



# BCPS LSW Action Plan 2025-2026



<b>LSW TEAM Members</b>	<b>LWS Liaison:</b> Gina Finn- School Counseling Director	<b>School:</b> Everglades High School <b>Zone:</b> Everglades
	<b>Administrator:</b> Katarina Roman- Assistant Principal	<b>Date Plan Completed:</b> <i>September 1, 2025</i>
	<b>Other Team Members:</b> <b>Yesenia Perez- School Social Worker</b> <b>Kiya Gooden- School Counselor</b> <b>Sarah Swain- School Counselor</b>	



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ACTIVITY	STANDARD	DESCRIPTION
<p><b>Exploring How Peers Shape Our Choices</b></p> <p>Activity: Peer Dynamics Simulation</p>	<p><b>HE.912.C.2.2</b> Compare how peers influence healthy and unhealthy behaviors. Peer Influence Workshop</p>	<p>Encourages critical thinking about peer relationships and decision-making. Promote self-awareness and empathy by having students experience multiple perspectives.</p> <p>Students will participate in an interactive workshop designed to explore the power of peer influence in shaping both healthy and unhealthy behaviors. The activity begins with small-group roleplay scenarios, where each group is given a situation commonly faced by high school students (e.g., being pressured to skip class, join a sports team, try vaping, or support a peer experiencing stress). Each student will take turns acting as the influencer, the influenced, and the observer.</p> <p>After each scenario, groups will discuss the motivations behind each character's actions, how peer pressure can be positive or negative, and strategies for making independent, health-promoting choices. The class will then reconvene to share insights and reflect on real-life experiences. The teacher will guide a discussion on how to recognize peer influence, resist negative pressure, and support healthy behaviors among friends and classmates.</p>
<p><b>The Conflict Resolution Carousel</b></p>	<p>HE.912.B.4.3: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others</p>	<p>To help students practice and demonstrate effective conflict resolution strategies in a dynamic urban school environment, implement a "Conflict Resolution Carousel." This interactive activity encourages students to engage with realistic scenarios they might encounter, refine their communication and empathy skills, and reflect on peaceful problem-solving.</p>



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		<p><b>Preparation</b></p> <p>Arrange the classroom in a series of stations (“carousel style”), each with a different conflict scenario relevant to urban high school life (e.g., disputes over group project responsibilities, misunderstandings due to cultural differences, conflicts during sports, social media disagreements, or issues involving personal space and respect). Prepare scenario cards, role descriptions, and a handout listing possible conflict resolution strategies such as active listening, “I” statements, de-escalation techniques, and seeking compromise.</p>
<p><b>My Health Journey Challenge</b></p>	<p><b>HE.912.B.6.3</b> Implement strategies and monitor progress in achieving a personal health goal. Foster a positive, inclusive, and confidential environment for sharing personal growth stories.</p>	<p>This activity is designed to empower students to take ownership of their personal health and well-being. Through goal setting, strategic planning, and reflective monitoring, students will not only learn about healthy behaviors but also develop lifelong skills for self-improvement and resilience.</p> <p><b>Step 1: Health Goal Setting Workshop</b></p> <ul style="list-style-type: none"><li>• Begin with an interactive class discussion on various dimensions of health (physical, emotional, social, academic, etc.).</li><li>• Guide students in identifying a realistic and meaningful personal health goal. Examples include improving sleep habits, increasing daily physical activity, managing stress, eating more fruits and vegetables, or reducing screen time.</li><li>• Have students articulate their goal using the SMART framework (Specific, Measurable, Achievable, Relevant, Time-bound).</li></ul> <p><b>Step 2: Action Plan Development</b></p> <ul style="list-style-type: none"><li>• Instruct students to outline 2-3 concrete strategies they will use to achieve their goal. For example: setting a consistent bedtime, joining a school sports club, practicing mindfulness techniques, or meal planning.</li></ul>

		<ul style="list-style-type: none"> <li>• Each student creates a week-by-week action plan with checkpoints and reminders.</li> </ul> <p><b>Step 3: Progress Monitoring and Reflection</b></p> <ul style="list-style-type: none"> <li>• Students keep a “Health Journey” journal or digital log, recording daily or weekly successes, obstacles, and adjustments to strategies.</li> <li>• Midway through the project, facilitate peer check-in groups where students can share progress, offer encouragement, and troubleshoot challenges together.</li> <li>• Encourage students to use self-assessment tools or digital apps to track their chosen health metrics if available.</li> </ul> <p><b>Step 4: Presentation and Celebration</b></p> <ul style="list-style-type: none"> <li>• At the project’s end, students prepare a short reflection (written, oral, or creative—such as a poster or digital story) detailing their goal, strategies, progress, setbacks, and lessons learned.</li> <li>• Host a class “Health Journey Showcase” where students share their experiences, celebrate successes, and inspire others to pursue their own health goals.</li> </ul> <p><b>Teacher’s Role</b></p> <ul style="list-style-type: none"> <li>• Facilitate brainstorming, goal selection, and problem-solving discussions.</li> <li>• Provide resources and examples for different types of health goals and strategies.</li> <li>• Monitor student logs and provide ongoing feedback, encouragement, and support.</li> </ul>
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<b>Anticipating, Avoiding, and De-escalating Conflicts</b>	HE.912.CE.5.2 Describe ways to anticipate, avoid and de-escalate conflicts.	<p><b>Activity Overview</b></p> <p>This interactive activity is designed to empower students in a large urban high school to effectively anticipate, avoid, and de-escalate conflicts. Through realistic scenario exploration, skill-building workshops, and peer-led reflection, students develop practical strategies for fostering a safer, more supportive school climate.</p> <p><b>Step 1: Setting the Stage</b></p> <ul style="list-style-type: none"><li>• Begin by discussing the importance of conflict resolution in daily life, emphasizing how urban environments can present unique challenges and opportunities due to diversity, density, and social dynamics.</li><li>• Introduce the standard HE.912.CE.5.2 and outline the day's learning goals.</li><li>• Ask students to brainstorm common sources of conflict they have observed or experienced in school (e.g., misunderstandings, cultural differences, social media, crowded spaces).</li></ul> <p><b>Step 2: Conflict Scenario Stations</b></p> <ul style="list-style-type: none"><li>• Set up several stations around the classroom, each with a realistic scenario written on poster board (or displayed digitally). Scenarios should be relevant to a large urban school setting, such as disputes over group projects, hallway congestion, social media rumors, and cultural misunderstandings.</li><li>• Divide students into small, diverse groups. Each group rotates through the stations, reading each scenario and discussing:</li><li>• How could someone anticipate this conflict?</li></ul>
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		<ul style="list-style-type: none"><li>• What strategies might help avoid escalation?</li><li>• How could a student de-escalate the situation if it develops?</li></ul> <p>Groups record their ideas on sticky notes or digital apps at each station.</p> <p><b>Step 3: Skill-Building Workshop</b></p> <ul style="list-style-type: none"><li>• Facilitate a hands-on workshop where students learn and practice conflict resolution techniques, such as active listening, “I” statements, nonverbal communication, emotional regulation, and bystander intervention.</li><li>• Use role-play exercises: Volunteers act out selected scenarios in front of the class while peers offer suggestions for de-escalation.</li></ul> <p><b>Step 4: Peer Reflection and Discussion</b></p> <ul style="list-style-type: none"><li>• Bring students together for a group discussion on what strategies felt most effective and why.</li><li>• Encourage students to share personal experiences related to conflict and how they handled them—or wish they had.</li><li>• Have students collaboratively draft a set of classroom “Conflict Resolution Principles” to display as a reminder and inspiration.</li></ul> <p><b>Step 5: Application Challenge</b></p> <ul style="list-style-type: none"><li>• Assign an ongoing application challenge: For one week, students are tasked to identify, anticipate, and address a real or potential conflict—whether in school, at home, or in the community. Students log</li></ul>
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		<p>their experiences and reflect on what worked and what didn't.</p> <p><b>Teacher Facilitation Tips</b></p> <ul style="list-style-type: none"><li>• Foster an inclusive, respectful environment where every student feels safe sharing.</li><li>• Model conflict resolution techniques during facilitation.</li><li>• Be sensitive to cultural, linguistic, and social backgrounds—adapt scenarios and language as needed.</li><li>• Offer support and guidance to students who may find certain topics challenging or triggering.</li><li>• Encourage ongoing dialogue about conflict resolution beyond the activity itself.</li></ul> <p><b>Extension Ideas</b></p> <ul style="list-style-type: none"><li>• Invite local community leaders or counselors to discuss real-life conflict resolution.</li><li>• Connect with other classrooms or schools for joint activities and broader perspectives.</li></ul>
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