

Freshman Guidance Seminar
Freshman Orientation & Auditorium CDS Presentation
Fall 2016

Purpose: To assist freshmen students in their transfer to high school. Counselors will review how to access guidance counselors, schedules (community seminar, lunch etc.), and day-to-day functioning.

Essential Question: Can students effectively manage and navigate the high school on a day-to-day function.

ASCA: Academic Development

Standard: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Indicator A: Identify attitudes and behaviors, which lead to successful learning

Indicator C: Demonstrate dependability, productivity, and initiative

Standard: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Indicator B: Organize and apply academic information from a variety of sources

Indicator C: Develop and implement an annual plan of study to maximize academic ability and achievement

Assessment Evidence: Students can color code schedules and mark agenda book with important dates.

Activities - Orientation

1. Introductions
 1. Names
 - i. Set up of department
 - ii. 9 Counselors
 1. What we do...
 - i. Personal, academic, career, college, crisis counseling
 - ii. Course selection/scheduling
 - iii. Goals: academic, social etc.
 1. Why guidance seminars....
 - i. Grade 9 orientation to NHS
 - ii. Familiarize with NHS
 - iii. Through term 2
 - iv. Grades 10-12
1. 10-Career

2. 11-College Planning
 3. 12-College application process
1. Review:
 1. Schedules: Number of study halls, lunch schedule, Community seminar
 - i. Review how to sign up to meet with your counselor
 1. Youcanbook.me
 - ii. Review schedule for the first day of school.
 1. iStudent: Have students log into their iStudent account
 1. Make sure students know their login in (student email and ID number)
 - i. Check that there are no scheduling conflicts for semester 1 and 2
 1. Change the Default School to High School
 - i. Review features including schedule, grades, attendance, behavior
 1. Find a system that works for you - review the importance of using organizers, e.g. iProcrastinate, stickies.
 2. School Tour – ADL and/or senior internship students and volunteers are available to assist students at Orientation
 3. Question and Answer

Activities – Freshman CDS Presentation (approx. halfway through first term)

1. Re-introductions of counseling department
2. Principal's mid-term email to parents about iPass
 1. Students should check iPass.
 2. Level and schedule changes
 3. Importance of communicating with parents, counselor, teacher
 4. How, when, and why to get extra help
 5. Review the handbook test policy
 6. Academic eligibility for sports
 7. Getting involved: Sports and Clubs
3. Guidance Seminar reminder (term 2, scheduled during CDS, overview)
4. Semester Grade Calculation
5. Question and Answer

*** Orientation and/or CDS presentations may change slightly from year to year. Basic content remains the same.

***Following CDS presentations, students are emailed the Natick Heart.

Materials:

Computer/PPT

Copy of lunch schedules (will also be on power point)

Freshman Guidance Seminar

Rotation #1 (Pre Guidance Seminar Survey and Icebreaker)

Fall 2016

Purpose: To assist freshmen students in their transfer to the high school. Counselors will open the seminars with a Pre Guidance Survey followed by icebreaker activities.

Essential Question: What baseline information can be drawn about the freshmen classes' level of Guidance service thus far in their academic career?

ASCA: Academic Development

Standard: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Indicator A: Identify attitudes and behaviors, which lead to successful learning

Indicator C: Demonstrate dependability, productivity, and initiative

Standard: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Indicator B: Organize and apply academic information from a variety of sources

Indicator C: Develop and implement an annual plan of study to maximize academic ability and achievement

Assessment Evidence: Collection of baseline data from the Pre Guidance Survey

Activities (40 minute CDS Period):

- I. Welcome – Guidance Seminar will meet 1x per cycle for the length of term 2.
 - A. Review when we meet and the purpose of the seminar
 - B. P/F Grading – attendance counts
- II. Naviance:
 - A. A brief description of the Naviance program will be provided. Counselors will explain how we will use the program this year and in coming years with the students.
 - B. Future use will include but is not limited to Career Interest Inventory and Clusters, Surveys, College Forms, College Search, creating a resume etc.
 - C. Naviance registration codes will be disseminated and students will log into the program to complete the *Freshman Pre Guidance Seminar Survey*.
- III. Icebreaker: Attached is a list of Icebreakers. Counselors may use one of the following suggestions or their own icebreaker with the students.

Materials:

Computer/PPT

Naviance Registration codes / Instruction sheet

List of Icebreaker Activities (below)

Human Bingo Sheet

Tennis Ball

ICEBREAKER IDEAS

Birthday line-up

Students have to line-up around the classroom in order of their birth dates. This activity forces students to move around and communicate with each other. According to the Stress and Wellness Associates people learn better when they are actively involved.

Crossword Connection

This activity includes visual symbols of connection and self-introductions.

The teacher prints their name on the board leaving some space between each letter and tells the class something about herself. Then they pick a student to come to the board, tell something about themselves, and print their name crossing the teacher's as in a crossword puzzle. Students take turns telling something about themselves and adding their names. Volunteers copy the completed puzzle as a poster. To save time, the puzzle could be written on paper taped to the board and left up in first draft form.

The activity can be extended by asking each student to write their name and a statement about themselves on a sheet of paper. The teacher can then use the statements as clues for a class-names crossword puzzle, which can be made with crossword puzzle software.

BINGO-Scavenger Hunt!

To get communication going between students who aren't necessarily friends, I start the year off with a game of BINGO. I make up BINGO cards for the students. Each square on the card includes a brief description. Examples: Likes pepperoni on pizza or has more than one piercing in an ear. The goal is to be the first to student to fill the BINGO card with signatures. To make it harder, have students fill every square with a different student's signature and set a time limit. When a student has a BINGO (one name signed per square) give the person a small prize, such as being first in line that day. This is a great way to learn special things about your students and help get them to know one another. An alternative: Set this up as a scavenger hunt with a series of questions, each question with a line beside it. Students are given a time limit to circle the classroom and find someone who has "been there, done that." That "someone" writes her or his name in the blank space.

BINGO Scavenger Hunt

Attended a camp this summer	Can play the guitar	Acted or participated in a play or musical	Read more than three books last summer	Likes pepperoni on their pizza
Wears the same shoe size as you	Speaks more than one language	Worked as a volunteer of CIT at Woodtrail or Arrowhead	Lives within a mile from you	Has the same favorite sport/activity as you
Traveled to a state outside of New England	Has no cavities	Favorite color is orange	Has more than one piercing in his/her ear	Has an older sibling at or who has attended the High School
Has the same favorite TV show as you. My favorite show is: _____	Likes broccoli	Is ambidextrous	Has met a celebrity named	Can juggle
Is born in the same month as you.	Recently attended a concert	Was born outside the United States	Has three or more pets	Has broken a bone before

Tennis Ball Name Game:

Have students stand in a circle. One student starts with the tennis ball. S/he says the name of another student in the circle and then throws the tennis ball to that student who in turn names another student and throws the ball to that student, and so on. Every student in the circle must be called. There can be no repeats. To increase the difficulty, add in a number of tennis balls (all starting with the first student) or encourage the students to work backward.

**Freshman Guidance Seminar
Rotation #2 Handbook
Fall 2016**

Purpose: To review Natick High School handbook, highlighting important policies and information, including the mission Statement, grading policies, graduation requirements, and attendance. To assist long-term student academic planning, they will also be provided with college preparatory information.

Essential Questions: Are students familiarized with the Natick High School Handbook?

ASCA: Academic Development

Standard: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Indicator A: Identify attitudes and behaviors, which lead to successful learning

Standard: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college

Indicator B: Organize and apply academic information from a variety of sources

Indicator C: Develop and implement an annual plan of study to maximize academic ability and achievement

Indicator E: Identify post-secondary options consistent with interest, aptitude, achievement, and abilities

Assessment Evidence: DDM #2 Pre and Post Surveys

Activities (40 minute CDS Period):

- I. Have students complete the *Pre-Survey* for DDM #2
 - A. Note – Save enough time for the Post Survey at the end of the class (about 10 minutes). Prioritize topics covered in the survey before moving on to others.
- II. Review NHS grading/credit system
 - A. 1^{st} term grade (2x) + 2^{nd} semester grade (2y) + Examination (z)/5 = Final semester grade
- III. Review graduation requirements
 - A. Community Service Requirement
 - B. Copy in freshman packet
 1. Service opportunities posted:
 - a) Online at:
<http://www.natickps.org/NatickHigh/Guidance/CareerPlanning/Main.cfm>

- b) Announcements
- c) What does/does not count
- d) Process of submitting paperwork
- e) Copy is in the freshmen packet

IV. Eligibility Criteria (Athletics and Clubs)

- A. **Emphasize the simple message: *If you fail a class you cannot participate in sports/clubs the following term. The below is for reference. Use if your classes are asking questions or seem to want more information.***
- B. 9th grade first term is not based on the eighth grade
- C. 9th grade second term is not based on 1st term/follow MIAA rule that you must be earning 10 credits (pass)
- D. 9th grade third term is based on term 2 grades (nothing below a D-)
- E. 9th grade term four is based on term three (nothing below a D-)
- F. 9th grade final semester 2 grade will determine fall/term 1 eligibility for next year

V. DDM #2 Post Survey

VI. **Pending time** (there's time to do these in the Flex block/Rotation 6-7 if necessary)

- A. **Test Policy:** A student will not be required to take more than 2 tests in one day. A student, who has 3 or more tests, may postpone taking the additional test(s) for 48 hours of the scheduled time. Students may not postpone a test in the same class twice in a row. In addition, when a student is assigned a paper and has been given fewer than 5 days to complete, the student will be given 1 additional day to submit the paper if it is due the same day as 2 tests and carries the same weight as a test. In this case, the exemption is the paper and must follow the same procedure as having 3 or more tests. Teachers must announce the date of a test at least 3 days in advance of the test.
- B. **Academic Integrity:** Share the updated policy, available in the Freshmen Packet and on the PPT. The policy is an effort to increase student academic integrity while maintaining the integrity of curriculum delivery.
 - 1. The policy impacts assessments, homework, and classwork.
 - 2. There are administration and teacher consequences.
 - 3. Students can retake a test up to 60%
 - 4. Students will receive a zero for homework.
 - 5. *** Counselors should check the notes in the PPT for additional information.
 - 6. "How to Get Good Grades" Packet: Provide a copy to each of the students.
 - a) Have students complete and score themselves on the 'What Kind of Student Are You?' quiz.
 - b) Explain that Study Skills techniques will be infused into the freshmen curriculum
 - c) Brainstorm strategies for grade improvement with the class (put ideas up on the board)

7. Massachusetts State College and UMASS Minimum Admissions Standards.
 - a) Explain how these requirements are parallel to those for graduation at NHS. Both the UMASS Minimum Admissions Standards and NHS Graduation requirements are posted in the Freshmen Packet.
8. College Prep 101 – This is a great visual (available in the Freshmen Packet), which allows students to see that they are already doing many of the things necessary for post secondary education.

Materials:

Computer/PPT

Freshmen Guidance Seminar packets

“How to Get Good Grades” booklets

Freshman Guidance Seminar
Rotation #3 (Time Management/Organizational Skills)
Fall 2016

Purpose: To assess and whether students have found balance in their many life activities and roles and to talk about strategies for better balance and success.

Essential Question: Do students have the necessary tools for academic progress and success?

ASCA: Academic Development

Strand: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Indicator B: Organize and apply academic information from a variety of sources

Indicator C: Develop and implement an annual plan of study to maximize academic ability and achievement

Indicator D: Use problem-solving and decision-making skills to assess progress toward educational goals

Assessment Evidence: Pie of Life and/or The Wheel of Life

Activities (40 minute CDS Period):

- I. Begin class by showing the Rocks, Pebbles, and Sand Story (YouTube). The link is provided in the powerpoint.
 - A. <https://www.youtube.com/watch?v=v5ZvL4as2y0>
 - B. Use the video as a conversation starter about finding balance in life.
 1. Ask the students what they took away from the video.
- II. With the video in mind, counselors should have the students complete either the *Pie of Life* or pilot the *Wheel of Life – Finding Balance*. Select one of the activities for the entire class. Pie of Life and Wheel of Life Activities, along with directions, can be found in the freshmen packet.
 - A. Pie of Life Reflection and talking points?
 1. What can we learn from our Pie?
 2. Did your pie add up to 24 hours? More or Less?
 3. What are the most important pie slices? Why?
 4. Highlight sleep – students should be getting 8 hours of sleep a night.
 5. How can we better manage our time?
 6. Are there pieces of the pie that require more/less time? Pieces that can be cut or added?
 7. Are you multitasking/Switchtasking multiple sections of your pie?

8. How can you change your pie to better manage your time?
- B. Wheel of Life – Finding Balance Reflection – Would your wheel work, or is it a wobbly wheel?
 1. Am I living a balanced Life?
 2. Are my true values and priorities reflected here?
 3. Am I involved in too many activities?
 4. What areas need more/less attention?
 5. How much time is spent caring for myself? Others?
 6. Are there areas that need more attention?
 7. Do you have dreams/goals that have been put off which you would like to focus on?
 8. What changes can you make?
- III. iProcrastinate: Show students how to use iProcrastinate to remain organized (if not previously covered).
 - A. Have students brainstorm and share their organizational and time management strategies.
 - B. Other strategies: Evernote, Google calendar, agenda books, stickies etc.
 - C. Have students share any helpful applications they are using
 1. Take away - develop a system that works for you

Materials:

Computer/PPT

Freshmen Guidance Seminar Packets (Pie of Life and/or The Wheel of Life – Finding Balance)

Freshman Guidance Seminar
Rotation #4 (Multitasking vs Switchtasking)
Fall 2016

Purpose: To educate students about the impact multi-tasking has on learning.

Essential Question: Do students have the necessary tools for academic progress and success?

ASCA: Academic Development

Strand: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Indicator B: Organize and apply academic information from a variety of sources

Indicator C: Develop and implement an annual plan of study to maximize academic ability and achievement

Indicator D: Use problem-solving and decision-making skills to assess progress toward educational goals

Assessment Evidence: Multitasking activity and video discussion and feedback

Activities: (40 Minute CDS Period)

- I. Lead in Activity - share The Challenges of Multitasking Comedy skit from Ellen. The link is embedded in the powerpoint. Use this video as a way to introduce this topic.
<https://www.youtube.com/watch?v=Q45cUHfvMZU>
- II. Have students complete the Multitasking is a Thief activity. The activity sheet is in their freshmen packet. The exercise will help students to understand the negative impact and inefficiency caused by switchtasking.
- III. Use the Video in the powerpoint to prompt the student activity.
 - A. <https://www.youtube.com/watch?v=BCeGKxz3Q8Q>
 - B. Are you really multitasking, or are you background or switchtasking?
 - C. Have students reflect on the activity.
 1. Was it easier when you were concentrating on one task versus more than one task?
 2. How do you multitask during the day? Have students share their own examples
 3. Are there times when multitasking or switchtasking can be beneficial?
- IV. Pending time – Have students listen to the video, Can you get Through This Multitasking Test video, located in the powerpoint?
- V. After watching the video, use the questions located in the notes section below the slide.
 - A. <https://www.youtube.com/watch?v=txWeSnJBT-M>
 - B. Questions to consider:

1. Can the students answer many of the questions? If so, how many?
 2. Did they focus more on one story at the expense of the other?
 3. Did student focus attention back and forth between the two? If so, was this a successful strategy?
 4. What can we take away from this activity?
 5. How might this apply to your everyday lives?
- VI. As a wrap up to the activities and discussion, have students watch the following video, which explains the neurological cost of multitasking
- A. Multitasking is a Myth, and to Attempt it Comes at a Neurobiological Cost – Think Big <https://www.youtube.com/watch?v=iM4u-7Z5URk>
 - B. Bringing it all together – have the students share their thoughts about today's videos and activities. Have they learned anything? Will the content of today's class impact or change the way they approach school or other aspects of their lives differently?

Materials:

Computer/PPT

Freshman Packet (Multitasking is a Thief Exercise)

Freshman Guidance Seminar
Rotation #5 (Vark Learning Styles Inventory)
Fall 2016

Purpose: Student will complete the VARK online assessment to diagnose students' unique learning styles based on the four categories - visual, aural, read/write and kinesthetic. The students will learn about their specific learning style and how they can best utilize it in their study strategies through reading the VARK results and small group discussions with their classmates.

Essential Question: What is my Learning Style?

ASCA: Academic Development & Career Development

Standard: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Indicator B: Apply knowledge of learning styles to positively influence school performance.

Standard: Students will understand the relationship between personal qualities, education, training, and the world of work.

Indicator D: Apply academic and employment readiness skills in work-based learning situation such as internship, shadowing, and/or mentoring experiences.

Assessment Evidence: VLSI results

Activities: (40 minute CDS Period)

- I. Students will complete the VARK Learning Styles Assessment for Younger People <http://vark-learn.com/the-vark-questionnaire/the-vark-questionnaire-for-younger-people/> (10 minutes)
- II. After completing the inventory, instruct the students to read the page detailing their preferred learning style and reflect on strategies that they use that are similar to those listed.
- III. Next, counselors should place students into small groups to discuss their results. You can also do this according to learning style if the time and space allows. (20 minutes)
 - A. Have the students use the following discussion questions as a prompt:
 1. What did your results reveal, and do you feel that they are accurate?
 2. Can you have more than one learning style? Is there a style that is more dominant?
 3. What strategies do you use that relate to your learning style?
 4. Describe a specific assignment this year that has fit with your learning style and explain why.
 5. Are there any tools that you have learned through this learning inventory that you would use in the future?

- IV. After the students discuss in small groups, one representative from each small group should share their results with the class. When sharing, encourage the students to explain to their classmates how they best learn. (10 minutes)
- V. If the class is on the quieter side, use the following variation: Students should log into their Naviance Account and under the About Me Section, create a journal. Students should write a small reflection addressing the above questions. When complete, prompt the students to share the reflection with his/her counselor.
- VI. Activity Extension: There has been a great deal of discussion and research about whether learning styles exist. Ask students to reflect on this theory.

Materials:

Computer

Freshman Guidance Seminar

Rotation #6 and #7 (Progress check-ins with each student)

***This may take more than one rotation**

Fall 2016

Purpose: Counselors will do one on one check-ins to review student progress. Students should also complete the following activities during the next two cycles:

“Who’s Who”

“Who Do I Go To When”

“How To Get Good Grades”

Essential Question: Are students making academic progress, and what interventions/strategies can be used to help if they are having difficulty? If a student is struggling, whom should they go to? What are some resources available to students in the school setting?

ASCA: Academic Development

Standard: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Indicator C: Develop and implement an annual plan of study to maximize academic ability and achievement

Indicator D: Use problem-solving and decision-making skills to assess progress toward educational goals

Standard: Student will understand the relationship of academics to the world of work, and to life at home and in the community.

Indicator B: Demonstrate an understanding of the value of lifelong learning as essential to seeking obtaining, and maintaining life goals.

Assessment Evidence: One on one check-ins with the students and completion of “Who’s Who,” “Who Do I Go To When” and “How to Get Good Grades.”

Activities: (40 minute CDS period)

- I. Counselors will meet one on one with each student. During this time, s/he will review:
 - A. IPASS progress
 - B. Schedule/leveling concerns
 - C. Strategies/interventions for improvement
- II. While the counselors are doing one on one check-ins, the other students can use the time to independently complete work or contact their teachers.
- III. Pending time, this is a good opportunity for students to complete the following over the course of the two sessions:
 - A. “Who’s Who”
 - B. “Who Do I Go To When?”

1. As a variation on this activity, cut each of the sections of the “Who do I go to” form and give each student a piece as they enter the room. Have the students fill in the answer on their form, and then go around the room and have each student share their response.
2. Counselor Accessibility: What do you do when you cannot reach your counselor?
3. This discussion is a perfect lead into a conversation about the accessing resources after hours. Utilize your resources and speak to a trusted adult. Share the link for resources available on the Guidance website.
 - a) http://www.natickps.org/socialandemotionalsupport_resourcesand_hotline.pdf
 - b) Emailing after hours in an emergency is not appropriate.
 - (1) Communication is Key - Extend the conversation about the use of email to include email etiquette.
4. “How To Get Good Grades?”

**** Core Values does not fit perfectly into any one discussion, however, this may be a good place to infuse what we value as a school with regard to civic and social expectations.*

IV. Note: Students who did not finish the VARK last rotation can also do it now.

Materials:

Computer/IPASS

Freshman Packet – “Who’s Who” and “Who Do I Go To When”

“Who Do I Go To When” slips

“How to Get Good Grades”

Freshman Guidance Seminar

Rotation #8 (Post Guidance Seminar Survey, Freshmen letter, Midyear Exams and Wrap-Up)

Fall 2016

Purpose: Students will complete a post survey. Data will be compared to baseline data to assess the effectiveness of the seminars. Students will also write a letter to themselves, which will be returned during their senior year. Finally students will review the mid year exam schedule and procedures prior to the upcoming examination.

Essential Question: Was Freshmen Guidance Seminar effective?

ASCA: Academic Development

Standard: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Indicator A: Identify attitudes and behaviors, which lead to successful learning

Standard: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college

Indicator B: Organize and apply academic information from a variety of sources

Indicator C: Develop and implement an annual plan of study to maximize academic ability and achievement

Indicator E: Identify post-secondary options consistent with interest, aptitude, achievement, and abilities

Assessment Evidence: Data collected from the *Post Survey* and freshmen letter

Activity: (40 minute CDS period)

- I. Students will complete the *Post Guidance Seminar Survey* in Naviance.
- II. Discuss midyear exams:
 - A. Semester grade calculation reminder – exam is 20% of grade
 - B. Post midyear exam schedule and discuss early dismissals
 - C. All students should study. Discuss study strategies, e.g. study over the course of days, review, do practice problems, see teachers for extra help, make a plan to manage your time
 - D. Use this topic as a lead in to discuss academic integrity as it applies to the classroom and achievement. Note that academic integrity information is included in the freshmen packet.
- III. Students will be provided a piece of lined paper and an envelope. They will compose a letter to themselves (using the prompts provided in the freshmen packet).

- A. The letter will be addressed, sealed, and returned to the counselors to store.
 - B. Letters will be distributed during the senior year.
- IV. Pending time: Review any remaining material in the freshman packet that has not yet been covered.
 - A. Make sure students take their packets home with them.

Materials:

Computer/Naviance

Lined paper

Envelopes

Freshman Packet

Freshman Guidance Seminar

Rotation # 9 ADL Presentation and Core Values (vary from class to class)

Fall 2016

Bullying Prevention and Intervention: *Empathy Building*

Purpose:

In the past, parents and school officials dismissed bullying behavior as part of growing up. Today, it is understood that bullying behaviors are widespread and a serious problem among today's youth.

According to the [American Psychology Association](#) (APA) ninety percent of children in grades 4 through 8 state that they are victims of bullying behavior.

Bullying behavior takes many forms ranging from verbal and relational types to intimidation and physical abuse.

Bullying is a group process that includes a number of players in addition to the bully and victim (Smith et al., 2004). Bullying typically occurs within groups where others assume roles such as remaining neutral during the bullying incident, assisting and encouraging the bully, or aiding or consoling the victim (Smith et al., 2004). Unfortunately, most adolescents assume the role of remaining neutral or assisting and/or encouraging the bully, rather than stopping the incident or consoling the victim (Salmivalli, 1999; Sutton & Smith, 1999). Therefore, empathy building is an integral element of constructing a positive school environment.

Natick High School Mission: Natick High School is a community of learners dedicated to helping all students reach their highest academic, physical and social potential... Through every aspect of school life, we seek to foster personal responsibility, integrity and honesty in all members of the Natick High School Community.

MA Framework: *Social and Emotional Health Strand:* Develop skills needed in daily life as they come to learn about their identity and how to manage interactions with other people.

An Act Relative to Bullying in Schools, Chapter 92 of the Acts of 2010, 1: Each School District, charter school, Department-approved private special education school, and collaborative school is required to provide age-appropriate instruction on bullying prevention for students in each grade that is incorporated into the curriculum of the school or district.

PreK-12 Standard 7: Interpersonal Relationships

Understanding that relationship with others are integral part of the human life experience and the factors that contribute to healthy interpersonal relationships, and will acquire skills to

enhance and make many of these relationships more fulfilling through commitment and communication.

ASCA National Standards for personal/social development guide: Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS: A2 - Acquire Interpersonal Skills

PS: A2.1 - Recognize that everyone has rights and responsibilities

PS:A2.3 – Recognize, accept, respect, and appreciate individual differences

PS:A2.4 – Recognize, accept, and appreciate ethnic and cultural diversity

Essential Question: What is empathy and how can students demonstrate this through their interpersonal relationships?

Desired Results/Learning Goals: Throughout this lesson students will explore their individual differences, and participate in discussion and activities, which encourage empathy building and sensitivity toward one another.

Assessment Evidence: ADL students will visit seminar classes to cover a current event or topic, which pertains to Anti-Bullying and/or Empathy building. Student participation and will be the assessment evidence.

Activity: (40 minute CDS Period)

- I. ADL students will be assigned to visit individual Guidance Seminar classes where they will deliver curriculum on Anti-bullying, Anti-Semitism, and empathy building.
 - A. Topics will vary from one seminar to the other depending upon the topic of choice.
 - B. Presentation discussion can be used as a Segway into greater conversation about our core values.

Materials:

Computer

ADL Students and schedule

Freshman Guidance Seminar
Rotation # 10 – Course Selection Electives?
Fall 2016

Purpose: Freshmen will be presented with the various elective offerings at the school and asked to choose three semester electives or one semester elective and a full year along with alternate options.

Essential Question: Are students aware of their elective options and are they choosing electives with reflect their interests and strengths?

ASCA: Academic Development:

Assessment Evidence: Course selection - freshman will have chosen electives and alternates

Activity: 40 Minute CDS period