***HS Civil Rights and Me Cover Page***

 ***Lesson 1: When and how to report when your rights have been violated.***

***Overview/Summary (High School edition): Students will be able to use communication and social skills to positively interact with others by referring to shared working agreements. Key vocabulary will be defined as well the principles of a safe and respectful learning environment will be discussed. Ways to report will be explored so students know how to report when their rights or the rights of others have been violated. A discussion will occur on the differences between telling/reporting and snitching. SafeVoice anonymous reporting platform will be introduced, explained and ways to access the system will be outlined to the students. Finally, a reflection exercise will be offered to see many positive outcomes there are for helping others through reporting right violations.***

***Connection to SEL Competencies and Indicators***

* SEL Standards and Indicators- ENG
* [SEL Standards and Indicators- SP](https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/202/Social%20Emotional%20Learning/SEL%20Standards%20English%20and%20Spanish/SEL_Standards_Spanish.New%20Logo.pdf)

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| **SEL Connections:*****Develop Self-Awareness skills to:****Demonstrate knowledge of one’s emotions, personal strengths, challenges, potential, and self-efficacy as well as m*aintain an accurate and positive self-concept. ***Develop Social-Awareness competencies to:****Exhibit empathy, appreciate diversity, understand social and ethical norms for behavior, and*recognize family, school and community supports. ***Develop Relationship Skills to:****Build and maintain relationships with diverse groups and individuals and communicate clearly to express needs and resolve conflict.***Develop Responsible Decision-Making skills to:**Consider ethical and societal factors with making decisions and maintain accountable behaviors in school, personal and community contexts. |

***Supporting School-Connect Lessons for HS:*** The following lessons provide strategies for community building. They also help students develop a growth mindset and learn how to apply it to their social and academic lives.

* + **1.1 Getting to Know You** Help introduce students to each other while practicing SEL skills. Find commonalities amongst classmates
	+ **1.7 Celebrating and Building Community** Share positive news and develop a process for sharing regularly to build community.
	+ **1.15 Understanding Mindsets** Understand how mindset affects motivation, behavior and learning. Cultivate a growth mindset.
	+ **1.16 Curiosity & Grit** Identify the role of setbacks in learning and discuss how to increase grit Define empathy and identify ways to enhance empathy in and out of school.

***Supporting EQ @ Home and School Lessons for HS***

* + ***DS1.1 Getting to Know You***
	+ ***DS1.2 Checking in with Ourselves and Others***
	+ ***DS1.3 Moving from Surviving to Thriving***

***Additional Resources:*** *Facing History and Ourselves:* [Embracing Diversity and Community Building](https://www.facinghistory.org/resource-library?search=embracing%20differences%2C%20%20community%20building)

***Teacher Helpful Hints/Talking Points of difficult topics***

* + Resources from Equity/Diversity and Counseling