



Park Hill School District

Building Successful Futures • Each Student • Every Day

Second Grade Counseling Curriculum

Scope and Sequence:

Timeframe:	Unit:	Instructional Topics:
3-4 Lessons	Self Awareness	<ol style="list-style-type: none">1. Identifying Emotions2. Expressing Emotions
4-6 Lessons	Social Awareness	<ol style="list-style-type: none">1. Kindness2. Bullying3. Respecting Differences4. Cooperation
4 Lessons	Personal Safety	<ol style="list-style-type: none">1. Always Ask First2. Safe and Unsafe Touches3. The Touching Rule4. Substance Education
<p>Academic Development lessons are covered through classroom teacher instruction via AVID and PBIS lessons.</p> <p>Career Development lessons are covered through classroom teacher instruction via College/Career Day events, STEMScopes-Career Connection Videos, and Interest Groups.</p>		

Unit 1: Self Awareness

Grade: Second Grade

Subject: Counseling

Name of Unit: Self Awareness

Length of Unit: 3-4 Lessons

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

Topic 1: Identifying Emotions

Engaging Experience 1:

Teaching Point: Today I want to teach you... practice Honesty while identifying emotions and discussing strategies to regulate emotions.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE1A Express a variety of feelings

Detailed Description/Instructions:

- **One way to do this...**is by teaching the “Grow” segment of [Honest With Our Emotions](#) (week 2 of Honesty) from CharacterStrong. Students will view the Emotion Regulation video and discuss their reactions to the video. Students will practice Honesty while identifying how they would feel in given scenarios, then they will discuss how they might regulate those emotions with their partners.

Bloom’s Levels: Identify

Webb’s DOK: 1

Topic 2: Managing Emotions

Engaging Experience 1:

Teaching Point: Today I want to teach you... identify emotions that make it hard to be Honest and practice strategies to regulate those emotions.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE1C Compare and contrast character traits needed for different situations.

Detailed Description/Instructions:

- **One way to do this...**is by teaching the “Grow” segment of [Redesign Regulation](#) (week 3 of Honesty) from CharacterStrong. Students will discuss strong emotions that can sometimes make Honesty challenging. They will work in groups to come up with situations that could cause those emotions, then practice strategies that would help them regulate those emotions.

Bloom’s Levels: Understand

Webb’s DOK: 2

Engaging Experience 2:

Teaching Point: Today I want to teach you...about and have you try out different strategies that would help with regulating emotions.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE3C Recognize the effects of life changes or events related to self and others.

Detailed Description/Instructions:

- **One way to do this...**is by teaching the “Grow” segment of [Emotion Regulation Game](#) (week 4 of Honesty) from CharacterStrong. During this activity the students will learn about different strategies to help regulate and calm their emotions and then try out each strategy to find the 1 they like best.

Bloom’s Levels: Understand

Webb’s DOK: 2

Unit 2: Social Awareness

Grade: Second Grade

Subject: Counseling

Name of Unit: Social Awareness

Length of Unit: 4-6 Lessons

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. Students will recognize that we are all different and will recognize that differences lead to increased empathy.

Topic 1: Kindness

Engaging Experience 1:

Teaching Point: Today I want to teach you... what grows Kindness and what does not.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE2A Identify and demonstrate the interpersonal skills needed to make and keep a friend.

Detailed Description/Instructions:

- **One way to do this...**is by teaching the “Grow” segment of [Grow With Kindness](#) (week 2 of Empathy) from CharacterStrong. The educator will lead students in a discussion on what it means to grow. Then, students will practice identifying behaviors that grow Kindness. The educator will call out various situations and have students respond with actions that represent “grow” or “wilt”.

Bloom’s Levels: Identify

Topic 2: Bullying

Engaging Experience 1:

Teaching Point: Today I want to teach you... what bullying looks like.

Suggested Length of Time: 1 lesson

Standards Addressed

- **Priority:** SE3A Practice the steps of problem solving and decision making for personal safety.
- **Priority:** SE2C Identify the steps of solving problems and conflicts with others.

Detailed Description/Instructions:

- **One way to do this....** introduce the concept of empathy (feeling or understanding what someone else is feeling). Read One by Kathryn Otoshi, Chester the Raccoon and the Big Bad Bully by Audrey Penn and model empathizing with the characters. School Counselor may 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.

Bloom's Levels: Understand, Apply and Analyze

Webb's DOK: 1, 2, 3

Topic 3: Respecting Differences

Engaging Experience 1

Teaching Point: Today I want to teach you... how to identify similarities and differences among families

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE2B Identify similarities and differences among families and their traditions.

Detailed Description/Instructions:

- **One way to do this...** School counselor will identify that all families are unique and different and that all families are welcomed into the school. Counselor will read Families, Families, Families by Sophie Beer. Counselor will guide conversations of the various types of families including those of same-gender parents, mixed race, foster parents, adoptive parents, etc..

Guided Questions:

1. Do you see a family that looks like yours?

2. Do you see families different from yours?
3. Why is it important to learn about families different from yours?
4. How can you learn more about families who are different from yours?

After discussion, students will draw a picture of their whole family doing something and share with class according to their comfort level.

Bloom's Levels: Understand, Apply and Analyze

Webb's DOK: 1, 2, 3

Engaging Experience 2:

Teaching Point: Today I want to teach you... to identify similarities and differences among families and traditions

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE2B Identify similarities and differences among families and traditions

Detailed Description/Instructions:

- **One way to do this...**School counselor will explain race stating the words in italic below. *Race is the word we use to describe what we look like based on skin color, hair texture, and sometimes, the shape of our eyes, nose, or mouth. In the United States, race is a way of grouping or categorizing people based on the way they look.* Using Jellybeans or the photos linked [here](#); Show, recreate, or guide students in recreating the Jellybean cluster photo.

Think about Jellybean colors as different racial groups. Jellybeans, like people, are grouped based on what others see. Using Jellybeans or the photos linked [here](#), show, recreate, or guide students in recreating the Jellybean RACE photo.

As people change, racial groupings have changed and continue to change over time. When the US first began grouping people by race, people were categorized as Black or White. Today, racial groups include Black, Native American, Asian, Hispanic, Non-Hispanic, Native American, White, Multiracial, and other groups that better include more of an individual's racial identities.

A person can have parents with two or more different racial backgrounds. Using Jellybeans or the photos linked [here](#), show, recreate, or guide students in recreating the Jellybean photo with 2 different Jellybean colors and/or Jellybean photo with multiple different Jellybean colors showing.

Race is only one of the ways that people are grouped. All people from all groups have more in common (regardless of racial group) than they have differences.

Help students identify similarities and differences between self and others through discussing [Let's Talk About Race](#) by Julius Lester (video version of this read aloud on YouTube read by Common in Netflix Jr's Bookmarks). The school counselor will explain that *in our safe learning environment, it is not our job to tell others which racial group we think they belong in.*

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 4: Cooperation

Engaging Experience 1:

Teaching Point: Today I want to teach you...how to identify personal roles in the community

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE1B Identify personal roles in the community.

Detailed Description/Instructions:

- **One way to do this...**is by teaching the “Grow” segment of [Exploring Roles](#) (week 3 of Perseverance) from CharacterStrong. As a class, students will explore 4 different roles within their groups. Then, students will engage in small groups roles to complete a challenge together.

Bloom’s Levels: Identify

Webb’s DOK: 1

Engaging Experience 2:

Teaching Point: Today I want to teach you... to practice Empathy with each other when working through challenges.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE2C Identify the steps of solving problems and conflicts with others.

Detailed Description/Instructions:

- **One way to do this...**is by teaching the “Grow” segment of [Partner Drawing](#) (week 3 of Empathy) from CharacterStrong. After reviewing The Tree of Choices, students will work in partners to draw a picture based on each other’s instructions. Students will use the Tree of Choices to work through any conflict or feelings of frustration, then reflect on their learning.
- **Another way to do this...**is by teaching the “Grow” segment of [What's the Solution?](#) (week 4 of Empathy) from CharacterStrong. Students will work in groups to analyze different scenarios and discuss the emotions involved. As a group, students will create a skit to show the class their scenario and how they would use the Tree of Choices.

Bloom’s Levels: Apply

Webb’s DOK: 2

Unit 3: Personal Safety

Grade: Second Grade

Subject: Counseling

Name of Unit: Personal Safety

Length of Unit: 3-4 Lessons

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

Topic 1: Always Ask First

Engaging Experience 1:

Teaching Point: Today I want to teach you... how to always ask first in unsafe situations.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE3A Practice the steps of problem solving and decision making for personal safety.

Detailed Description/Instructions:

- **One way to do this...**Counselor will begin the lesson by introducing the “Three Ways to Stay Safe” by displaying the poster and playing “The Three Ways to Stay” song. Tell students that following the Never-Never Rules can help them stay safe. Refer to the Never-Never Rules poster. Next, the counselor will introduce the “What If” safety game to teach students the Never-Never Rules. Follow the *introduction* section. Use the last what-if scenario to introduce the Always Ask First Rule using the poster for reference. Walk through the *story* and facilitate *discussion*. Have students practice the Always Ask First Rule (follow the *skill practice* section). Explain and model the following steps first: read scenario, ask, what’s the rule, determine who can the student ask first, practice and reinforce assertiveness. Wrap-up by reviewing the Always Ask First Rule, identifying situations you may need to utilize this rule, and naming people students could ask.

Resources Needed: Second Steps, Lesson 2: Always Ask First Rule

Bloom’s Levels: Apply

Webb’s DOK: 3 & 4

Topic 2: Safe and Unsafe Touches

Engaging Experience 1:

Teaching Point: Today I want to teach you...how to identify safe and unsafe touches.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE3B Apply personal safety strategies as they relate to different situations.

Detailed Description/Instructions:

- **One way to do this...**Counselor will begin by telling students we are going to talk about different kinds of touches. Review pictures and have students differentiate between which touch looks safe, and which looks unsafe. Students think about how they can be assertive to stop unsafe touches. Walk through the *story* and facilitate *discussion* about unwanted touches, using the Ways to Stay Safe poster for reference. Have students practice refusing unwanted touches. Explain and model the following steps first: read scenarios, differentiate between unsafe and unwanted touch, practice refusing the touch with assertiveness, and reinforce assertiveness to the students. Wrap-up by reviewing safe, unsafe, and unwanted touches, highlighting how to refuse unwanted touches with assertiveness.

Resources Needed: Second Steps, Lesson 3: Safe and Unsafe Touches

Bloom's Levels: Apply

Webb's DOK: 3 & 4

Topic 3: The Touching Rule

Engaging Experience 1:

Teaching Point: Today I want to teach you...the touching rule.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE3B Apply personal safety strategies as they relate to different situations.

Detailed Description/Instructions:

- **One way to do this...**Counselor will begin by reviewing safe, unsafe, and unwanted touches. Communicate to students that today they will learn an important rule about touching private body parts. Use Photo A in lesson 4 to aid in discussing private body parts and the Touching Rule. Give students time to think of examples of who might need to touch your private body parts. Walk through the *story* and facilitate *discussion* about the Touching Rule, using the Ways to Stay Safe Poster for reference. Students will practice reporting that someone has broken the Touching Rule. Explain and model the following steps first: read scenario, call on students to practice reporting, respond to student report, and review the Touching Rule together. Introduce the Never Keep Secrets Rule and facilitate discussion regarding how this rule relates to safe, unsafe, and unwanted touches. Wrap-up by reviewing the Touching Rule, Never Keep Secrets Rule, Ways to Stay Safe, how to refuse a touch, and reporting. Finish with the Three Ways to Stay Safe song.

Resources Needed: Second Steps, Lesson 4: The Touching Rule & Second Steps, Lesson 5: Practicing Staying Safe

Suggestion: If the counselor wants to discuss practicing ways to stay safe more in depth, Lesson 5 will allow more content and discussion to provide students a deeper understanding.

Bloom's Levels: Apply

Webb's DOK: 3 & 4

Topic 4: Substance Education

Engaging Experience 1:

Title: Recognizing Safe and Unsafe Substances and Prevention

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE 3B Apply personal safety strategies as they relate to different situations.

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: Apply

Webb's DOK: 4