**Online Resources:**

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**Peer Leadership**

**Topic/Unit: Group Forming**

**Approximate # Of Weeks:** 1 Week

**Essential Questions:**

- How can I create a group atmosphere that fosters group cohesion?
- How can I best include all members of my group?
- What ice breakers will allow group members to feel comfortable?
● What rules should be created to set appropriate boundaries for the group?
● What norms should be established to help my group run smoothly?
● What closing activities are appropriate for the first week?
● How can confidentiality and breaches of confidentiality be best explained to an 8th grader?
● How can I maintain a position of leadership at a peer level?
● (Upon completion of first class…) What would have worked better?
● What typical group member roles can I identify in my group?
● How well did my partner and I lead the session?
● What will I work on before the next session?

Upon completion of this unit students will be able to:

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Activities:
● Planning with partner
● Discussion of important rules with other peer leaders
● Reflection on experiences and impressions as a previous 8th grader and a student
Peer Leadership

**Topic/Unit:** Pillars of Character & Ethics (Trustworthiness, Respect, Fairness, Responsibility, Caring, Citizenship)

**Approximate # Of Weeks:** 7 Weeks

**Essential Questions:**
- Describe one pillar you need to work on to help better yourself?
- Which pillar is a valuable tool when making tough decisions in your life?
- What pillar would you feel most comfortable sharing with your group?
- How can trustworthiness, respect, fairness, responsibility, caring and citizenship be addressed in a manner that appeals to 8th graders?
- What experiences do 8th graders relate to that connect to the pillars of character?
- How are the pillars of character related to the success of the peer group?
- How do the pillars of character relate to and differ from one another?
● How can I facilitate my group in reflecting upon the morals taught by their families, our school and their friendship groups?
● How can I challenge my group to be empathetic when their views differ from others?
● What ethical dilemmas might 8th graders experience?
● What ethical dilemmas have I experienced as a high school student?

Upon completion of this unit students will be able to:

● 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
● 2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
● 2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
● 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
● 2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.
● 2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities.
● 2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
● 2.2.12.C.1 Analyze the impact of competition on personal character development.
● 2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
● 2.2.12.C.3 Analyze current issues facing the disability community and make recommendations to address those issues.

Interdisciplinary Standards

● **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

● **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

● **Standard 6.1 US History: America in the World**
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- **Standard 6.2 World History/Global Studies**
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Activities:**
- Planning with partner
- Practice lesson with 12 grade peer leaders
- Reflection on ethics and morals via journaling and group discussion
- Challenging group members to debate ethical dilemmas
- Training by staff
- Creating discussion questions
- Creating skits and role plays
- Ethical Debate
- Researching current events that relate to the topic
- Sharing relatable experiences
- Creating games and competitions that relate to the topic
- Creating a lesson plan
- Debriefing

**Methods of Assessments/Evaluation:**
- Advisor observation and notes
- Self reflection
- Parter feedback
- Feedback from group

**Resources:**
Peer Leadership

Topic/Unit: Communication

Approximate # Of Weeks: 1 Week

Essential Questions:

How do my group member prefer to communicate in and out of the group setting?
What are some areas of weakness in how 8th graders communicate?
How is communication related to the success of the group?
How are good communication skills beneficial for an 8th grader?
What activities will allow my group to improve communication skills and reflect on their personal methods of communication?
How are my communication skills?
What techniques are helpful in facilitating the communication between group members?

Upon completion of this unit students will be able to:

● 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
● 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures 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.
● 2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
● 2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

Interdisciplinary Standards
● **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

● **Standard 6.3 Active Citizenship in the 21st Century**
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● **Standard 6.2 World History/Global Studies**
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Activities:
● Planning with partner
● Practice lesson with 12 grade peer leaders
● Reflection on communication via journaling and group discussion
● Training by staff
● Have group members communicate without their sense of sight (back to back drawing, line ups)
● Have group members communicate without their sense of hearing (silent line ups)
● Trust walk activity
● Model and practice “I messages”
● Assign someone as the speaker of a group to challenge the group to communicate differently
● Think, pair, share
● Creating discussion questions
● Creating skits and role plays
● Researching current events that relate to the topic
● Sharing relatable experiences
Creating games and competitions that relate to the topic
Creating a lesson plan
Debriefing

Methods of Assessments/Evaluation:
- Advisor observation and notes
- Self reflection
- Parter feedback
- Feedback from group

Resources:

Online Resources:
- [http://www.allaboutteambuilding.com/team-building-activities-for-teens/](http://www.allaboutteambuilding.com/team-building-activities-for-teens/)
- [http://www.icebreakers.ws/](http://www.icebreakers.ws/)

**Peer Leadership**

**Topic/Unit: Conflict Resolution**

**Approximate # Of Weeks: 1 Week**

**Essential Questions:**

What are common conflicts in 8th grade?
What are healthy and unhealthy ways of responding to conflict?
How do stress and emotions relate to conflict?
In reflecting on how I respond to conflict, what should continue and what should I improve?
How can I help 8th graders reflect upon how they respond to conflict?
What conflict resolution strategies are effective and age appropriate for my group?

Upon completion of this unit students will be able to:
● 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
● 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures 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.
● 2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
● 2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
● 2.2.12.A.3 Analyze the impact of technology.

Interdisciplinary Standards
● **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
● **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
● **Standard 6.1 US History: America in the World**
  All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
● **Standard 6.2 World History/Global Studies**
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Activities:
- Planning with partner
- Practice lesson with 12 grade peer leaders
- Reflection on conflict resolution via journaling and group discussion
- Training by staff
- Creating discussion questions
- Creating skits and role plays
- Researching current events that relate to the topic
- Sharing relatable experiences
- Creating games and competitions that relate to the topic
- Creating a lesson plan
- Debriefing

Methods of Assessments/Evaluation:
- Advisor observation and notes
- Self reflection
- Partner feedback
- Feedback from group

Resources:
- Notes provided by advisor

Online Resources:
- [http://www.allaboutteambuilding.com/team-building-activities-for-teens/](http://www.allaboutteambuilding.com/team-building-activities-for-teens/)
- [http://www.icebreakers.ws/](http://www.icebreakers.ws/)

Peer Leadership
**Topic/Unit: Relationships (Friendships, Dating, Family)**

**Approximate # Of Weeks: 3 Weeks**

**Essential Questions:**

- How do friendship groups change during middle school years? During high school?
- What are some examples of healthy and unhealthy friendships?
- Why are friendships important during 8th grade?
- How important are friends in decision making?
- What are some areas of stress within a friendship group in 8th grade?
- How does an 8th grader know if they are ready to start dating?
- What is dating like in middle school? In high school?
- What is stressful about dating in 8th grade?
- What are characteristics of healthy and unhealthy romantic relationships?
- How important is family in decision making?
- What is my role within my family?
- What is my family’s role within my life?
- What is stressful within a family?
- How does my family support me?
- How is my communication with my family?
- How has my relationship with my family changed during middle school?

**Upon completion of this unit students will be able to:**

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 2.4.8.A.1 Predict how changes within a family can impact family members.
- 2.4.8.A.2 Explain how the family unit impacts character development.
- 2.4.8.A.3 Explain when the services of professionals are needed to intervene in relationships.
- 2.4.8.A.4 Differentiate between affection, love, commitment, and sexual attraction.
- 2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
- 2.4.8.A.6 Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
- 2.4.12.A.1 Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
- 2.4.12.A.2 Compare and contrast the current and historical role of life commitments, such as marriage.
2.4.12.A.3 Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.

2.4.12.A.4 Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

2.4.12.A.5 Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).

2.4.12.A.6 Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

2.4.8.B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.

2.4.12.B.4 Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.

Interdisciplinary Standards

- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

- **Standard 6.1 US History: America in the World**
  All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- **Standard 6.2 World History/Global Studies**
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Activities:

- Planning with partner
- Practice lesson with 12 grade peer leaders
- Reflection on relationships via journaling and group discussion
- Training by staff
- Creating discussion questions
- Creating skits and role plays
- Researching current events that relate to the topic
- Sharing relatable experiences
Methods of Assessments/Evaluation:
- Advisor observation and notes
- Self reflection
- Partner feedback
- Feedback from group

Resources:
- Notes provided by advisor

Online Resources:
- http://teenrelationships.org/resources/

Peer Leadership

Topic/Unit: Bullying (Social Media)

Approximate # Of Weeks: 2 Weeks

Essential Questions:
- Why do schools need to address bullying and harassment?
- What support does our school provide to students who are bullied?
- What are the warning signs of someone being bullied/harassed?
- What are the consequences of bullying?
● What are the short and long term effects to students who are constantly bullied and harassed?
● What types of bullying/harassment take place in schools and what are the motivators behind these actions?
● How does social media relate to bullying?
● How can students become empowered to act as upstanders instead of bystanders?

Upon completion of this unit students will be able to:
● 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
● 2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflict
● 2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
● 2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.
● 2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
● 2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
● 2.2.12.C.3 Analyze current issues facing the disability community and make recommendations to address those issues.

Interdisciplinary Standards
● **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
● **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
● **Standard 6.1 US History: America in the World**
  All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
● **Standard 6.2 World History/Global Studies**
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the
environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Activities:
- Planning with partner
- Practice lesson with 12 grade peer leaders
- Reflection on topic via journaling and group discussion
- Training by staff
- Creating discussion questions
- Creating skits and role plays
- Researching current events that relate to the topic
- Sharing relatable experiences
- Creating games and competitions that relate to the topic
- Creating a lesson plan
- Debriefing

Methods of Assessments/Evaluation:
- Advisor observation and notes
- Self reflection
- Parter feedback
- Feedback from group

Resources:
- Notes provided by advisor

Online Resources:
- [http://www.state.nj.us/education/students/safety/behavior/hib/](http://www.state.nj.us/education/students/safety/behavior/hib/)
- [http://www.jostens.com/pause/pause_lp_pause_before_you_post.html](http://www.jostens.com/pause/pause_lp_pause_before_you_post.html)
Peer Leadership

Topic/Unit: Body Image & Confidence

Approximate # Of Weeks: 2 Weeks

Essential Questions:

- How do adolescents form their sense of self worth?
- What does the media say about how women and men should look?
- How does that affect one’s self esteem?
- How often are 8th graders thinking about body image?
- What message is given about body image by friends and family?
- What is the difference between anorexia and bulimia?
- How does body image impact one’s life?
- How does body image change during middle school?
- How important is other’s perception?
- Does body image affect 8th grade boys and girls differently?
- How can I foster confidence in my 8th graders?

Upon completion of this unit students will be able to

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
- 2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
- 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
- 2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries

Interdisciplinary Standards

- Standard 9.1 21st-Century Life & Career Skills
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- Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working
collaboratively to address the challenges that are inherent in living in an interconnected world.

- **Standard 6.1 US History: America in the World**
  All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- **Standard 6.2 World History/Global Studies**
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**Activities:**
- Planning with partner
- Practice lesson with 12 grade peer leaders
- Reflection on body image via journaling and group discussion
- Evaluating the real life measurements of Disney Princesses and Barbie Dolls
- Training by staff
- Spliting groups by gender for this topic
- Creating discussion questions
- Creating skits and role plays
- Researching current events that relate to the topic
- Sharing relatable experiences
- Creating games and competitions that relate to the topic
- Creating a lesson plan
- Showing relevant video clips
- Debriefing

**Methods of Assessments/Evaluation:**
- Advisor observation and notes
- Self reflection
- Parter feedback
- Feedback from group

**Resources:**
- Notes provided by advisor
Peer Leadership

Topic/Unit: Sex (Gender Roles, Sexuality, Sexual Orientation)

Approximate # Of Weeks: 3 Weeks

Essential Questions:
- What message does the media give about gender roles?
- How do respect and tolerance relate to gender and sexual orientation?
- How is human sexuality defined?
- What issues related to sexual orientation do 8th graders face?
- What support is offered at GRHS?
- How can consent be explained to 8th graders?
- What risks are associated with sex?
- How can adolescents respond to pressure to have sex?

Upon completion of this unit students will be able to:

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 2.4.8.A.4 Differentiate between affection, love, commitment, and sexual attraction.
- 2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
- 2.4.8.A.6 Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
- 2.4.12.A.5 Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).
● 2.4.12.A.6 Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.
● 2.4.8.B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
● 2.4.12.B.4 Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.

Interdisciplinary Standards

- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Standard 6.3 Active Citizenship in the 21st Century**
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- **Standard 6.1 US History: America in the World**
  All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Activities:

- Planning with partner
- Practice lesson with 12 grade peer leaders
- Reflection on topic via journaling and group discussion
- Training by staff
- Challenging group members to consider other’s experiences
- Creating discussion questions
- Creating skits and role plays
- Researching current events that relate to the topic
- Sharing relatable experiences
- Creating games and competitions that relate to the topic
- Creating a lesson plan
- Debriefing

Methods of Assessments/Evaluation:
● Advisor observation and notes
● Self reflection
● Partner feedback
● Feedback from group

Resources:
● Notes provided by advisor

Online Resources:

**Peer Leadership**

**Topic/Unit:** Peer Pressure (Alcohol, Drugs, Parties)

**Approximate # Of Weeks:** 3 Weeks

**Essential Questions:**
● What is peer pressure and how does it impact an adolescent’s social life?
● How can the misuse/abuse of drugs affect my physical and mental health?
● Why is the communication of personal boundaries important to help me to avoid the use of alcohol, tobacco, and other drugs?
● How can the use of alcohol, tobacco, and other drugs affect relationships with family members, now and in the future?
● What are ways in which the media encourages alcohol and/or drug use?
● How easy is it for an adolescent to become addicted to alcohol, tobacco or other drugs, and is there a genetic connection?
● How can drug use, misuse or abuse affect learning?
● What effect does drug abuse and misuse have on the home environment?
● What protective factors can help an adolescent avoid drug use, misuse, or abuse?
● How do friends influence one’s choice to use or not use alcohol, tobacco, prescription, or illegal drugs?
● What strategies can be used to abstain from using alcohol or drugs when pressured to by peers?

Upon completion of this unit students will be able to:
● 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
● 2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
● 2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
● 2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
● 2.3.8.B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
● 2.3.8.B.2 Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
● 2.3.8.B.3 Analyze the effects of all types of tobacco use on the aging process.
● 2.3.8.B.4 Compare and contrast smoking laws in New Jersey with other states and countries.
● 2.3.8.B.5 Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.
● 2.3.8.B.6 Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.
● 2.3.8.B.7 Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
● 2.3.8.B.8 Analyze health risks associated with injected drug use.
● 2.3.12.B.1 Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.
● 2.3.12.B.2 Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.
● 2.3.12.B.3 Correlate increased alcohol use with challenges that may occur at various life stages.
● 2.3.12.B.4 Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.
Interdisciplinary Standards

- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

- **Standard 6.1 US History: America in the World**
  All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- **Standard 6.2 World History/Global Studies**
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Activities:
- Planning with partner
- Practice lesson with 12 grade peer leaders
- Reflection on topic via journaling and group discussion
- Training by staff
- Creating discussion questions
- Creating skits and role plays
- Researching current events that relate to the topic
- Sharing relatable experiences
- Creating games and competitions that relate to the topic
- Creating a lesson plan
- Debriefing

Methods of Assessments/Evaluation:
- Advisor observation and notes
- Self reflection
- Parter feedback
- Feedback from group

Resources:


**Online Resources:**


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**Peer Leadership**

**Topic/Unit: Mental and Emotional Health (Stress, Anxiety, Depression, Anger Management, Self-Harm, Suicide)**

**Approximate # Of Weeks: 7 Weeks**

**Essential Questions:**

- How does my personal self-concept relate to interactions with others?
- How can goals for emotional health help to prevent depression and possible suicide?
- How can I help eliminate the social stigma associated with mental illness?
- What school and community resources are available for mental health problems? What strategies can be used to combat stress and depression?
- How can mental health disorders affect relationships in my life?
- What triggers anger in me?
- What are sources of stress for an 8th grader?
What is self mutilation?
How do anxiety and depression differ?
What are ways that an 8th grader can help a friend contemplating suicide?

Upon completion of this unit students will be able to:

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
- Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
- 2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
- 2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
- 2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.
- 2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
- 2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts.
- 2.1.12.E.2 Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.
- 2.1.12.E.3 Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
- 2.1.12.E.4 Develop a personal stress management plan to improve/maintain wellness

Interdisciplinary Standards

- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

- **Standard 6.1 US History: America in the World**
  All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills
enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- **Standard 6.2 World History/Global Studies**
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Activities:**
- Planning with partner
- Practice lesson with 12 grade peer leaders
- Reflection on topic via journaling and group discussion
- Training by staff
- Creating discussion questions
- Creating skits and role plays
- Researching current events that relate to the topic
- Sharing relatable experiences
- Creating games and competitions that relate to the topic
- Creating a lesson plan
- Debriefing

**Methods of Assessments/Evaluation:**
- Advisor observation and notes
- Self reflection
- Partner feedback
- Feedback from group

**Resources:**
- Notes provided by advisor

**Online Resources:**
- [https://www.adaa.org/understanding-anxiety/suicide](https://www.adaa.org/understanding-anxiety/suicide)
- [http://www.apa.org/topics/anger/control.aspx](http://www.apa.org/topics/anger/control.aspx)

**Topic/Unit: High School Transition/ Time Management**

**Approximate # Of Weeks: 2 Weeks**

**Essential Questions:**

- What courses are necessary in high school?
- How does high school differ from middle school?
- What extracurricular activities are offered?
- How do I manage my time in high school?
- How many AP and honor courses are necessary in high school?
- What is a transcript?
- How do relationships change in high school?

**Upon completion of this unit students will be able to:**

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**Interdisciplinary Standards**

- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working
collaboratively to address the challenges that are inherent in living in an interconnected world.

- **Standard 6.1 US History: America in the World**
  All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- **Standard 6.2 World History/Global Studies**
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Activities:**
- Planning with partner
- Practice lesson with 12 grade peer leaders
- Reflection on topic via journaling and group discussion
- Creating list of frequently asked questions
- Training by staff
- Creating discussion questions
- Creating skits and role plays
- Researching current events that relate to the topic
- Sharing relatable experiences
- Creating games and competitions that relate to the topic
- Creating a lesson plan
- Debriefing

**Methods of Assessments/Evaluation:**
- Advisor observation and notes
- Self reflection
- Parter feedback
- Feedback from group

**Resources:**
- Notes provided by advisor

Online Resources:
- www.glenridge.org
- http://www.creativitypost.com/create/work_smarter_not_harder_21_time_management_tips_to_hack_productivity

**Topic/Unit: Closure**

**Approximate # Of Weeks:** 1 Week

**Essential Questions:**
- How can I celebrate the successes my group experienced this year?
- What activities provide group members with closure?
- What do I want members to take away from the group experience?
- How have I grown as a leader during this process?

**Upon completion of this unit students will be able to:**
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**Interdisciplinary Standards**
- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- **Standard 6.1 US History: America in the World**
  All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the
environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- **Standard 6.2 World History/Global Studies**
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Activities:**
- Planning with partner
- Practice lesson with 12 grade peer leaders
- Reflection on topic via journaling and group discussion
- Training by staff
- Creating discussion questions
- Yarn toss and share activity
- Anonymous compliment activity
- Researching current events that relate to the topic
- Sharing relatable experiences
- Creating games and competitions that relate to the topic
- Creating a lesson plan
- Debriefing

**Methods of Assessments/Evaluation:**
- Advisor observation and notes
- Self reflection
- Partner feedback
- Feedback from group

**Resources:**
- Notes provided by advisor

**Online Resources:**