



CASS Concepts

Facilitator's Guide

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INTRODUCTION

This course was originally planned to be a high school level complement to The Ophelia Project's CASS: Creating a Safe School systemic change initiative. There was a K-8 model that had been in pilot testing for over a year and going extremely well, and several schools had expressed interest in having a similar program at the high school level. The challenge, however, lay in the construction of the course; the program needed to fulfill a subject area requirement for students, needed to be flexible to fit in a full year, semester, or quarter scheduling block depending on the school's scheduling model, and had to be dynamic enough to engage students who are "too cool" to learn about friendship and conflict resolution.

After talking with a number of high school principals, counselors, teachers, and students, the "Big Ideas" framework that you will find later in this facilitator's guide was developed and sent around for feedback. The excited responses were encouraging to say the least. It seemed like we were on the right path. The next step was coming up with a format that would keep students in control of their learning – give them ownership of the material and in the end, ownership of their school environment. A simple, conversational workbook began to evolve full of exploration ideas where students were given opportunities to learn more about themselves and others before they could begin to tackle a much more complicated concept of school culture. Using frameworks such as multiple intelligence theory, Understanding by Design, project-based learning, and student-centered instruction the course took a full life of its own. Instead of chapters with tests, the course essentially became four projects broken down into manageable tasks of think, learn, explore, and create.

While this course contains vocabulary, content, and standards-aligned objectives, it was never designed to be a traditional, didactic, sit-and-listen class for students. The best way for students to successfully achieve the outcomes is *experience* the course. Provide ample time for discussion and for students to explore and create. Do not provide answers – there is no answer key anyway. In the introduction to the workbook, students are told that the course is full of opportunities. It is full of opportunities for you as a teacher, too. Take the opportunity to allow your students full control of their learning – let them lead you through the course. You may learn a thing or two as well.

BIG IDEAS FRAMEWORK

Using the big ideas from the school-wide initiative framework for Pennsylvania's Student Interpersonal Skills (PA-SIS) and the six normative beliefs of The Ophelia Project (OP), four project areas are outlined for the structure of the CASS Concepts Course for High School Students.

- **PA-SIS:** Big Idea from Pennsylvania's Student Interpersonal Skills School-Wide Initiative Framework
- **OP:** Ophelia Project Normative Beliefs

Project 1: Knowing Yourself (my likes, dislikes, history, goals, beliefs)

- PA-SIS: Awareness of self provides a foundation for an understanding of people and engagement in social, personal, and academic environments.
- PA-SIS: Personal, social, and academic success requires a belief in oneself, a sense of purpose, and optimism.

Project 2: Knowing Others (Building healthy, trusting relationships, communication skills)

- PA-SIS: Recognizing thoughts, feelings, and perspectives of self and others enables one to cooperate, communicate, and constructively interact with others.
- PA-SIS: Building and maintaining positive relationships is central to success in school and life.
- OP: We treat everyone with respect and civility.

Project 3: Knowing What's Wrong (Language of peer aggression, conflict resolution)

- OP: Aggression is everyone's problem.
- OP: Adults help us deal with aggression.
- OP: We protect each other.

Project 4: Knowing What's Right (Normative beliefs, making it right)

- PA-SIS: Responsible decision-making requires an understanding and analysis of ethical, safety, and societal consequences.
- PA-SIS: Self-management and responsibility support participation in social, personal and academic environments.
- OP: We are each accountable for our actions.
- OP: After we make a mistake, we make it right.

DEVELOPING EACH PROJECT

Each project uses the following format for instruction and learning:

THINK

- *Essential Question:* How do we connect the idea to a prior experience or knowledge to this project?
- *Cognitive level:* Analyze, Evaluate
- *Content and Strategies:*
 - Reflection

LEARN

- *Essential Question:* What content do students need to know in order to complete this project?
- *Cognitive level:* Know, Comprehend
- *Content and Strategies:*
 - Key vocabulary terms
 - Background information / stories / video vignettes
 - Relevant news or current events
 - Discussion

EXPLORE

- *Essential Question:* How can students explore and build upon what they just learned?
- *Cognitive level:* Apply, Analyze
- *Content and Strategies:*
 - Exploration activities aligned to Multiple Intelligences Framework using relevant competencies from PA-SIS
 - Simulation
 - Role play
 - Discussion
 - Mentoring – *push in day for college / community mentors*
 - Cross-curricular exploration
 - Cooperative learning activities

CREATE

- *Essential Question:* What are students going to do with what they know?
- *Cognitive level:* Synthesize, Evaluate
- *Content and Strategies:*
 - Develop and execute a project based, student-led culminating assignment

USING THE STUDENT WORKBOOK

The simplest way to move through the course would be to complete the workbook start to finish with your students. It is relatively self-explanatory and could, with very capable and adept learners, even be used as an independent study course. While the majority of work can be done right in the workbook, it may be helpful for students to have an additional notebook or binder for completing **Explore** or **Create** assignments.

Another option is to move through the book with concepts of **Learn** and **Explore** woven together and set up the course as a short burst of instruction followed by time for students to complete assignments either as homework or in-class work time.

Allowing students time during the class period provides opportunities for cooperative learning when applicable, particularly in Project 2 which is focused on allowing students to explore their relationships and interactions with others.

Whole Class Instruction	Assignment
Think (page 5)	Complete Starting My Story (page 6)
Learn introduction and puzzle piece activity (pages 4-5)	
Learn about <i>emotions</i> (page 9)	Explore <i>emotions</i> (pages 12-14)
Learn about <i>beliefs</i> (pages 9-10)	Explore <i>beliefs</i> (pages 17-18)
Learn about <i>goals</i> (pages 10-11)	Explore <i>goals</i> (pages 19-20)
	Complete Exploration Reflection (page 19)
Go over requirements for Create projects (page 20)	Complete Create (pages 21-23)
Complete the Think follow up reflection (page 24)	

STANDARDS ALIGNMENT

CASS Concepts for High School Standards Alignment Pennsylvania Department of Education Standards	Knowing Yourself	Knowing Others	Knowing What's Wrong	Knowing What's Right
PA Common Core English Language Standards (DRAFT April 2012)				
1.2.9. Reading Informational Text	X	X	X	X
1.4.9 Writing	X	X	X	X
1.5.9 Speaking and Listening	X	X	X	X
Academic Standards for Civics and Government (June 2009)				
5.1.9. Principles and Documents of Government			X	X
5.2.9. Rights and Responsibilities of Citizenship			X	X
Academic Standards for Healthy, Safety, and Physical Education (2009)				
10.1.9 Concepts of Health	X	X		
10.2.9 Healthful Living			X	X
10.3.9 Safety and Injury Prevention			X	X
Academic Standards for Family and Consumer Sciences (July 2002)				
11.2.9 Balancing Family, Work, and Community Responsibility		X	X	X
11.4.9 Child Development	X	X		X
Academic Standards for Career Education and Work				
13.1.8 Career Awareness and Preparation	X			
13.2.8 Career Acquisition	X			
13.3.8 Career Retention and Advancement		X		
Student Interpersonal Skills Standards (April 2012)				
16.1. Self-awareness and self-management	X	X	X	X
16.2. Establishing and maintaining relationships	X	X	X	X
16.3. Decision making and responsible behavior.	X	X	X	X
School Climate Standards (for schools, not students; DRAFT June 2010)				
1. Shared vision and coordinated plan for positive school climate	X	X	X	X
2. Safe and secure learning environment	X	X	X	X
3. Recognizes and understands diversity and builds citizenship	X	X	X	X
4. Engages larger community		X	X	X
5. Nurturing learning environment	X	X	X	X

CONTENT MAPS

THE CONTENT MAPS ON THE FOLLOWING PAGES ALIGN THIS CURRICULUM TO THE FOLLOWING EDUCATION AND STANDARDS FRAMEWORKS:

- Pennsylvania Department of Education Student Interpersonal Skills School-Wide Area of Focus*
- Pennsylvania Department of Education Health, Safety, and Physical Education Framework*
- Ophelia Project Framework

THE AREAS OUTLINED IN THE CONTENT MAPS ARE:

- Big Ideas
- Essential Questions
- Concepts
- Competencies
- PA Standards / Eligible Content

*Information from Pennsylvania Department of Education Standards Aligned System: <http://www.pdesas.org/>

PDE STUDENT INTERPERSONAL SKILLS SCHOOL-WIDE AREA OF FOCUS*	
Big Ideas	<ul style="list-style-type: none"> • Awareness of self provides a foundation for an understanding of people and engagement in social, personal, and academic environments. • Self-management and responsibility support participation in social, personal and academic environments. • Recognizing thoughts, feelings, and perspectives of self and others enables one to cooperate, communicate, and constructively interact with others. • Building and maintaining positive relationships is central to success in school and life. • Responsible decision-making requires an understanding and analysis of ethical, safety, and societal consequences. • Personal, social, and academic success requires a belief in oneself, a sense of purpose, and optimism.
Essential Questions	<ul style="list-style-type: none"> • <i>None listed in SAS Framework</i>
Concepts	<ul style="list-style-type: none"> • Emotions affect personal decisions and actions. • Awareness of Personal Strengths and Interests provides a foundation for setting priorities, meeting needs, and addressing challenges. • Awareness of Personal Attitudes and Beliefs is critical to understanding oneself and how one adapts over time. • Identification of personal and social roles is the foundation for effective engagement. • Managing one's emotions and impulses can impact the outcome of situations. • Coping Skills are important in managing behavior in constructive ways. • Communication skills are critical self-management tools in social, personal, and academic environments. • Acting consistently within personal boundaries, rights, and privacy needs contributes to effective self management. • Effective communication assists in an understanding of self and others. • Perspective frames how one interacts with others. • Cooperation and collaboration are essential elements in working together constructively. • Active listening enhances positive relationships • Expressing emotions, thoughts and feelings is essential in both intra- and interpersonal growth • Empathy / sympathy increase one's ability to understand and appreciate differences • Managing relationships supports both intra- and interpersonal development. • Decisions and choices have consequences that impact self and others. • Awareness and utilization of available resources will assist in making informed decisions. • Peer Pressure may influence and impact decision making. • Personal values, attitudes, and beliefs serve as a foundation for goal setting. • Establishment of short and long-term goals provides for purposeful actions towards achieving those goals. • Knowledge of how interests, abilities, values, and personality relate to accomplishment of personal, social, educational, and career goals. • Coping skills are necessary for managing life events.

Competencies

- Recognize and name one's emotions.
- Understand causes of one's feelings/emotions/behaviors.
- Make the connection between how one feels and how one behaves.
- Identify personal strengths and interests.
- Explain how personal strengths may inform personal preferences and needs.
- Identify personal attitudes and beliefs.
- Identify how personal attitudes and beliefs impact one's behavior.
- Identify personal and social roles
- Explain the roles one plays within various contexts and the expected attitudes, beliefs, and actions associated with each.
- Identify rights and responsibilities within social, personal and academic contexts.
- Reflect and identify options and related consequences, both positive and negative, before expressing an emotion and taking action.
- Demonstrate constructive ways to minimize impulsivity and deal with upsetting emotions.
- Respond and adapt appropriately to personal and environmental cues
- Employ verbal and nonverbal communication skills to facilitate constructive participation in social, personal, and academic environments.
- Recognize and act in accordance with personal boundaries, rights, and privacy needs.
- Demonstrate the ability to identify and assess verbal and nonverbal cues.
- Demonstrate the ability to convey one's thoughts, feelings, and perspectives using effective listening and speaking skills during social interactions.
- Monitor and adjust one's behavior in order to play and work cooperatively.
- Demonstrate the ability to prevent, manage, and resolve conflicts in constructive ways.
- Recognize and appreciate individual and group similarities and differences.
- Use active listening skills as a means to identify the thoughts, feelings, and actions of others
- Recognize, label, and express one's emotions, thought, and feelings in varying situations.
- Exercise self-advocacy in the expression of one's strengths and needs.
- Use social cues to inform the expression of one's emotions, thoughts, and feelings.
- Recognize different home, school, and community resources that support intrapersonal growth and development.
- Make associations between one's personal experiences and the experiences of others.
- Use a decision-making and problem solving model
- Demonstrate respect and appreciation for individual and cultural differences throughout the decision-making process
- Identify alternative solutions to a problem
- Determine when, where, and how to seek help for solving problems and making decisions.
- Recognize and analyze the effect of peer pressure when decisions are made.
- Develop an action plan to set and achieve realistic goals.
- Utilize a realistic self-perception in the planning and monitoring of goals.
- Identify alternative ways of achieving goals.
- Set short and long term goals.
- Demonstrate persistence and perseverance in acquiring knowledge and skills and responding to life events.

PA Standards / Eligible Content	<p>SIS.1. Develop self-awareness and self-management skills to achieve school and life successes.</p> <ul style="list-style-type: none"> A. Identify and manage one's emotions and behavior. B. (B) Recognize personal qualities and external supports. C. Demonstrate skills related to achieving personal, civic and academic goals. <p>SIS.2. Use social-awareness and interpersonal skills to establish and maintain positive relationships and respect for cultural diversity.</p> <ul style="list-style-type: none"> A. Respect and recognize the feelings and perspectives of others. B. Respect and recognize individual and group similarities and differences. C. Use communication and social skills to interact effectively with others. D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. E. Create societal norms which encourage active engagement in creating healthy relationships (upstanders vs. bystanders) and promoting positive responsibility as an observer of 'negative behavior'. <p>SIS.3. Demonstrate decision-making skills and responsible behavior in individual, family, school, and community contexts.</p> <ul style="list-style-type: none"> A. Consider civic, safety, and societal factors in making decisions. B. Apply decision-making skills to deal responsibly with daily academic and social situations. C. Contribute to the well-being of one's school and community.
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FACILITATOR'S GUIDE

	PDE HEALTH, SAFETY, AND PHYSICAL EDUCATION FRAMEWORK*	OPHELIA PROJECT FRAMEWORK
Big Ideas	<ul style="list-style-type: none"> • Safety impacts individual and community well-being. • Community well-being is dependent upon a balance of personal and social responsibility. 	<ul style="list-style-type: none"> • All members of a school community contribute to the social climate of the school.
Essential Questions	<ul style="list-style-type: none"> • How can the choices you make today, influence your future health and happiness? • How can using safe practices and strategies influence injury prevention, emergency preparedness and conflict management? • How do you determine an environment is safe? 	<ul style="list-style-type: none"> • What does community look like? • How should people treat each other? • What guides behavior? • How should behaviors be addressed to determine if they are acceptable? • How can we identify and mediate peer aggression?
Concepts	<ul style="list-style-type: none"> • Late adolescence and early adulthood are impacted by a variety of factors (ex: interpersonal communication, substance abuse, STD transmission, relationships, etc.) that can enhance or be harmful to our health. • Understanding concepts of safe strategies can help individuals avoid or manage conflict and violence during adolescence. 	<ul style="list-style-type: none"> • Aggression is everyone's problem. • We treat each other with respect and civility. • We are each accountable for our own actions. • After we make a mistake, we make it right. • Adults help us deal with aggression. • We protect each other.
Competencies	<ul style="list-style-type: none"> • Examine how personal choices (such as the decision to use/not use drugs), life skills, and media will affect optimal health throughout adulthood. • Examine safe practices and strategies in the home, school and community and in physical activity settings. 	<ul style="list-style-type: none"> • Building community • Building consensus • Holding everyone accountable • Using a shared language • Telling stories • Addressing behaviors along continuums • Standing up for yourself • Protecting each other • Utilizing adult interventions • Making it right
PA Standards / Eligible Content	<p>10.1.9.A: Analyze factors that impact growth and development between adolescence and adulthood.</p> <ul style="list-style-type: none"> • relationships (e.g., dating, friendships, peer pressure) • interpersonal communication • risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns) • abstinence • STD and HIV prevention • Community <p>10.3.9.A: Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.</p> <ul style="list-style-type: none"> • modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle) • violence prevention in school • self-protection in the home • self-protection in public places 	

SUGGESTED COURSE SCHEDULING

CASS Concepts can be offered for academic credit in the following content areas:

- Health and Physical Education
- Family and Consumer Sciences
- Leadership Development
- Elective
- English Language Arts

The length of the course can vary based upon the school's scheduling needs with the recommended amount of contact sessions below:

Length of Course	Quarter*	Semester	Year
Weekly Commitment	Daily	2-3 days per week	1 day per week
Project 1: Knowing Yourself	2 weeks	4 weeks	September – October
Project 2: Knowing Others	2 weeks	4 weeks	November – December
Project 3: Know What's Wrong	2 weeks	4 weeks	January – February
Project 4: Knowing What's Right	3 weeks	6 weeks	March – April – May

**to complete the course in a single academic quarter requires a condensed time frame that does not particularly allow for the reflection and involvement required for fully exploring projects*