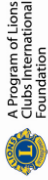


Skills for Adolescence (SFA) Grades 6-8



SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Unit 1 Entering the Teen Years: The Journey of Adolescence <ul style="list-style-type: none"> Getting Started 					
Lesson 1: Orientation and Learning Names <ul style="list-style-type: none"> People Search 	<ul style="list-style-type: none"> Journal writing - a 		<ul style="list-style-type: none"> Learn to communicate thoughts and feelings effectively - b 	<ul style="list-style-type: none"> Be responsible for keeping daily journal – f, h 	
Lesson 2: Establishing Classroom Agreements <ul style="list-style-type: none"> Classroom Agreements What Would Change? 		<ul style="list-style-type: none"> Create safe classroom environment – a(2) 	<ul style="list-style-type: none"> Create safe classroom environment – d(1) 		
Lesson 3: Replacing Put-Downs with Put-Ups		<ul style="list-style-type: none"> Learn to work with people from different cultures/religious traditions – a(2) 	<ul style="list-style-type: none"> Learn how to work effectively with people from different backgrounds – c(3) 		

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Lesson 4: Getting to Know You – Part 1 <ul style="list-style-type: none"> • Classmate Interview Form 			<ul style="list-style-type: none"> • Develop and use good communication skills – b, c(3) 		
Lesson 5: Getting to Know You – Part 2 <ul style="list-style-type: none"> • Adult Interview Form 			<ul style="list-style-type: none"> • Develop and use good communication skills – b, c(3) 		
Lesson 6: My Journal – A Reflection of Me	<ul style="list-style-type: none"> • Create journal cover - h 				
Lesson 7: Look at What's Happening – A Changing Me! <ul style="list-style-type: none"> • Thoughts about Youth 	<ul style="list-style-type: none"> • Develop questions for panelists - a 	<ul style="list-style-type: none"> • Explore how culture/religion influence how we perceive changes we are experiencing – a(2) • Explore changes in body – d(2) 			
Lesson 8: Positive Values: Guideposts for Living	<ul style="list-style-type: none"> • Discover sources of positive values - i 	<ul style="list-style-type: none"> • Explore how culture/religion contribute to our values – a(2) 	<ul style="list-style-type: none"> • Understand and practice collaboration skills – d(1,2) • Communicate effectively – c(3) 	<ul style="list-style-type: none"> • Develop skills and be responsible for working effectively with others – c, f, g, i 	

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Lesson 9: Making Sense of Adolescence	<ul style="list-style-type: none"> Write "thank you" notes to panelists - a 		<ul style="list-style-type: none"> Listen respectfully to others - b 	<ul style="list-style-type: none"> Listen respectfully to others - f, g 	
Lesson 10: Setting a Positive Goal <ul style="list-style-type: none"> You Can Do It – Setting a Personal Goal 			<ul style="list-style-type: none"> Learn what a goal is and how to set one - d(1,2) 	<ul style="list-style-type: none"> Be responsible for setting effectively goals - c, f, h 	
Year 2, Lesson 1: String Along with Me		<ul style="list-style-type: none"> Learn to understand and work with people from different cultures/religious traditions - a(2) 	<ul style="list-style-type: none"> Use effective communication - b Develop and practice collaboration skills - d(1,2) 	<ul style="list-style-type: none"> Develop skills and be responsible for working effectively with others - c, f, g, i 	
Year 2, Lesson 2: Keys to Cooperation		<ul style="list-style-type: none"> To the extent that differences may be related to cultural/religious issues, be sensitive and learn how to deal effectively with them - a(2) 	<ul style="list-style-type: none"> Develop and practice skills needed to work effectively with others - b, c(3), d(1) 	<ul style="list-style-type: none"> Develop and practice respect for others - f, g, h, i 	
Year 3, Lesson 1: Bounce Game				<ul style="list-style-type: none"> Be responsible for helping to create/sustain safe classroom - a, c, f, h 	

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Year 3, Lesson 2: Rights and Responsibilities		<ul style="list-style-type: none"> To the extent that there are cultural/religious differences among class members, learn how to accept these and work effectively with peers – a(2) 	<ul style="list-style-type: none"> Learn how rights and responsibilities relate to effective collaboration with peers – d(1,2) 	<ul style="list-style-type: none"> Understand the relationships between rights and responsibilities and act appropriately – c, h 	
Applications Across the Curriculum	<ul style="list-style-type: none"> Research information on normal changes that occur during adolescence – a Write poems/ theme related stories about these changes – a Research trends in healthy living through history - i 	<ul style="list-style-type: none"> Learn about and take responsibility for healthy living – d(1,2) 	<ul style="list-style-type: none"> Evaluate a variety of information sources in relation to how “healthy living” is portrayed – a(1-4), e(2) 	<ul style="list-style-type: none"> Learn about and take increased responsibility for health living – c, f, h 	<ul style="list-style-type: none"> Use Internet resources for research on healthy living Create logo for journal using computer tools
Unit 2 Building Self-Confidence and Communication Skills					
Lesson 1: The Three-Legged Stool of Self-Confidence				<ul style="list-style-type: none"> Develop and practice self-confidence – c, f, g, i 	

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Lesson 2: Sharing Successes		<ul style="list-style-type: none"> Develop and practice respect for others – a(2) 	<ul style="list-style-type: none"> Develop and practice skills needed to work effectively with others – c(3), d(1,2) 	<p>“Success Life Line” could related to developing/ practicing skills associated with:</p> <ul style="list-style-type: none"> Accountability – c Adaptability – d Personal productivity - e Personal responsibility – f Self-direction – h 	
Lesson 3: Are You Listening		<ul style="list-style-type: none"> To the extent that the people we are listening to come from other cultures/religious traditions, good listening may involve sensitivity to their points of view – a(2) 	<ul style="list-style-type: none"> Learn how to listen carefully to others and communicate clearly – b, c(3) 		Possible Internet research to techniques for effective listening
Lesson 4: The Art of Effective Listening		<ul style="list-style-type: none"> Be sensitive to how good listening relates to awareness of another’s cultural/religious tradition – a(2) 	<ul style="list-style-type: none"> Learn and practice good listening skills – b, c(3), e(1,2) 		Possible Internet research on techniques for effective listening

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Lesson 5: Respecting Yourself and Others		<ul style="list-style-type: none"> To the extend that cultural differences may be part of the conversation, become more aware and sensitive – a(2) 	<ul style="list-style-type: none"> Learn and practice respect for self and others in communication – b, c(3) 	<ul style="list-style-type: none"> Learn and practice ways to respect self and others – c, f, h, i 	
Lesson 6: You Can Do It If You Think You Can			<ul style="list-style-type: none"> Learn and practice skills needed to sort out what we can control and what we can't – a(1-4) 		
Lesson 7: Growing in Response- Ability	<ul style="list-style-type: none"> Research examples of people who acted responsibly or irresponsibly – a, e, i 	<ul style="list-style-type: none"> Explore how cultural/religious beliefs shape a person's sense of responsibility – a(2) Explore how responsibility relates to being a good citizen – c(2) 	<ul style="list-style-type: none"> Learn how to use critical thinking skills to analyze and respond to problems/ challenges in positive ways – a(1-4) Apply these skills to working with others – c(1-3) 	<ul style="list-style-type: none"> Develop and practice personal and social responsibility – f, i Understand how self-confidence influences and guides our choices - h 	Internet research for examples of people acted responsibly or irresponsibly

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
<p>Lesson 8: Stepping Up to Good Decisions</p>	<ul style="list-style-type: none"> Research examples of decisions that had positive or negative impacts on others – a, i 	<ul style="list-style-type: none"> Explore how cultural/religious beliefs influence decision-making – a(2) Explore how our decisions/actions relate to being a good citizen – c(2) 	<ul style="list-style-type: none"> Use critical thinking skills to make good decisions – a(1-4) 	<ul style="list-style-type: none"> Learn how a sense of personal accountability and responsibility relate to good decision-making – b, c, h Practice social responsibility – i 	<p>Internet research on strategies people use to make good decisions</p>
<p>Applications Across the Curriculum</p>	<ul style="list-style-type: none"> Write an anecdote about a real or fictitious person who increased his/her self-confidence by respecting others – a Research a historical figure who had made a significant decision and how they made that decision – i Apply the six step approach to making positive scientific decisions and look for examples in science – c Create and administer a listening survey to peers – a, b Use listening to create art with a younger child - h 	<ul style="list-style-type: none"> Research and develop guidelines for eating responsibly – d(1,2) Create culturally sensitive art with people from difference cultures/religious traditions – a(2) 	<ul style="list-style-type: none"> Examine and evaluate the role of media today in influencing the choices people make – e(1,2) 		<ul style="list-style-type: none"> Internet research on ways to show respect for others Internet research on listening tips to help create a respectful school environment

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Unit 3 Managing Emotions in Positive Ways					
Lesson 1: Exploring Emotions		<ul style="list-style-type: none"> Learn how to recognize emotions and appropriate ways to handle them – d(2) 	<ul style="list-style-type: none"> Learn and practice skills for analyzing situations – a(1-4) 	<ul style="list-style-type: none"> Learn how to be flexible in order to avoid potentially stressful situations – d, f, h 	
Lesson 2: A Drop in the Bucket	<ul style="list-style-type: none"> Write a brief story about a person your age using positive and negative situations - a 			<ul style="list-style-type: none"> Learn how a sense of self and responsibility can help in dealing with emotions – f, h 	
Lesson 3: The Pits and the Peaks, Part 1	<ul style="list-style-type: none"> Journal writing - a 		<ul style="list-style-type: none"> Learn how to analyze problems/ challenges and solve them – a(1-4) 	<ul style="list-style-type: none"> Learn what the word “integrity” means and what it looks like in practice – c, f, h 	
Lesson 4: The Pits and the Peaks, Part 2		<ul style="list-style-type: none"> Learn how to turn challenges into opportunities – d(2) 	<ul style="list-style-type: none"> Learn how to take what life give you and respond in positive ways – a(1-4), c(1) 	<ul style="list-style-type: none"> Be responsible for how you respond to situations – c, f, h 	

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Lesson 5: Understanding our Anger Buttons		<ul style="list-style-type: none"> Understand the relationship between anger and changes in the body – d(2) 	<ul style="list-style-type: none"> Understand situations that provoke anger and resulting physical changes – a(3) 	<ul style="list-style-type: none"> Learn how to take control of situations that could result in anger – f, h 	
Lesson 6: Keeping Cool When You're Hot	<ul style="list-style-type: none"> Research and/or reading on negative and positive ways people deal with strong emotions – a 	<ul style="list-style-type: none"> To the extent that the issue may be related to differing cultural/religious beliefs, be sensitive to self and others – a(2) Explore and practice positive ways to handle strong emotions - d(2) 	<ul style="list-style-type: none"> Learn how to analyze potentially difficult situations and come up with positive solutions – a(1,4) 	<ul style="list-style-type: none"> Be responsible for managing your own emotions and seeking positive solutions to difficult situations – c, f, h 	Internet research on positive ways to handle strong emotions
Lesson 7: Communicating with "What, Why and How" Messages		<ul style="list-style-type: none"> To the extent that the issue may be related to differing cultural/religious beliefs, be sensitive to self and others – a(2) 	<ul style="list-style-type: none"> Learn how to analyze potentially difficult situations and come up with creative solutions – a(3), c(1) 	<ul style="list-style-type: none"> Using "What, Why, How" messages requires responsibility and sensitivity to others – c, d, f, g, h 	

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Lesson 8: Spotlight on Stress	<ul style="list-style-type: none"> Research and/or readings about effective stress management techniques – a, c 	<ul style="list-style-type: none"> Understand health risks associated with stress – d(1) Learn and practice effective stress management techniques – d(2) 	<ul style="list-style-type: none"> Learn to recognize symptoms of stress and seek positive solutions – a(1-4) 	<ul style="list-style-type: none"> Learn to avoid situations that may result in stress – f, h Learn and practice effective stress management techniques – d, f, h 	Internet research on ways to manage stress effectively
Lesson 9: Keeping Cool About Good Decisions	<ul style="list-style-type: none"> Research and/or readings looking for examples of people who made good choices while under pressure - a 	<ul style="list-style-type: none"> To the extent that the situation may be related to cultural/religious beliefs, be sensitive to self and others – a(2) Learn and practice effective stress management techniques – d(2) 	<ul style="list-style-type: none"> Recognize situations that may involve strong emotions and learn how to make positive decisions – a(1-4), c(1) 	<ul style="list-style-type: none"> Be responsible for stepping back and making positive choice when under pressure – c, d, f, h 	Internet research to find examples of people who positive decisions while under stress
Lesson 10: Planning a New Service-Learning Project	<ul style="list-style-type: none"> Research/readings to find issues of personal interest/concern – a, c, e, i, j 	<ul style="list-style-type: none"> To the extent that issues may be related to cultural/religious beliefs, be sensitive to self and others – a(2) 	<ul style="list-style-type: none"> Develop and use skills needed to prepare for project: <ul style="list-style-type: none"> Critical thinking – a(1-4) Openness to others – c(3) Working with others – d(1,2) 	<ul style="list-style-type: none"> Active participation in planning – c, d, f, h 	Internet research on issue(s)

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Applications Across the Curriculum	<ul style="list-style-type: none"> Read/discuss young adult literature to look for examples of how other young adults dealt with emotions – a Read/discuss people poems dealing with emotions – a Study how emotions are portrayed in art, music – then write a piece of your own poetry or song that expresses your emotions – a, h 	<ul style="list-style-type: none"> Become aware of how emotional responses to situation may be related to cultural/religious beliefs – a(2) Learn how strong emotions can influence citizen responsibility in positive or negative ways – c(2) Study how the body reacts to stress; then apply this to effective stress management techniques – d(1,2) Learn about the connections between stress and healthy eating – d(2) Develop a exercise program to manage stress – d(2) 			Internet research on: <ul style="list-style-type: none"> Physical signs of anger How strong emotions can impact how people react (citizenship) Effective stress management techniques Relationship between stress and nutrition Relationship between stress and exercise Fun things to do to manage stress Create computer-generated posters/banners/slogans with stress management messages

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Unit 4 Improving Peer Relationships					
Lesson 1: Building Friendships		<ul style="list-style-type: none"> Be sensitive to any issues that may arise due to cultural/religious beliefs – a(2) 	<ul style="list-style-type: none"> Explore friendship and identify qualities of a friend – b, c(1-3), d(1,2) 	<ul style="list-style-type: none"> Be responsible for participating in group activities – c, f, g 	
Lesson 2: Wanted: Friends	<ul style="list-style-type: none"> Create a friendship logo, symbol – h 	<ul style="list-style-type: none"> Be sensitive to an issues that may arise due to cultural/religious beliefs – a(2) 	<ul style="list-style-type: none"> Explore friendship and qualities of a friend – b, c(1-3), d(1,2) 	<ul style="list-style-type: none"> Be responsible for participating in group activities – c, f, g 	
Lesson 3: From Friendship Cliques to Friendship Checking	<ul style="list-style-type: none"> Research/readings on how people from different cultural/religious traditions become friends - a 	<ul style="list-style-type: none"> Learn how to bridge cultural/religious differences to build new friendships – a(2) 	<ul style="list-style-type: none"> Explore ways to build new friendships – c(2,3), d(1) 	<ul style="list-style-type: none"> Be responsible for being inclusive – c, d, f, g, h 	Internet research on differences between friendships and cliques
Lesson 4: Dealing with Intimidation	<ul style="list-style-type: none"> Written/oral presentations to classmates/others on ways to deal with bullying – a Create anti-bullying posters-h 	<ul style="list-style-type: none"> Be aware that attempts at bullying are sometimes related to cultural/religious beliefs – a(2) 	<ul style="list-style-type: none"> Learn how to deal with intimidation in positive ways – a(1,4), b, d(1) 	<ul style="list-style-type: none"> Learn and apply skills needed to deal effectively with intimidation – d, f, h 	Internet research on why people bully others; impacts of bullying; ways to deal with it

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Lesson 5: Selecting Friends		<ul style="list-style-type: none"> Understand why mutual respect is important in friendships – a(2) Learn about healthy and unhealthy relationships – d(2) 	<ul style="list-style-type: none"> Learn ways to improve friendships – b, c(2) 	<ul style="list-style-type: none"> Be responsible for relationships – c, f, g, h Learn how personal ethics relate to friendships - b 	
Lesson 6: Pressure: Inside and Out		<ul style="list-style-type: none"> Understand and be sensitive to ways in which “inside” pressure may arise from cultural/religious beliefs – a(2) 	<ul style="list-style-type: none"> Become more aware of “inside pressure” and positive ways to deal with it – a(1-3) 	<ul style="list-style-type: none"> Learn how to deal effectively with “inside pressure” – f, h 	
Lesson 7: Ask: Three Steps to Stand Up for Yourself		<ul style="list-style-type: none"> Become more aware of outside pressure that may arise from cultural/religious beliefs – a(2) Develop strategies for standing up to peer pressure – d(2) 	<ul style="list-style-type: none"> Learn three steps for standing up to negative peer pressure – a(1-4) 	<ul style="list-style-type: none"> Learn how to respond to negative peer pressure – f, g, h 	Internet research on ways to handle negative peer pressure

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Lesson 8: Friendship: It Takes Two		<ul style="list-style-type: none"> Become more aware of outside pressures that may arise because of cultural/religious beliefs – a(2) 	<ul style="list-style-type: none"> Discuss ways to strengthen friendships and avoid negative peer pressure – a(1-4), b 	<ul style="list-style-type: none"> Be responsible for your part in friendships – c, f, h 	Internet research on ways to resist negative peer pressure
Lesson 9: Handling Conflict in Friendships		<ul style="list-style-type: none"> Learn how conflicts affect you and ways to solve them – d(2) 	<ul style="list-style-type: none"> Learn and practice constructive ways to handle conflict within a friendship – a(1-4), b, c(2) 	<ul style="list-style-type: none"> Be responsible for your part in friendships – c, f, g, h 	Internet research on conflict resolution strategies
Lesson 10: Service-Learning Project Update			<ul style="list-style-type: none"> Continue working with peers on service-learning project – c(1-3), d(1,2) 	<ul style="list-style-type: none"> Be responsible for participating actively in project activities – a, c, e, f, g, h 	Internet research on project issues as needed

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills(3)	Life Skills (4)	ICT Literacy (5)
Applications Across the Curriculum	<ul style="list-style-type: none"> Research and write a short story about friendship – a Write poetry inspired by friendship – a Read & discuss stories that depict intimidating or bullying behavior- a Examine historical events that involve intimidation and force – i Create and perform puppet shows on resolving conflicts for younger children – a, h Write and perform monologues on peer pressure – a Write and perform a play on friendship-a Use numbers and mathematical terms to tell stories about friends – b Create graphs showing effective strategies to resolve conflicts in peer relationships – b Create a SOLVED comic – h Using a variety of media, create art showing resistance to peer pressure – a, h 	<ul style="list-style-type: none"> Plan and hold a “Friendship Festival” at your school – a(2) Interview senior citizens about friendships and ways to establish and strengthen them – c(2) 	<ul style="list-style-type: none"> Listen to and learn to respect different peoples’ points of view about friendship – c(3) 	<ul style="list-style-type: none"> Be personally responsible for learning about others and their points of view – f, h 	<ul style="list-style-type: none"> Internet research to gather information for monologues on peer pressure Use of computer programs to research phrases and pictures to be used in creating art showing resistance to peer pressure

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Unite 5 Strengthening Family Relationships Lesson 1: The Family Connection	<ul style="list-style-type: none"> Research ways families have changed over time – i Read stories about families - a 	<ul style="list-style-type: none"> Explore needs families meet and ways they meet these needs – d(1) Explore how definitions of “family” may be related to cultural/religious beliefs – a(2) 	<ul style="list-style-type: none"> Understand how and why relationships within a family are sometimes “hard” – a(3) 	<ul style="list-style-type: none"> Explore relationships between self needs and needs of others in a family – c, d, f, g 	<ul style="list-style-type: none"> Internet research on <ul style="list-style-type: none"> How families have changed over time; How definitions of family may be related to cultural/religious beliefs
Lesson 2: Families of the Past	<ul style="list-style-type: none"> Research to learn more about how families have interacted in the past – a, i 	<ul style="list-style-type: none"> Become more aware of and sensitive to family issues related to cultural/religious beliefs – a(2) 	<ul style="list-style-type: none"> Use a variety of media to look at how images of family have changed over time – e(1) 	<ul style="list-style-type: none"> Be responsible for participating actively in lesson – c, f 	<ul style="list-style-type: none"> Internet research on <ul style="list-style-type: none"> How families have changed over time; How definitions of family may be related to cultural/religious beliefs
Lesson 3: Roots and Wings: Sharing a Family Symbol	<ul style="list-style-type: none"> Develop questions for oral history interviews with family members – a, i Research/create a family “symbol” – h 	<ul style="list-style-type: none"> Become more aware of and sensitive to family issues related to cultural/religious beliefs – a(2) 	<ul style="list-style-type: none"> Create a family symbol – c(1) 	<ul style="list-style-type: none"> Be responsible for participating actively in lesson – c, f 	<ul style="list-style-type: none"> Internet research on <ul style="list-style-type: none"> How families have changed over time; How definitions of family may be related to cultural/religious beliefs

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Lesson 4: Taking Skills Home -- Part 1	<ul style="list-style-type: none"> Practice good listening skills during interviews - a 	<ul style="list-style-type: none"> Show respect for others – a(2) Learn how to make healthy decisions – d(2) Learn how to manage and express emotions in positive ways – d(2) 	<ul style="list-style-type: none"> Use good listening skills during interviews – b, c(3) Practice good decision-making skills in relation to healthy choices – a(1-4) 	<ul style="list-style-type: none"> Examine emotions in positive ways – f, g 	
Lesson 5: Taking Skills Home -- Part 2	<ul style="list-style-type: none"> Plan and make presentations summarizing what was learned to peers – a 	<ul style="list-style-type: none"> Plan and hold “Celebrate the Family” activity highlighting family from different cultural/religious perspectives- a(2) 	<ul style="list-style-type: none"> Practice teamwork skills in planning “Celebrate the Family” activity – d(1,2) 	<ul style="list-style-type: none"> Identify ways to use skills in program outside school – c, f, g, h, i 	
Lesson 6: You and Your Family	<ul style="list-style-type: none"> Read articles/stories on how families change and grow through challenge - a 	<ul style="list-style-type: none"> Discuss typical challenges facing many families and possible solutions – d(1) 	<ul style="list-style-type: none"> Practice good communication skills (listening/ speaking) in family – b Analyze how families are portrayed in the media – e(2) 	<ul style="list-style-type: none"> Be responsible for taking on a positive role in your family – c, f, h 	
Lesson 7: Family Treasures	<ul style="list-style-type: none"> Possible use of computer programs to assemble “Family Treasures” booklet - a 	<ul style="list-style-type: none"> Create a “Family Treasures” booklet reflecting differing backgrounds of classmates – a(2) 	<ul style="list-style-type: none"> Practice teamwork skills in planning and assembling booklets – b, c(1-3), d(1,2) 		<ul style="list-style-type: none"> Possible use of computer programs to assemble “Family Treasures” booklets

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Lesson 8: Service-Learning Project Update	<ul style="list-style-type: none"> • Create a book of family stories – a • Create family maps and trees - i • Learn about the Orphan Trains in US – h • Compile and compare family statistics – b • Explore music of different generations – h • Create posters of quotations about positive values of families – h 	<ul style="list-style-type: none"> • Explore role of elder family members across cultures – a(c) • Explore music and art of different cultural/religious traditions – a(2) • Learn about families from different cultures/religions – a(2) 	<ul style="list-style-type: none"> • Continue working on service-learning project – c(1-3), d(1,2) • Watch TV or movies to see how family relationships are portrayed; then discuss ways to strengthen families using skills learned – e(2) • Plan an evening of family fun and entertainment – c(1) 	<ul style="list-style-type: none"> • Be responsible for active participation in project – a, c, e, f, g, h 	<ul style="list-style-type: none"> • Use computer programs to create book of family stories • Use Internet to learn about families from different cultures/religions • Use Internet to research family quotations • Use Internet to research information for family trees
Unit 6, Year 1 Making Healthy Choices					
Lesson 1: Looking Ahead		<ul style="list-style-type: none"> • Access and use health information related to making good choices – d(1,2) 	<ul style="list-style-type: none"> • Identify positive goals and possible obstacles for successful adolescence and adulthood – a(1-4) • Access & evaluate information from a variety of sources – e(2) 	<ul style="list-style-type: none"> • Identify goals for adolescence and adulthood – f, h 	<ul style="list-style-type: none"> • Use Internet to gather information

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Lesson 2: Thinking about Influences	<ul style="list-style-type: none"> Gather data on teen attitudes about and use of tobacco, alcohol, marijuana – b 	<ul style="list-style-type: none"> Understand and be sensitive to ways in which inside/outside pressure may arise from differences in cultural/religious beliefs – a(2) 	<ul style="list-style-type: none"> Examine influences and pressures that affect choices and actions – a(1-4) 	<ul style="list-style-type: none"> Learn how to deal effectively with inside/outside pressures – f, h 	Internet research on statistics of teen drug, tobacco, alcohol, and marijuana use
Lesson 3: Tobacco: How Does It Affect Young People?	<ul style="list-style-type: none"> Gather data on teen attitudes about and use of tobacco, alcohol, marijuana - b 	<ul style="list-style-type: none"> Examine ways tobacco can affect your life – d(2) 	<ul style="list-style-type: none"> Access and evaluate information on health impacts of tobacco – e(2) 	<ul style="list-style-type: none"> Be responsible for choosing a healthy lifestyle – c, f 	Internet research on health impacts of tobacco
Lesson 4: Tobacco: Why Start?		<ul style="list-style-type: none"> Get the facts about health impacts of tobacco – d(2) 	<ul style="list-style-type: none"> Think critically about why young people use or do not use tobacco – a(1-3) 	<ul style="list-style-type: none"> Be responsible for choosing a healthy lifestyle – c, f 	
Lesson 5: Alcohol: What's True and What's Not		<ul style="list-style-type: none"> Understand misconceptions and learn the facts about alcohol – d(2) Understand health risks associated with alcohol use – d(2) 	<ul style="list-style-type: none"> Learn how one person's drinking problem might impact others – a(1-3) Access and evaluate information about alcohol – e(2) 	<ul style="list-style-type: none"> Be responsible for making healthy choices in relation to alcohol use – c, f, h 	Internet research to gather information about alcohol use

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Lesson 6: Alcohol: How Does It Affect Young People	<ul style="list-style-type: none"> Internet research on health impacts of alcohol - c 	<ul style="list-style-type: none"> Examine affects of alcohol – d(2) 	<ul style="list-style-type: none"> Access and evaluate information on health impacts of alcohol – e(2) 	<ul style="list-style-type: none"> Be responsible for making healthy choices in relation to alcohol use – c, f, h 	Internet research on affects of alcohol on body
Lesson 7: Countering Tobacco and Alcohol Advertising	<ul style="list-style-type: none"> Analyze tobacco/alcohol ads for content and truthfulness and rewrite them to be more truthful - a 	<ul style="list-style-type: none"> Learn how and why to counter pro-drug messages in advertising – d(2) 	<ul style="list-style-type: none"> Analyze tobacco/alcohol ads for content and truthfulness and counter their pro-drug message with facts – a(1-3), e(2) 	<ul style="list-style-type: none"> Be responsible for making healthy choices in relation to use – c, f, h 	
Lesson 8: Marijuana: How Does It Affect a Young Person?	<ul style="list-style-type: none"> Internet research on health impacts of marijuana - c 	<ul style="list-style-type: none"> Explore ways marijuana use can affect you – d(2) 	<ul style="list-style-type: none"> Use critical thinking skills to counter pressure from users – a(1-3), b 	<ul style="list-style-type: none"> Be responsible for making healthy choices – c, f, h 	Internet research on health impacts of marijuana
Optional Lesson: Learning About Additional Drugs	<ul style="list-style-type: none"> Internet research on health impacts of other drugs - c 	<ul style="list-style-type: none"> Examine ways drug use can harm your life – c(2) d(2) 	<ul style="list-style-type: none"> Think through reasons not to use drugs – a(1-3) Be able to talk with others about reasons not to use – b 	<ul style="list-style-type: none"> Be responsible for making healthy choices – c, f, h 	Internet research on health impacts of other drugs

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Lesson 9: Examining Pressures to Use Drugs	<ul style="list-style-type: none"> Internet research on health impacts of drugs and reasons not to use – a, c 	<ul style="list-style-type: none"> Examine reasons not to use drugs – c(2), d(2) 	<ul style="list-style-type: none"> Consider effective and assertive ways to handle pressure to use drugs – a(1-3), b 	<ul style="list-style-type: none"> Be a leader in advocating non-use – a, c, f, h Learn how to deal effectively with inside/outside pressures to use – a, c, f, h 	
Lesson 10: Standing Up to Pressure to Use Drugs		<ul style="list-style-type: none"> Understand reasons for not using drugs – c(2), d(2) 	<ul style="list-style-type: none"> Develop and use assertiveness skills to refuse drugs – a(1-3), b 	<ul style="list-style-type: none"> Develop and use assertiveness skills to refuse drugs – a, c, f, h 	
Lesson 11: Managing Stress	<ul style="list-style-type: none"> Research and/or readings about effective stress management techniques - a 	<ul style="list-style-type: none"> Understand health risks associated with stress – d(1) Learn and practice healthy ways to reduce stress – d(2) 	<ul style="list-style-type: none"> Recognize symptoms of stress and seek positive solutions – a(1-3) 	<ul style="list-style-type: none"> Avoid situations that may cause stress – f, h Learn and practice effective stress management techniques - c, f, h 	Internet research on stress management techniques
Lesson 12: Using Free Time Positively			<ul style="list-style-type: none"> Create a classroom resource of fun, interesting and worthwhile ways to spend time – c(1-3), d(1,2) 	<ul style="list-style-type: none"> Participate actively in classroom discussion – c, e, f, g 	

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Lesson 13: Preparing Presentations	<ul style="list-style-type: none"> Research information for presentations – a, c 	<ul style="list-style-type: none"> Research information for presentations – d(1) 	<ul style="list-style-type: none"> Prepare presentations that encourage a healthy, drug-free lifestyle – b, e(1,2) 	<ul style="list-style-type: none"> Be responsible for active participation in project – c, d, e, f, g, h 	Internet research to gather information for presentations
Lesson 14: Making Healthy Choices	<ul style="list-style-type: none"> Prepare and present information on healthy choices for peers and others – a 	<ul style="list-style-type: none"> Advocate for healthy choices and a drug-free lifestyle – d(1) 	<ul style="list-style-type: none"> Share insights and build positive peer support for making healthy choices/avoiding drugs – b, e(1,2) 	<ul style="list-style-type: none"> Be responsible for active participation in project – c, d, e, f, g, h 	
Lesson 15: Service-Learning Project Update			<ul style="list-style-type: none"> Complete service-learning project and begin getting feedback; reflect on what has been learned – b, d(1,2) 	<ul style="list-style-type: none"> Participate actively in service-learning project – a, c, e, f, g, h 	

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills(3)	Life Skills (4)	ICT Literacy (5)
Applications Across the Curriculum	<ul style="list-style-type: none"> • Create personal reflection journals or develop PSAs that encourage healthy choices & a drug-free lifestyle- a • Research and write stories, essays, poems that reflect an understanding of drug impacts on a young person's life – a, c • Write a rap song on the importance of making healthy choices – a, h • Create posters for school on the importance of making healthy choices – h • Conduct school-wide survey to assess student attitudes about tobacco and alcohol use and analyze resulting data – a, b • Examine laws and penalties related to drug use – e • Design an ad campaign that encourages healthy choices and a drug-free lifestyle – a, h 	<ul style="list-style-type: none"> • Examine laws and penalties related to drug use – c(2,3) • Research the health impact of drugs – d(1,2) • Create an exhibit that encourages healthy choices and a drug-free lifestyle – d(1) • Research and report on issues related to drug use – d(2) • Examine impacts of dependence on user, family, and community – c(3), d(1,2) 			

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Unit 6, Year 2 Making Healthy Choices					
Lesson 1: Getting Started	<ul style="list-style-type: none"> Prepare students for research assignment – a Learn and practice interviewing skills – a 	<ul style="list-style-type: none"> Learn how to access health information – d(1) 	<ul style="list-style-type: none"> Access and analyze health information – e(2) 	<ul style="list-style-type: none"> Develop skills needed for interviews – d, g 	
Lesson 2: What's Important to You?		<ul style="list-style-type: none"> Present early adolescence as a time to make healthy choices and set a positive course for life – d(2) 	<ul style="list-style-type: none"> Understand and use critical thinking skills to make healthy choices – a(1-3) 	<ul style="list-style-type: none"> Develop and practice self-responsibility – c, f, h 	
Lesson 3: Myths and Facts About Drug Use – Part 1	<ul style="list-style-type: none"> Research health impacts of tobacco, alcohol, marijuana and other drugs – a, c 	<ul style="list-style-type: none"> Explore myths and facts relating to alcohol, tobacco and marijuana use and counter misinformation with facts – d(1,2) 	<ul style="list-style-type: none"> Access information about drugs, analyze and use appropriately – a(1,2), e(2) 	<ul style="list-style-type: none"> Be responsible for knowing the facts about drug use and acting appropriately – c, f, h 	<ul style="list-style-type: none"> Use Internet to access facts

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
<p>Lesson 4: Myths and Facts About Drug Use -- Part 2</p>	<ul style="list-style-type: none"> Research health impacts of tobacco, alcohol, and marijuana -- a, c 	<ul style="list-style-type: none"> Correct myths about tobacco, alcohol, and marijuana use and their impacts -- d(1,2) 	<ul style="list-style-type: none"> Access and analyze information -- a(1,2), e(2) 	<ul style="list-style-type: none"> Be responsible for gathering information -- c, f 	<p>Use Internet to access facts</p>
<p>Lesson 5: Tobacco: How Does It Affect Teenagers?</p>	<ul style="list-style-type: none"> Conduct interviews with medical professionals, former smokers on issues related to tobacco use -- a, c Make a collage of tobacco ads -- cover it with headlines about the harmful effects of tobacco use -- a, h Calculate economic costs of tobacco use - b 	<ul style="list-style-type: none"> Examine ways tobacco can create dependency and reduced control over one's life -- d(1) 	<ul style="list-style-type: none"> Make a collage of tobacco ads -- cover it with headlines about the harmful effects of tobacco use -- e(1,2) Gather and analyze tobacco ads -- a(1-3) 	<ul style="list-style-type: none"> Practice good judgment in relation to tobacco use -- c, h 	<p>Use Internet to access information for collage</p>

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Lesson 6: Alcohol: What Are the Problems?	<ul style="list-style-type: none"> Interview school counselor about ways alcohol affects school performance – a, c Interview law officers about alcohol problems in your community, including DUI – a 	<ul style="list-style-type: none"> Examine special problems associated with alcohol use – d(1) Understand reasons not to abuse alcohol – c(3), d(2) Identify sources of help – d(2) 	<ul style="list-style-type: none"> Gather and analyze information related to alcohol use – a(1,2) Analyze media messages about alcohol use – e(2) 	<ul style="list-style-type: none"> Be responsible for making good choices about alcohol use – c, h 	Use Internet to access information
Lesson 7: Illicit Drugs: How Are They Harmful?	<ul style="list-style-type: none"> Research ways illicit drugs can affect users and others – c Interview drug counselor/ police officer about consequences of illicit drug use – a, e 	<ul style="list-style-type: none"> Examine health impacts and legal consequences of illicit drug use – c(3), d(2) 	<ul style="list-style-type: none"> Gather and analyze information about illicit drugs – a(1,2), e(1) 	<ul style="list-style-type: none"> Be responsible for making good choices – c, h 	Use Internet to access information
Lesson 8: Dealing with Anxiety and Stress	<ul style="list-style-type: none"> Interview a guidance counselor or health professional and write a report about coping with stress – a, c 	<ul style="list-style-type: none"> Learn about anxiety and stress and practice healthy ways to handle stress – d(2) 	<ul style="list-style-type: none"> Recognize symptoms of stress and take positive steps to resolve it – a(1-4) 	<ul style="list-style-type: none"> Avoid situations that may result in stress – c, f, h Learn & practice effective stress management techniques – c, d, f, h 	Use Internet to access information on stress management techniques

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
<p>Lesson 9: Handling Social Pressures – Part 1</p>	<ul style="list-style-type: none"> • Research social pressures – a • Write or find a story about someone who refused pressure to use drugs – a • Talk to guidance counselor, drug prevention specialist, or research issues related to young people and peer pressure – a • Create a school-wide messaging campaign to encourage peers to stay healthy and avoid drugs – a, h 	<ul style="list-style-type: none"> • Learn ways to handle pressure to use alcohol and other drugs – d(1,2) 	<ul style="list-style-type: none"> • Use problem solving skills to resist pressure to use alcohol and other drugs – a(1-4), b • Analyze media messages about alcohol and other drug use – e(2) 	<ul style="list-style-type: none"> • Be responsible for making healthy choices – c, f, h 	<p>Access information or articles on the Internet about ways to say “no” to peer pressure</p>
<p>Lesson 10: Handling Social Pressures – Part 2</p>			<ul style="list-style-type: none"> • Develop and use assertiveness skills – b • Analyze influence of media messages – e(2) 	<ul style="list-style-type: none"> • Demonstrate use of assertiveness skills in refusing drugs – c, f, h 	<p>Use Internet to access information on media influences</p>

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
<p>Lesson 11: Thinking Critically about Media Messages</p>	<ul style="list-style-type: none"> Interview someone who works for an ad agency and share information with peers – a Examine tobacco and alcohol ad strategies and their impacts on young people – a Collect at least three examples of music that encourages young people to be drug free – h 	<ul style="list-style-type: none"> Gather information on influence of media messages – d(1) 	<ul style="list-style-type: none"> Examine tobacco and alcohol ad strategies and their impacts on young people – e(2) Analyze ad messages – a(1-4) 		
<p>Lesson 12: Reaching Out to Others</p>	<ul style="list-style-type: none"> Write an article for school or local newspaper, sharing what you have learned and encouraging healthy, drug-free choices – a 	<ul style="list-style-type: none"> Share insights and build positive peer support for making healthy choices and avoiding harmful drugs – d(2) Talk to religious leader about ways in which religious beliefs support drug-free choices – a(2) 	<ul style="list-style-type: none"> Work with peers to build positive peer support for drug-free choices – c(1-3) 	<ul style="list-style-type: none"> Be responsible for own actions – model healthy choices – a, c, f, h 	<ul style="list-style-type: none"> Use Internet to access information, articles for presentations

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Applications Across the Curriculum	<ul style="list-style-type: none"> Write a journal encouraging healthy choices and a drug-free lifestyle – a Write theme-related short stories, essays, or poems that encourage healthy choices – a Write rap songs that encourage healthy choices – h Develop ads that encourage healthy choices – a, h Research and conduct demonstrations on impacts of drugs on a person's life – a, c Conduct survey on student attitudes about tobacco or other drug use – a, b Create a collage on healthy choices – h Research and report on issues related to drug use – c, e, f Research laws and penalties related to illicit drug use - f 	<ul style="list-style-type: none"> Research laws and penalties related to illicit drug use – c(3) Create an exhibition on impacts of drug use and encouraging healthy choices – d(1) Examine impacts of dependence on user, family, and community – d(1,2) 		<ul style="list-style-type: none"> Research and report on issues related to drug use – f, h, i 	<ul style="list-style-type: none"> Use computer to create "Healthy Choices" Handbooks for peers Use Internet to access information about drug use issues

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Unit 3, Year 2 Making Healthy Choices					
Lesson 1: Getting Started	<ul style="list-style-type: none"> Prepare a student survey on drug use issues and concerns – a, c 		<ul style="list-style-type: none"> Interview six students at school about issues related to tobacco, alcohol, marijuana – b 	<ul style="list-style-type: none"> Identify ways to serve as positive role models in the school – a, c, f, g, h 	
Optional Lesson	<ul style="list-style-type: none"> Research the impacts of specific drugs – c 	<ul style="list-style-type: none"> Consider ways the (a specific drug) can affect a young person's life – d(1) 	<ul style="list-style-type: none"> Develop positive strategies for handling situations involving drug use – a(1-4) Work as a team on researching various drugs – d(1,2) 	<ul style="list-style-type: none"> Be responsible for research positive – c, f, g 	<ul style="list-style-type: none"> Use Internet to access information on specific drugs
Lesson 2: Identifying the Problems and Resources	<ul style="list-style-type: none"> Research the impacts of drugs – c Research agencies that can help with drug-related issues – a 	<ul style="list-style-type: none"> Consider problems that drugs can cause and learn about help that is available for individuals and their families – d(1,2) 	<ul style="list-style-type: none"> Analyze information about available resources and communicate to peers in appropriate ways – e(2) 	<ul style="list-style-type: none"> Be responsible for avoiding drug use – a, c, f, g 	<ul style="list-style-type: none"> Use Internet to access information

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Lesson 3: Deciding on a Drug Prevention Project	<ul style="list-style-type: none"> Present findings from student surveys about drug issues – a, b Create videos, raps, skits showing refusal skills and perform for peers and/or younger children – a, h Conduct an expanded and more detailed survey to gather teen attitudes on local drug issues – a 	<ul style="list-style-type: none"> Plan and hold school forum on drug issues and concerns – d(2) 	<ul style="list-style-type: none"> Work with classmates to select a drug-prevention service-learning project that addresses a school and/or community need – d(1,2) Consider school/community influences that encourage or discourage drug use – e(2) 	<ul style="list-style-type: none"> Form a student drug-free support group - a 	
Lesson 4: Planning for Positive Action		<ul style="list-style-type: none"> Access and use information needed for project – d(2) 	<ul style="list-style-type: none"> Work with peers to plan service-learning project – d(1,2) 	<ul style="list-style-type: none"> Work with peers on service-learning project – a, c, d, f, g, h, i 	
Lesson 5: Carrying Out the Project	<ul style="list-style-type: none"> Prepare reports on project – a 	<ul style="list-style-type: none"> Access and use information needed for project – d(2) 	<ul style="list-style-type: none"> Carry out one or more service-learning projects that address school/community needs related to drug use – a(1-4), b, c(1,2), d(1,2) 	<ul style="list-style-type: none"> Be responsible for active participation in project – c, f, g 	

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
<p>Lesson 6: Reflecting on, Demonstrating, and Celebrating Project Results</p>	<ul style="list-style-type: none"> Reflect on, demonstrate, and celebrate the project – a Present findings to others (peers, younger children, community forums) – a Compose poetry or write rap songs or make visual displays of what was learned – a, h Write letters to the editor, editorials for school/community newspaper based on findings – a 	<ul style="list-style-type: none"> Be an advocate for drug use prevention – d(1) 	<ul style="list-style-type: none"> Gather, understand and analyze information needed for project – a(1-4), e(1,2) Use information to create new anti-drug ads – d(2) 		Possible use of computer to create presentations, ads
<p>A Family Forum for Adolescents and Adults: Talking Together about Drug Prevention</p>	<ul style="list-style-type: none"> Use proper grammar for all written materials – a Use effective oral communication to present information - a 	<ul style="list-style-type: none"> Increase awareness about drug issues that affect young people – d(1) 	<ul style="list-style-type: none"> Work with peers/adults to identify possible solutions to drug problems through prevention efforts – b, c(1,3), d(1,2) Create effective oral presentations – e(1) 	<ul style="list-style-type: none"> Develop and practice good people skills in forum – c, d, g 	Possible use of computer programs to prepare presentation materials

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Unit Z Setting Goals for Healthy Living					
Lesson 1: The Path of My Life: Looking Ahead		<ul style="list-style-type: none"> Understand how setting goals relates to make healthy choices – d(2) 	<ul style="list-style-type: none"> Learn more about setting goals – a(1-4), c(1,2) Review goals set in Unit 1, Lesson 10 – c(3) 	<ul style="list-style-type: none"> Identify short-term and long-term goals and purpose for each – c, f 	Use Internet to research concept of “Life Paths”
Lesson 2: Positive Role Models	<ul style="list-style-type: none"> Identify characteristics of positive role models – a Look for positive role models in history – i 	<ul style="list-style-type: none"> Look at religious leaders/figures for characteristics of positive role models – a(2) 	<ul style="list-style-type: none"> Make your own list of characteristics you would associate with positive role models – a(1) 	<ul style="list-style-type: none"> Be responsible for active participation in discussions – c, f 	Use Internet for research on characteristics of positive role models
Lesson 3: Ingredients of Success		<ul style="list-style-type: none"> Become more aware of and sensitive to how cultural/religious beliefs influence values – a(2) 	<ul style="list-style-type: none"> Understand how a sense of purpose, clearly defined values, and definite goals lead to success – a(1-4) 		
Lesson 4: Growing by Setting Goals – Part 1			<ul style="list-style-type: none"> Review and practice goal-setting steps – a(1-4) 	<ul style="list-style-type: none"> Learn how to set effective goals – c, f, h 	

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Lesson 5: Growing by Setting Goals – Part 2		<ul style="list-style-type: none"> Build a support system for goals – d(2) 	<ul style="list-style-type: none"> Work with others to achieve goals – d(2) 	<ul style="list-style-type: none"> Practice goal-setting steps and work to achieve them – c, f, h 	
Lesson 6: Profiles in Courage: Trying, Overcoming Challenges, and Starting Again	<ul style="list-style-type: none"> Learn positive ways to deal with normal disappointments involved in working towards goals – a 		<ul style="list-style-type: none"> Demonstrate creativity in addressing setbacks – c(1) 	<ul style="list-style-type: none"> Be responsible for getting feedback needed to try again – c, f, g 	
Lesson 7: Looking Forward				<ul style="list-style-type: none"> Discuss value and importance of positive attitude – c, d, e, f, h 	
Lesson 8: My Story: Twenty Years from Now	<ul style="list-style-type: none"> Read biographies of people who have been successful to learn more about connections between goals and outcomes – a 		<ul style="list-style-type: none"> Think ahead to possible personal accomplishments of next twenty years – a(1-3) 		
Lesson 9: Service-Learning Project: Reflection, Demonstration, Celebration			<ul style="list-style-type: none"> Plan and celebrate service-learning project – c(1-3), d(1,2) 	<ul style="list-style-type: none"> Work collaboratively with peers on celebration – c, f, e, g, h 	

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Application Across the Curriculum	<ul style="list-style-type: none"> Read books about people who acted with courage and resilience – a Write poems about the purpose and goals of inanimate objects – a Examine a current event for challenges and unexpected events – i Research an athlete who has worked diligently to achieve success – a 	<ul style="list-style-type: none"> Study the commitment and discipline required to bring about social change – e(1,2) 			<ul style="list-style-type: none"> Create computer generated posters/banners displaying motivational quotes about reaching for your hopes and dreams Create business-size cards reminders for today and tomorrow
Service-Learning					
Lesson 1: Preparation – Identifying a Need		<ul style="list-style-type: none"> Identify needs in school/community that could be addressed by a service-learning project – c(1,2) 	<ul style="list-style-type: none"> Understand issues and use critical thinking skills to seek solutions – a(1-4) 	<ul style="list-style-type: none"> Begin to see how one's skills, talents and passions can be used in service to others – a, f, h Practice effective people skills in choosing project – f, g 	
Lesson 2: Preparation – Deciding on a Project	<ul style="list-style-type: none"> Possible interviews with people knowledgeable about issues – a 		<ul style="list-style-type: none"> In collaboration with peers, choose a short-term service-learning project – c(1-3), d(1,2) 		If appropriate, use Internet to research background information on project issues

SFA Lesson	Core Subjects (1)	21st Century Content (2)	Learning & Thinking (3)	Life Skills (4)	ICT Literacy (5)
Lesson 3: Preparation – Planning the Project			<ul style="list-style-type: none"> Plan a short-term service-learning project – d(1,2) 	<ul style="list-style-type: none"> Collaborate effectively with peers in planning – a, c, d, g 	
Lesson 4: Carrying Out the Project			<ul style="list-style-type: none"> Complete a short-term service-learning project – d(1,2) 	<ul style="list-style-type: none"> Collaborate effectively with peers to complete project – a, c, f, g 	
Lesson 5: Reflection, Demonstration, and Celebration	<ul style="list-style-type: none"> Review skills learned and used in project – share with peers – a Prepare presentations for peers, parents, community – a Write article for school/community newspaper – a Prepare slide show, Power Point, video about project – a 		<ul style="list-style-type: none"> Reflect on service-learning experience, share what was learned and celebrate accomplishments with peers – a, c(2), d(1,2) 	<ul style="list-style-type: none"> Celebrate accomplishments with peers – c, g 	

Resources:

1. "Framework for 21st Century Learning," Partnership for 21st Century Skills, www.21centuryskills.org.
2. "Service-Learning and the Partnership for 21st Century Skills," Richard Bradley, Ph.D. (attached)

Service-Learning and the Partnership for 21st Century Skills

What is the Partnership for 21st Century Skills?

The Partnership is a coalition of more than 170 educational stakeholders, many representing Fortune 500 companies, who share a common goal of accelerating the pace of educational reform to support student learning in the 21st century.

Why now?

- One educator put it this way, *“You cannot move into the new world with last-century teacher knowledge. Teachers are ready to learn, but they need access to real innovation. They need to be asked to see themselves as innovators.”*
- One CEO put it another way, *“The fact is that young people are woefully under prepared for the demands of today’s workplace.”*

A recent national survey of company human resource officials found that:

- Almost 70% believe that high school students fall short in critical thinking skills
- 81% believe that high school students are deficient in written communications
- Almost one-third said they will reduce their hiring of employees with just a high school diploma
- 42% said they will hire more people with advanced degrees

Framework for 21st Century Learning

Core Subjects		
↕		
21st Century Content	Learning & Thinking Skills	Life Skills
21st Century Assessment		
		ICT Literacy

1. **Core Subjects.**
 - a. English, reading or language arts
 - b. Mathematics
 - c. Science
 - d. Global languages
 - e. Civics
 - f. Government
 - g. Economics
 - h. Arts
 - i. History
 - j. Geography

2. **21st Century Content.**
 - a. Global Awareness
 - (1) Use 21st century skills to understand and address global issues
 - (2) Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
 - (3) Utilize non-English languages as a tool for understanding other nations and cultures

 - b. Financial, economic, business and entrepreneurial literacy
 - (1) Know how to make appropriate personal economic choices
 - (2) Understand the role of the economy and the role of business in the economy
 - (3) Use entrepreneurial skills to enhance workplace productivity and career options

 - c. Civic literacy
 - (1) Being an informed citizen in order to participate effectively in government
 - (2) Exercising the rights and obligations of citizenship at local, state, national and global levels
 - (3) Understanding the local and global implications of civic decisions

- d. Health and wellness awareness
 - (1) Access health information and services, navigate health institutions and act as an advocate to improve health for self, family and/or community
 - (2) Understand preventive physical and mental health measures, include proper diet, nutrition, exercise, risk avoidance and stress reduction
 - (3) Demonstrate understanding of national and international health and safety concerns
- 3. **Learning and Thinking Skills.** As much as students need to learn academic content, they also need to keep learning – and make effective and innovative use of what they know – throughout their lives. Learning and Thinking Skills are comprised of:
 - a. Critical Thinking and Problem Solving Skills
 - (1) Exercise sound reasoning in understanding
 - (2) Make complex choices
 - (3) Understand the interconnections among systems
 - (4) Frame, analyze and solve problems
 - b. Communication Skills – the ability to articulate thoughts and ideas clearly and effectively
 - c. Creativity and Innovation Skills
 - (1) Demonstrate originality and inventiveness in work
 - (2) Developing, implementing and communicating new ideas to others
 - (3) Being open and responsive to new and diverse perspectives
 - d. Collaboration Skills
 - (1) Work effectively with diverse teams
 - (2) Be helpful and make necessary compromises to accomplish a common goal
 - e. Information and Media Literacy Skills
 - (1) Understand, manage and create effective oral, written and/or multi-media communication in a variety of forms and contexts
 - (2) Analyze, access, manage, integrate, evaluate and create new information in a variety of forms and media
 - f. Contextual Learning Skills – Require the ability to take advantage of education in a variety of contexts both inside and outside the classroom, and understanding that knowledge is acquired within a context.

4. **Life Skills.** Good teachers have always incorporated life skills into their pedagogy. The challenge today is to incorporate these essential skills into schools deliberately, strategically, and broadly. Life Skills include:

- a. Leadership
- b. Ethics
- c. Accountability
- d. Adaptability
- e. Personal productivity
- f. Personal responsibility
- g. People skills
- h. Self direction
- i. Social responsibility

5. **ICT Literacy.** Information and communications technology (ICT) is the ability to use technology to develop 21st century content knowledge and skills, in support of 21st century teaching and learning.

6. **21st Century Assessments.**

Authentic 21st century assessments are the essential foundation of a 21st century education. Assessment must measure all five results that matter:

- a. Core subjects
- b. 21st Century Content
- c. Learning and Thinking Skills
- d. ICT Literacy
- e. Life Skills

To be effective, sustainable and affordable, assessments must use modern technologies to increase efficiency and timeliness. Standardized testing alone can measure only a few of the important skills and knowledge students should learn. A balance of assessments, including high-quality standardized testing along with effective classroom assessments, offers students a powerful way to master the content and skills central to success.