



Park Hill School District

Building Successful Futures • Each Student • Every Day

Elementary Kindergarten/First Grade Counseling Curriculum

Course Description: The Park Hill School District School K-5 Counseling Curriculum provides students optimal growth in areas of social/emotional development, academic development, and career development. Each grade level has structured lessons and activities that are systematically delivered through classroom and large groups.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
2-3 class periods	Skills for Learning	Topic 1: Introduction Topic 2: Focus/Listening Skills Topic 3: Self-Talk/Assertive Communication
2-3 class periods	Empathy	Topic 1: Bullying Topic 2: Respecting Differences
2-3 class periods	Emotion Management	Topic 1: Feelings Words Topic 2: Body Sensations Topic 3: Calming Down
3-4 class periods	Problem Solving	Topic 1: Tattling and Reporting Topic 2: Problem Solving
2-3 class periods	Safety/Drugs	Topic 1: Safety Topic 2: Substance Education
1-2 class periods	Careers	Topic 1: Introducing Career Paths
3-4 class periods	Child Protection	Topic 1: The Always Ask First Rule Topic 2: Safe and Unsafe Touches Topic 3: The Touching Rule

Curriculum Revision Tracking

Summer, 2020

Added Unit 7: Child Protection

Unit 1: Skills for Learning

Subject: School Counseling

Grade: K-1

Name of Unit: Skills for Learning

Length of Unit: 2-3 class periods

Overview of Unit: Students will explore, identify, and practice skills for learning by demonstrating rules for listening, focusing attention, using self-talk, and being assertive.

Priority Standards for unit:

- AD4A Identify and follow classroom and school routines
- AD6A Identify the skills needed to be a successful learner
- AD4B Identify work habits necessary for school success
- AD5A Identify how school expectations are different from home, daycare, and preschool
- SE1C Identify character traits needed for different situations
- CD7C Recognize that all work is important

Supporting Standards for unit:

- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Classroom and school routines	Identify	Remember	1
Classroom and school routines	Follow	Understand	2
Skills needed to be a successful learner	Identify	Remember	1
Work habits necessary for school success	Identify	Remember	1
How school expectations are different from home, daycare, and preschool	Identify	Remember	1
Character traits needed for different situations	Identify	Remember	1
All work is important	Recognize	Understand	2

Essential Questions:

1. How can I use skills to be successful?
2. How can I advocate for myself assertively at school?
3. How do I demonstrate attention skills at school?

Enduring Understanding/Big Ideas:

1. Listening and following directions are important skills for learning.
2. Tell others what you want and need using assertive tone of voice and body language.
3. Focus attention involves using eyes, ears, and brain.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Focus Attention Listening Skills Whole-Body Listening	Assertiveness Self-Talk

Topic 1: Introduction

Engaging Experience 1

Title: Introductory Lesson

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- CD7C Recognize that all work is important
- AD4A Identify and follow classroom and school routines

Detailed Description/Instructions: The school counselor will introduce himself/herself to the class and the role of the school counselor by using Mr. or Mrs. Potato head figurine and coloring sheet. School Counselor may call students up to pull a body part of Mr. or Mrs. Potato head out of a bag and explain how each one matches with a role of the school counselor:

- Feet/Shoes: You will see your school counselor walk up and down the halls visiting classes and talking with teachers.
- Hands/arms: Your school counselor has helping hands and hugs whenever you feel down.
- Ears: Your school counselor is here to listen to your feelings/problems whenever you need her
- Mouth (with a paper X over it): Your school counselor does not repeat what you tell her unless you are being hurt or in danger
- Eyes: Your school counselor's job is to look out for her students and help see ways to help students.
- Paper book (taped to a hand): Your school counselor may read stories to you in class.
- Paper phone (taped to other hand): Your school counselor may talk with your parents or teachers on how to help you be the best that you can be.
- Bag: Your school counselor has a bag of tricks that can help you find new ways to try to make friends, help with bullies, do a great job in school.

Bloom's Levels: Understand

Webb's DOK: 1

Topic 2: Focus/Listening Skills

Engaging Experience 1

Title: Learning to Listen and Focus Attention

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- AD4A Identify and follow classroom and school routines
- AD6A Identify the skills needed to be a successful learner
- AD4B Identify work habits necessary for school success
- AD5A Identify how school expectations are different from home, daycare, and preschool
- SE1C Identify character traits needed for different situations

Detailed Description/Instructions: School Counselor will introduce Second Step puppets, Puppy and Snail. School Counselor will introduce listening skills and role play with Puppy and Snail the listening rules of: eyes watching, ears listening, voices quiet, body still. School Counselor will introduce the idea of the “attent-o-scope” from Second Step and explain that focusing attention involves using eyes, ears and brain. School Counselor will read the book, My Mouth is a Volcano by Julia Cook while assessing students understanding of listening and focusing attention. Resources: Second Step Lessons 1, 2 and 3

Bloom’s Levels: Understand

Webb’s DOK: 2

Topic 3: Assertiveness

Engaging Experience 1

Title: Being Assertive

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- AD6A Identify the skills needed to be a successful learner
- AD4B Identify work habits necessary for school success
- AD5A Identify how school expectations are different from home, daycare, and preschool
- SE1C Identify character traits needed for different situations

Detailed Description/Instructions: School Counselor will review listening rules and focusing attention. School Counselor will explain that Self-Talk is a skill for remembering directions. Self-Talk means talking to yourself out loud in a quiet voice or inside your head. Students and School Counselor will play Simon Says to demonstrate listening, focusing attention and using self-talk. School Counselor will introduce communication styles of Passive, Aggressive and Assertive communication by role play and use of animals: Passive Turtle, Aggressive Tiger, and Assertive Wise Owl. School Counselor will then present real-life situations for students to role play passive, aggressive and assertive communication. Students will understand the assertive communication is the best way to communicate.

Bloom's Levels: Understand

Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Introduction	Introductory Lesson	<p>The school counselor will introduce himself/herself to the class and the role of the school counselor by using Mr. or Mrs. Potato head figurine and coloring sheet. School Counselor may call students up to pull a body part of Mr. or Mrs. Potato head out of a bag and explain how each one matches with a role of the school counselor:</p> <ul style="list-style-type: none"> ● Feet/Shoes: You will see your school counselor walk up and down the halls visiting classes and talking with teachers. ● Hands/arms: Your school counselor has helping hands and hugs whenever you feel down. ● Ears: Your school counselor is here to listen to your feelings/problems whenever you need her ● Mouth (with a paper X over it): Your school counselor does not repeat what you tell her unless you are being hurt or in danger ● Eyes: Your school counselor's job is to look out for her students and help see ways to help students. ● Paper book (taped to a hand): Your school counselor may read stories to you in class. ● Paper phone (taped to other hand): Your school counselor may talk with your parents or teachers on how to help you be the best that you can be. ● Bag: Your school counselor has a bag of 	1 class period

		tricks that can help you find new ways to try to make friends, help with bullies, do a great job in school.	
Focus/ Listening Skills	Learning to Listen and Focus Attention	School Counselor will introduce Second Step puppets, Puppy and Snail. School Counselor will introduce listening skills and role play with Puppy and Snail the listening rules of: eyes watching, ears listening, voices quiet, body still. School Counselor will introduce the idea of the “attent-o-scope” from Second Step and explain that focusing attention involves using eyes, ears and brain. School Counselor will read the book, My Mouth is a Volcano by Julia Cook while assessing students understanding of listening and focusing attention. Resources: Second Step Lessons 1, 2 and 3	1 class period
Self-Talk/ Assertive Communication	Self-Talk and Being Assertive	School Counselor will review listening rules and focusing attention. School Counselor will explain that Self-Talk is a skill for remembering directions. Self-Talk means talking to yourself out loud in a quiet voice or inside your head. Students and School Counselor will play Simon Says to demonstrate listening, focusing attention and using self-talk. School Counselor will introduce communication styles of Passive, Aggressive and Assertive communication by role play and use of animals: Passive Turtle, Aggressive Tiger, and Assertive Wise Owl. School Counselor will then present real-life situations for students to role play passive, aggressive and assertive communication. Students will understand the assertive communication is the best way to communicate.	1 class period

Unit 2: Empathy

Subject: School Counseling

Grade: K-1

Name of Unit: Empathy

Length of Unit: 2-3 class periods

Overview of Unit: The students will explore, identify, and practice ways to respond to teasing, as well as empathize and help when they see others being teased. They will recognize that we are all different and that those differences should be celebrated.

Priority Standards for unit:

- SE2B Identify similarities between self and others
- SE3A Identify safe and healthy choices at home and school
- SE2C Identify feelings of others
- SE1C Identify character traits needed for different situations

Supporting Standards for unit:

- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Similarities between self and others	Identify	Remember	1
Safe and healthy choices at home and school	Identify	Remember	1
Feelings of others	Identify	Remember	1
Character traits needed for different situations	Identify	Remember	1

Essential Questions:

1. How can I show empathy?
2. How do I stand up for myself and others?

Enduring Understanding/Big Ideas:

1. I can use a calm, firm voice to say stop when I am being teased. I can walk away or report to an adult.
2. I can recognize and respect differences in others.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Similarities Differences Say stop Walk away Report to an adult	Empathy

Topic 1: Bullying

Engaging Experience 1

Title: What is Bullying?

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SE3A Identify safe and healthy choices at home and school
- SE1C Identify character traits needed for different situations

Supporting:

- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.

Detailed Description/Instructions: School Counselor will teach students 3 characteristics of bullying: Repeated, Intent to Harm, Imbalance of Power. The students will role play how to assertively say stop, walk away, or report to an adult if they feel bullied. Counselor may read "One" by Kathryn Otoshi or "Howard B Wigglebottom Learns About Bullies" by Howard Binkow.

Bloom's Levels: Apply

Webb's DOK: 4

Topic 2: Respecting Differences

Engaging Experience 1

Title: Same and Different

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SE2B Identify similarities between self and others
- SE2C Identify feelings of others

Supporting:

- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.

Detailed Description/Instructions: School Counselor will read and discuss "It's Okay to be Different" by Todd Parr, "The Crayon Box that Talked" by Michael Letzig or "Elmer" by David McKee.

The students can color each petal of a flower a different color that corresponds to a question or color the Elmer coloring sheet and then showcase how everyone in the class's flower/picture is different.

Bloom's Levels: Analyze

Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Bullying	What is Bullying?	School Counselor will teach students 3 characteristics of bullying: Repeated, Intent to Harm, Imbalance of Power. The students will role play how to assertively say stop, walk away, or report to an adult if they feel bullied. Counselor may read “One” by Kathryn Otoshi or “Howard B Wigglebottom Learns About Bullies” by Howard Binkow.	1 class period
Respecting Differences	Same and Different	School Counselor will read and discuss “It’s Okay to be Different” by Todd Parr, “The Crayon Box that Talked” by Michael Letzig or “Elmer” by David McKee. The students can color each petal of a flower a different color that corresponds to a question or color the Elmer coloring sheet and then showcase how everyone in the class’s flower/picture is different.	1 class period

Unit 3: Emotion Management

Subject: School Counseling

Grade: K-1

Name of Unit: Emotion Management

Length of Unit: 2-3 class periods

Overview of Unit: The students will explore and identify feelings and body cues, and practice how to calm down when they experience them.

Priority Standards for unit:

- SE1A Identify basic feelings
- SE3A Identify safe and healthy choices at home and school
- SE3C Identify different life changes or events

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Basic feelings	Identify	Remember	1
Safe and healthy choices	Identify	Remember	1
Different life changes or events	Identify	Remember	1

Essential Questions:

1. How can I use feelings words?
2. How can I recognize cues my body gives when I am having a strong feeling?
3. How can I calm down when I am having a strong feeling?

Enduring Understanding/Big Ideas:

1. I can recognize my feelings (anger, sad, worried, scared).
2. I can recognize when my body sensations (tight fists, heart pumping, red face, increased breathing etc.) when I have a strong feeling.
3. I can calm down by saying "STOP" to myself, naming my feeling, and using a calm down strategy (belly breaths, counting, self-talk).

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Stop Calm Down Angry Sad Worried Scared	Body Cues/Sensations Belly Breath Self-Talk

Topic 1: Feelings Words

Engaging Experience 1

Title: Feelings and More Feelings

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SE1A Identify basic feelings

Detailed Description/Instructions: School Counselor will show students picture cards of different types of feelings by using the Second Step cards (reference Second Step lessons 6 & 7). Students will model how their face and body would look if they were experiencing a particular feeling.

Optional resources: “The Way I Feel” by Janan Cain, Happy Hippo, Angry Duck by Sandra Boyton.

Bloom’s Levels: Understand

Webb’s DOK: 1

Topic 2: Body Sensations

Engaging Experience 1

Title: We Feel Feelings in Our Body

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SE1A Identify basic feelings

Detailed Description/Instructions: The students will discuss a picture card and explain how the character in the picture is feeling based on her body cues. The school counselor will facilitate discussion about where they have felt feelings (tight fists, heart pumping, red face, increased breathing etc.). Reference Second Step lesson 12.

Optional resource: Emotional ABC's

Bloom's Levels: Understand

Webb's DOK: 1

Topic 3: Calming Down

Engaging Experience 1

Title: Managing Strong Feelings

Suggested Length of Time:

Standards Addressed

Priority:

- SE1A Identify basic feelings
- SE3A Identify safe and healthy choices at home and school
- SE3C Identify different life changes or events

Detailed Description/Instructions: School Counselor will teach students the calm down STEP

1. Stop 2. Name Your Feeling 3. Calm Down. Students will participate in skill practice and model the calm down STEP using different scenarios. School Counselor can use the belly breathing video included within the lessons. Reference Second Step Lessons 13-17.

Optional resources/activity: Emotional ABCs, Power Plans

Bloom's Levels: Apply

Webb's DOK: 4

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Feelings Words	Feelings and More Feelings	School Counselor will show students pictures of different types of feelings by using the Second Step cards (reference Second Step lessons 6 & 7). Students will model how their face and body would look if they were experiencing a particular feeling. Optional resources: “The Way I Feel” by Janan Cain, Happy Hippo, Angry Duck by Sandra Boyton	1 class period
Body Sensations	We Feel Feelings in our Body	The students will discuss a picture story and explain how the character in the picture is feeling based on her body cues. The school counselor will facilitate discussion about where they have felt feelings (tight fists, heart pumping, red face, increased breathing etc.). Reference Second Step lesson 12. Optional resource: Emotional ABC’s	1 class period
Calming Down	Managing Strong Feelings	School Counselor will teach students the calm down STEP 1. Stop 2. Name Your Feeling 3. Calm Down. Students will participate in skill practice and model the calm down STEP using different scenarios. School Counselor can use the belly breathing video included within the lessons. Reference Second Step Lessons 13-17. Optional resources/activity: Emotional ABCs, Power Plans	1 class period

Unit 4: Problem Solving

Subject: School Counseling

Grade: K-1

Name of Unit: Problem Solving

Length of Unit: 3-4 class periods

Overview of Unit: The students will differentiate between tattling and reporting and learn how to solve small size problems by using the STEP problem solving process.

Priority Standards for unit:

- SE2A Demonstrate how to be a friend
- CD9A Identify personal and ethical skills needed to work cooperatively with others in a group at school.
- SE2C Apply the steps of solving problems and conflicts with others.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
How to be a friend	Demonstrate	Apply	4
Cooperation skills	Identify	Remember	1
the steps of solving problems and conflicts with others	Apply	Apply	3

Essential Questions:

1. How can I solve problems with my peers?
2. How can I tell the difference between tattling and reporting?

Enduring Understanding/Big Ideas:

1. I can use STEP to solve problems with peers (Say the Problem, Think of Solutions, Explore Consequences, Pick the Best Solution)
2. Tattling is small size problem that I can solve on my own and reporting is a adult size problem, an emergency (someone is in danger, hurt, etc.).

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Tattling Reporting Problem-solving Solution Consequence	STEP

Topic 1: Tattling and Reporting

Engaging Experience 1

Title: Tattling and Reporting

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SE2A Demonstrate how to be a friend
- CD9A Identify personal and ethical skills needed to work cooperatively with others in a group at school.
- SE2C Apply the steps of solving problems and conflicts with others.

Detailed Description/Instructions: School counselor will read one of the optional books to teach tattling and reporting. The students will participate in a movement activity to differentiate between a tattling vs reporting situation using criteria such as (1. Do I need to tell a teacher right now? 2. Is somebody in danger? 3. Is this problem my business? 4. Am I trying to help?)

Optional resources: A Bad Case of Tattle Tongue by Julia Cook, Don't Squeal Unless It's a Big Deal by Jeanie Franz Ransom.

Bloom's Levels: Analyze

Webb's DOK: 4

Topic 2: Problem Solving

Engaging Experience 1

Title: Solving Problems with STEP

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- SE2A Demonstrate how to be a friend
- CD9A Identify personal and ethical skills needed to work cooperatively with others in a group at school.
- SE2C Apply the steps of solving problems and conflicts with others.

Detailed Description/Instructions: School Counselor will use a picture card to teach what each letter of STEP stands for. The students can Think Pair Share to practice solving a problem of their own or a problem on one of the picture cards. School Counselor can teach simple motions to the STEP song. Reference Second Step lessons 19-24.

Bloom's Levels: Apply

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Tattling and Reporting	Tattling and Reporting	<p>School counselor will read one of the optional books to teach tattling and reporting. The students will participate in a movement activity to differentiate between a tattling vs reporting situation using criteria such as (1. Do I need to tell a teacher right now? 2. Is somebody in danger? 3. Is this problem my business? 4. Am I trying to help?)</p> <p>Optional resources: <u>A Bad Case of Tattle Tongue</u> by Julia Cook, <u>Don't Squeal Unless It's a Big Deal</u> by Jeanie Franz Ransom.</p>	1 class period
Problem Solving	Solving Problems with STEP	<p>School Counselor will use a picture card to teach what each letter of STEP stands for. The students can Think Pair Share to practice solving a problem of their own or a problem on one of the picture cards. School Counselor can teach simple motions to the STEP song. Reference Second Step lessons 19-24.</p>	1-2 class periods

Unit 5: Safety/Drugs

Subject: School Counseling

Grade: K-1

Name of Unit: Safety/Drugs

Length of Unit: 2-3 lessons

Overview of Unit: Students will explore, identify and practice safety skills and healthy lifestyles.

Priority Standards for unit:

- SE 3A Identify safe and healthy choices for home and school.
- SE 3B Identify safe/unsafe situations
- RA.3.A.K Recognize that there are safe and unsafe substances that can be taken into the body. Identify ways to stay away from dangerous substances.
- RA.3.B.K Recognize that medicine is used to prevent or treat certain health problems, taken under adult supervision.
- RA.3.C.K. Recognize that TAOD (tobacco, alcohol and other drugs) can have dangerous effects on the body.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
That there are safe and healthy choices for home and school.	Recognize	Understand	2
That there are safe/unsafe situations.	Recognize	Understand	2
That there are safe and unsafe substances that can be taken into the body.	Recognize	Remember	1
Ways to stay away from dangerous substances.	Identify	Remember	1
That medicine is used to prevent or treat certain health problems, taken under adult supervision.	Recognize	Remember	1
That TAOD (tobacco, alcohol, and other drugs) can have dangerous effects on the body.	Recognize	Remember	1

Essential Questions:

1. What does safe mean?
2. What is a Safe Side Adult?
3. What is your Safe Side Circle?
4. What is Don't Know?
5. What is a Kinda Know?
6. What are safe and unsafe substances I can put in my body?
7. How can I stay away from dangerous substances?
8. Why and how is medicine used?
9. What effects can tobacco, alcohol, and other drugs (TAOD) have on my body?

Enduring Understanding/Big Ideas:

1. Safe means not in danger, free from harm, loved and protected no matter what.
2. A Safe Side Adult is a trusted adult that is designated by your parent/guardian to help keep you safe. You should keep your Safe Side Adult close, if you can see them, they can see you.
3. A Safe Side Circle is the distance between you and someone else that makes you feel safe, your personal space (about an arm's length away from you).
4. A Don't Know is someone you don't know. You should never talk or go anywhere with a Don't Know without your Safe Side Adult.
5. A Kinda Know is someone you kind of know. Example is a friend of your parents, your soccer coach, etc., but not your Safe Side Adult. You should never go anywhere with a Kinda Know without permission from your Safe Side Adult.
6. I can identify 3 safe substances that I can put in my body.
7. I can identify 3 unsafe substances that would not be okay to put in my body.
8. I know that medicine is taken to keep me healthy.
9. I know that I can only take medicine when a safe adult gives it to me.
10. I can recognize that tobacco, alcohol, and other drugs can make me sick.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Safety Stranger Trusted Adult Identify Substance Danger Safe Unsafe effect	Safe Side Adult Safe Side Circle Don't Know Kinda Know Medicine Tobacco Alcohol Drug

Topic 1: Safety

Engaging Experience 1

Title: The Safe Side

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- PS 3A Identify safe and healthy choices for home and school.
- PS 3B Identify safe/unsafe situations

Detailed Description/Instructions: School Counselor will show The Safe Side- Stranger Safety video to students and facilitate discussion. Resource: The Safe Side-Stranger Safety video and handouts.

Bloom's Levels: Understanding

Webb's DOK: 2

Topic 2: Substance Education

Engaging Experience 1

Title: Recognizing Safe and Unsafe Substances and Prevention

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- RA.3.A.K Recognize that there are safe and unsafe substances that can be taken into the body. Identify ways to stay away from dangerous substances.
- RA.3.B.K Recognize that medicine is used to prevent or treat certain health problems, taken under adult supervision.
- RA.3.C.K. Recognize that TAOD (tobacco, alcohol and other drugs) can have dangerous effects on the body.

Detailed Description/Instructions: Demonstrating identifying and safe/unsafe substances (candy, soda, ketchup, cleaning supplies, water bottle, vitamin bottle, cough syrup, etc.) by sorting real-life objects. Provide students with the definition of drug, and that alcohol, tobacco, and medicines are drugs. Explain that medicines are given to people to help them stay healthy and that taking medicine when a person is not sick or ingesting unsafe substances is dangerous and can make a person sick, including vomiting. Explain to students that to stay safe around unsafe substances ALWAYS ask a safe adult before putting anything in their mouth or touching any substance and accept medications only from safe adults.

Bloom's Levels: Remember

Webb's DOK: 1

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Safety	The Safe Side	School Counselor will show The Safe Side-Stranger Safety video to students and facilitate discussion. Resource: The Safe Side-Stranger Safety video and handouts.	1-2 class periods
Substance Education	Recognizing Safe and Unsafe Substances and Prevention	Demonstrating identifying and safe/unsafe substances (candy, soda, ketchup, cleaning supplies, water bottle, vitamin bottle, cough syrup, etc.) by sorting real-life objects. Provide students with the definition of drug, and that alcohol, tobacco, and medicines are drugs. Explain that medicines are given to people to help them stay healthy and that taking medicine when a person is not sick or ingesting unsafe substances is dangerous and can make a person sick, including vomiting. Explain to students that to stay safe around unsafe substances ALWAYS ask a safe adult before putting anything in their mouth or touching any substance and accept medications only from safe adults.	1 class period

Unit 6: Careers

Subject: School Counseling

Grade: K-1

Name of Unit: Career Paths

Length of Unit: 1-2 class periods

Overview of Unit: In this unit, students will be exposed to the six career paths.

Priority Standards for unit:

- CD7A Identify likes and dislikes at home and school
- CD7B Identify workers in the school and in families related to the 6 career paths
- CD7C Recognize that all work is important
- CD8A Identify roles and responsibilities of family members in the world of work
- CD8B Identify the skills family members use in their work
- CD9B Identify helper jobs that are available in the classroom
- SE1B Identify personal roles in the family

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Likes and dislikes at home and school	Identify	Understand	1
Workers in the school and family	Identify	Understand	1
Work is important	Recognize	Understand	1
Roles and responsibilities of family members in the world of work	Identify	Understand	1
Skills family members use in their work	Identify	Understand	1
Helper jobs available in the classroom	Identify	Understand	1
Personal roles in the family	Identify	Understand	1

Essential Questions:

1. Why do people work?
2. What is my job at school and in my family?
3. What are jobs of my family members and how do they use skills to do them?
4. What are the 6 career paths?

Enduring Understanding/Big Ideas:

1. People work to earn money, take care of themselves and their families, do fun activities, purchase wants and needs.
2. My job at school is be a learner. My job at home will depend on my culture, family structure etc.
3. Jobs of my family members depend on their likes and dislikes, education, etc.
4. The career paths are helping, business, creative, fixing and building, nature, and health.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Job Work Career	Helping path Business path Creative path Fixing and building path Nature path Health path

Topic 1: Introducing Career Paths

Engaging Experience 1

Title: Introducing Career Paths

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- CD7A Identify likes and dislikes at home and school
- CD7B Identify workers in the school and in families related to the 6 career paths
- CD7C Recognize that all work is important
- CD8A Identify roles and responsibilities of family members in the world of work
- CD8B Identify the skills family members use in their work
- CD9B Identify helper jobs that are available in the classroom
- SE1B Identify personal roles in the family

Detailed Description/Instructions: School Counselor will lead a discussion with the following questions: 1) What is work? 2) Why do people work? 3) What is your job as a student? 4) What is a path? (A path leads somewhere, and a career path leads you to the job of your future). School Counselor will then introduce the 6 career paths by using the career paths poster. As the School Counselor introduces the 6 career paths, students will color each career path as the counselor teaches them.

Bloom's Levels: Remember

Webb's DOK: 1

Optional resources: Richard Scarry Busy People (Video)

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Introducing Career Paths	Introducing Career Paths	School Counselor will lead a discussion with the following questions: 1) What is work? 2) Why do people work? 3) What is your job as a student? 4) What is a path? (A path leads somewhere, and a career path leads you to the job of your future). School Counselor will then introduce the 6 career paths by using the career paths poster. As the School Counselor introduces the 6 career paths, students will color each career path as the counselor teaches them.	1-2 class periods

Unit 7: Child Protection Unit

Subject: School Counseling

Grade: K-1

Name of Unit: Child Protection

Length of Unit: 3 class periods

Overview of Unit: Students will develop the ability to recognize, report, and refuse unsafe touches and situations.

Priority Standards for unit:

- SE 3A Identify safe and healthy choices at home and school.
- SE 3B Identify safe/unsafe situations.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Identify safe and healthy choices and at home and school	Practice	Apply	1
Identify safe and unsafe situations	Apply	Apply	1

Essential Questions:

1. What are safe and unsafe situations?
2. What is a trusted adult?
3. What is the Touching Rule?
4. What are private body parts?
5. What is the Never-Never Rule?
6. How can I refuse unwanted touches?
7. What is the Never Keep Secrets Rule?
8. What do I do if someone breaks the Touching Rule?

Enduring Understanding/Big Ideas:

1. Adults should take care of you and keep you safe.
2. Always as a parent or the person in charge first (Always Ask First Rule)
3. Safe touches help you feel cared for and loved.
4. Unsafe touches hurt your body and/or feelings
5. A bigger person should never touch your private body parts except to keep you healthy (Touching Rule)
6. Never keep secrets about touching (Never Keep Secrets Rule)
7. It's never too late to report a broken Touching Rule.
8. Keep reporting until someone helps you.

9. Private body parts are private because they're not to be seen or touched by others.
10. It is never your fault if someone breaks the Touching Rule.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<p>Safety</p> <p>Stranger</p> <p>Trusted</p> <p>Adult</p> <p>Identify</p> <p>Healthy</p> <p>Danger</p> <p>Safe</p> <p>Unsafe</p> <p>Secrets</p> <p>Fault</p>	<p>Safe Touches</p> <p>Unsafe Touches</p> <p>Unwanted Touches</p> <p>Private Body Parts</p>

Topic 1: Asking First Rule

Engaging Experience 1

Title: Always Ask First

Suggested Length of Time: 1 Class Period

Standards Addressed

Priority:

- SE 3A Identify safe and healthy choices at home and school.
- SE 3B Identify safe/unsafe situations.

Detailed Description/Instructions: Counselor will begin lesson by displaying the Never-Never Rule poster and discussing each of the scenarios. Next introduce class to “Three Ways to Stay Safe Song” while displaying Ways to Stay Safe Poster. Counselor will then proceed with Story and Discussion on pg 30 displaying picture on pg 31 and end lesson with Skill Practice located on pg 32.

Resources Needed: Ways to Stay Safe Poster, Never-Never Poster, Second Stepchild Protection Unit Lesson 2

Bloom’s Levels: Apply

Webb’s DOK: 1

Topic 2: Safe and Unsafe Touches

Engaging Experience 1

Title: Learning About Safe and Unsafe Touches

Suggested Length of Time: 1 Class Period

Standards Addressed

Priority:

- SE 3A Identify safe and healthy choices at home and school.
- SE 3B Identify safe/unsafe situations.

Detailed Description/Instructions: Counselor will begin lesson by reviewing the “Always Ask First Rule” displaying poster and following discussion within Review on pg 37. Introduce different kinds of touching through discussion with puppy and snail (pg 37). Display photo 3 to students and complete Story and Discussion with class. Engage students in Skill Practice and Wrap-Up by practicing concepts discussed in the lesson (pg 40).

Resources Needed: Second Stepchild Protection Unit Lesson 3, Ways to Stay Safe Poster

Bloom’s Levels: Apply

Webb’s DOK: 1

Topic 3: The Touching Rule

Engaging Experience 1

Title: The Touching Rule

Suggested Length of Time: 1 Class Period

Standards Addressed

Priority:

- SE 3A Identify safe and healthy choices at home and school.
- SE 3B Identify safe/unsafe situations.

Detailed Description/Instructions: School counselor will begin lesson by introducing students to the Touching Rule Card. Counselor will show “Julie Stays Safe” found under the downloads page. Utilize the following questions to facilitate discussion about the video: 1) How did Julie recognize that Eric was breaking the Touching Rule? 2) How did Julie tell her mom Eric broke the Touching Rule? 3) How did her mom help her to stay safe? 4) Who are some trusted adults you can tell if someone breaks the Touching Rule? Counselor may call on multiple students to share answers. Explain and model steps 1-6 of Skills Practice (pg 40) allowing students to practice refusing safe and unsafe touches. If time, end lesson with Wrap-Up located on page 40.

Resources Needed: Second Stepchild Protection Unit Lesson 4, Touching Rule Card, Julie Stays Safe video

Bloom’s Levels: Apply

Webb’s DOK: 1

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Always Ask First	Asking First Rule	<p>Begin lesson by displaying the Never-Never Rule poster and discussing each of the scenarios. Next introduce class to “Three Ways to Stay Safe Song” while displaying Ways to Stay Safe Poster.</p> <p>Counselor will then proceed with Story and Discussion on pg 30 displaying pg 31 and end lesson with Skill Practice located on pg 32.</p> <p>Resources Needed: Ways to Stay Safe Poster, Never-Never Poster, Second Stepchild Protection Unit Lesson 2</p>	1 Class Period
Safe and Unsafe Touches	Learning about Safe and Unsafe Touches	<p>Counselor will begin lesson by reviewing the “Always Ask First Rule” displaying poster and following discussion within Review on pg 37. Introduce different kinds of touching through discussion with puppy and snail (pg 37). Display photo 3 to students and complete Story and Discussion with class. Engage students in Skill Practice and Wrap-Up by practicing concepts discussed in the lesson (pg 40).</p> <p>Resources Needed: Second Stepchild Protection Unit Lesson 3, Ways to Stay Safe Poster</p>	1 Class Period
The Touching Rule	The Touching Rule	<p>School counselor will begin lesson by introducing students to the Touching Rule Card. Counselor will show “Julie Stays Safe” found under downloads page. Utilize the following questions to facilitate discussion about the video: 1) How did Julie recognize that Eric was breaking the Touching Rule? 2) How did Julie tell her mom Eric broke the Touching Rule? 3) How did her mom help her to stay safe? 4) Who are some trusted adults you can tell if someone breaks the Touching Rule? (Call on</p>	1 Class Period

		<p>multiple students to share answers.) Explain and model steps 1-6 of Skills Practice (pg 40) allowing students to practice refusing safe and unsafe touches. If time, end lesson with Wrap-Up located on page 40. Resources Needed: Second Stepchild Protection Unit Lesson 4, Touching Rule Card, Julie Stays Safe video</p>	
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Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.