



Park Hill School District

Building Successful Futures • Each Student • Every Day

First 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. Friendship Skills2. Bullying3. Respecting Differences
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: 1st Grade

Subject: Counseling

Name of Unit: Self-Awareness

Length of Unit: 3-4 Lessons

Overview of Unit: 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... to identify and communicate how we would feel in different scenarios.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE1A Identify a variety of feelings.

Detailed Description/Instructions:

- **One way to do this...** is by teaching the “Grow” segment of [Musical Emotion Cards](#) (week 1 of Gratitude) from CharacterStrong. Students will listen to different scenarios and hold up the emotion card they think best matches how they would feel in the given situation. They will move around the room while listening to the Gratitude song and find a partner when the music stops
- **Another way to do this...** is by teaching the “Grow” segment of [Emotion Map](#) (week 2 of Creativity) from CharacterStrong. Students will review emotions and draw an emotion map to identify places that their body feels emotions.

Bloom’s Levels: Understand

Webb’s DOK: 1

Topic 2: Expressing Emotions

Engaging Experience 1:

Teaching Point: Today I want to teach you... to make a plan for how to respond and act when feeling certain emotions.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE2C Express feelings effectively, both verbally and non-verbally.

Detailed Description/Instructions:

- **One way to do this...** is by teaching the “Grow” segment of [Emotion Commotion](#) (week 3 of Gratitude) from CharacterStrong. Students will view a video all about Emotion Awareness. Students will then walk through different emotions and plan out how they can act in healthy ways when feeling these emotions.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 2:

Teaching Point: Today I want to teach you... to use I-Statements to communicate your feelings.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE1C Recognize personal character traits needed for different situations

Detailed Description/Instructions:

- **One way to do this...** is by teaching the “Grow” segment of [Honest-I](#) (week 3 of Honesty) from CharacterStrong. Students will discuss the importance of being honest with ourselves about how we are feeling. Students will fill in the blanks to create different I-Statements that explain how they would feel in a given situation.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 3:

Teaching Point: Today I want to teach you... to recognize the effects of life changes or events related to self.

Suggested Length of Time: 1 lesson

Standards Addressed

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

Detailed Description/Instructions:

- **One way to do this...** is by teaching the “Grow” segment of [Attitude of Gratitude](#) (week 4 of Gratitude) from CharacterStrong. Students will visualize a time they felt Grateful for someone that helped them or showed them Kindness. They will discuss this time with a partner and use the Emotion Elements to discuss how it made them feel. They will then

draw a picture of it and write a reflection. Students will end the lesson by reflecting how they can use that feeling when big emotions arise.

Bloom's Levels: Analyze

Webb's DOK: 3

Unit 2: Social Awareness

Grade: 1st Grade

Subject: Counseling

Name of Unit: Social Awareness

Length of Unit: 4-6 Lessons

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. 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 recognizing those differences leads to increased empathy.

Topic 1: Friendship Skills

Engaging Experience 1:

Teaching Point: Today I want to teach you... identify friendship skills and reflect on your own strengths and areas to grow.

Suggested Length of Time: 1-2 lessons

Standards Addressed

Priority: SE2A Demonstrate the ability to be a friend.

Detailed Description/Instructions:

- **One way to do this...**is by teaching the “Grow” segment of [The Friendship Chain](#) (week 2 of Empathy) from CharacterStrong. Students will watch a video and discuss it. Then, they will create a list of friendship skills. Students will create a paper chain of qualities they have seen exhibited by the class and add to it throughout the month.
- **Another way to do this...**is by teaching the “Grow” segment of [Red, Yellow, Green Light](#) (week 3 of Respect) from CharacterStrong. Students will decide which scenarios are Red Light (bad signs), Yellow Light (warning signs), and Green Light (good signs) in a friendship.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2:

Teaching Point: Today I want to teach you...how to cooperate in a way that helps others achieve a common goal.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE1B Identify personal roles in the school.

Detailed Description/Instructions:

- **One way to do this...**is by teaching the “Grow” segment of [The Ant and the Dove](#) (week 3 of Cooperation) from CharacterStrong. Students will read and discuss [The Ant and the Dove](#) then help each other to create a Cooperative art project.

Bloom’s Levels: Understand

Webb’s DOK: 1

Topic 2: Bullying

Engaging Experience 1:

Teaching Point: Today I want to teach you... to identify how words and actions affect others in a positive or negative way.

Suggested Length of Time: 1 lesson

Standards Addressed

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

Detailed Description/Instructions:

- **One way to do this...**is by teaching the “Grow” segment of [Wrinkled Heart](#) (week 3 of Cooperation) from CharacterStrong. Students will see how words and actions affect others through a whole group activity using paper hearts.

Bloom’s Levels: Understand

Webb’s DOK: 1

- **Another way to do this...** is by teaching 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 [Howard B Wigglebottom Learns About Bullies](#) by Howard Binkow.

Bloom’s Levels: Apply

Webb’s DOK: 4

Engaging Experience 2:

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

Suggested Length of Time: 1 lesson

Standards Addressed

- **Priority:** SE3A Identify steps of problem solving and decision making for personal safety.
- **Priority:** SE2C Express feelings effectively, both verbally and non-verbally.

Detailed Description/Instructions:

- **One way to do this...**School counselor may 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

Topic 3: Respecting Differences

Engaging Experience 1:

Teaching Point: Today I want to teach... to recognize the importance of individuality and how we come together to make a connected group.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE2B Identify similarities and differences among students within the school community.

Detailed Description/Instructions:

- **One way to do this...** is by teaching the “Grow” segment of [Classroom Puzzle](#) (week 2 of Respect) from CharacterStrong. Students will read and discuss [The Ant and the Dove](#) then help each other to create a Cooperative art project.

Bloom's Levels: Recall

Webb's DOK: 1

Engaging Experience 2:

Teaching Point: Today I want to teach... how to identify similarities and differences among students within the school community.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE2B Identify similarities and differences among students within the school community.

Detailed Description/Instructions:

- **One way to do this...** Discussing one of the following books: [Hair Love](#) by Mathew A. Cherry (Disney Short video version of this book available on YouTube), [It's Okay to be Different](#) by Todd Parr, [The Crayon Box that Talked](#) by Michael Letzig or [Elmer](#) by David McKee. 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. Explain that 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. Students and counselors can share and discuss the racial identity that they believe they fall within.

Bloom's Levels: Understand
Webb's DOK: 2

Engaging Experience 3:

Title: Same and Different Families

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

- SE2B Identify similarities and differences among students within the school community.
- SE2C Express feelings effectively, both verbally and non-verbally.
- SE1C Recognizing personal character traits.

Detailed Description/Instructions: School counselor will identify that all families are unique and different and that all families are welcomed into the school. Counselor will read The Family Book by Todd Parr. 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

Unit 3: Personal Safety

Grade: 1st Grade

Subject: Counseling

Name of Unit: Personal Safety

Length of Unit: 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... ways to stay safe and the Always Ask First Rule.

Suggested Length of Time: 1 lesson

Standards Addressed

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

Detailed Description/Instructions:

- **One way to do this...** Counselor will begin the lesson by displaying the Never-Never Rule poster and discussing each of the rules/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* in Lesson 2 while displaying the story's picture. End lesson with *skill practice*.

Resources Needed: Second Step’s Child Protection Unit, Grade 1, Lesson 1 & 2

Bloom’s Levels: Understand

Webb’s DOK: 1

Topic 2: Safe and Unsafe Touch

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 Identify personal safety strategies

Detailed Description/Instructions:

- **One way to do this...** Counselor will begin the lesson by reviewing the “Always Ask First Rule” displaying poster and following the *review* discussion in Lesson 3. Introduce different kinds of touching through by displaying photo 3 to students. Complete the *story and discussion* with class. Engage students in *skill practice* and *wrap-up* by practicing concepts discussed in the lesson.

Resources Needed: Second Step’s Child Protection Unit, Grade 1, Lesson 3

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Bloom's Levels: Understand
Webb's DOK: 2

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:

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

Detailed Description/Instructions:

- **One way to do this...**Counselor will begin by reviewing safe, unsafe, unwanted touches, and the Ways to Stay Safe (follow the *review* section in the lesson). Communicate to students that today they will learn an important rule about touching private body parts. Use Photo A (in the *introduction* section) to aid in discussing private body parts and the Touching Rule. Give students time to think of examples of who might need to touch their private body parts using Photo B. 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.

Resources Needed: Second Step Child Protection Unit Lesson 4, Touching Rule Card

Bloom's Levels: Apply

Webb's DOK: 1

Topic 4: Substance Education

Engaging Experience 1:

Teaching Point: Today I want to teach you... to remember to Stop and Ask First before touching or smelling anything that your safe adult didn't give to you.

Suggested Length of Time: 1 lesson

Standards Addressed

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

Detailed Description/Instructions:

- **One way to do this...**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