



Park Hill School District

Building Successful Futures • Each Student • Every Day

Fifth Grade Counseling Curriculum

Scope and Sequence:

Timeframe:	Unit:	Instructional Topics:
3-4 Lessons	Self Awareness	<ol style="list-style-type: none">1. Time Management2. Positive Self-Concept3. Managing Emotions
4-6 Lessons	Social Awareness	<ol style="list-style-type: none">1. Respect & Compromise2. Bullying3. Respecting Differences4. Conflict Resolution5. A-C-T
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: 5th Grade

Subject: Counseling

Name of Unit: Self-Awareness

Length of Unit: 3-4 Lessons

Overview of Unit: Students will develop the ability to identify the physiological aspects of strong emotions. They will evaluate which coping strategies work best to help them manage strong emotions. Students will implement those strategies in order to resolve conflicts and cope with life events.

Topic 1: Time Management

Engaging Experience 1:

Teaching Point: Today I want to teach you...how to develop strategies to balance family, school, and community roles.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE1B Develop strategies to balance family, school, and community roles

Detailed Description/Instructions:

- **One way to do this...**is by teaching the “Grow” segment of [A Matter of Time](#) (week 3 of Responsibility) from CharacterStrong. Students will evaluate the way they spend their time and build time-management skills.
- **Another way to do this...**is by teaching the “Grow” segment of [You Can Count On Me](#) (week 4 of Responsibility) from CharacterStrong. Students will create meaningful TOP Goals and establish accountability partners.

Bloom’s Levels: Create

Webb’s DOK: 4

Topic 2: Positive Self-Concept

Engaging Experience 1:

Teaching Point: Today I want to teach you... to demonstrate the personal characteristics to maintain a positive self-concept.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE1A Demonstrate the personal characteristics to maintain a positive self-concept.

Detailed Description/Instructions:

- **One way to do this...**is by teaching the “Grow” segment of [Leadership Line Up](#) (week 1 of Cooperation) from CharacterStrong. Students will learn to identify the qualities of a good leader and build awareness around their own strengths and areas of growth.

Bloom’s Levels: Identify

Submitted to the Board of Education for First Read 6-22-2023

Webb's DOK: 1

Engaging Experience 2:

Teaching Point: Today I want to teach you... to demonstrate personal characteristics of a contributing member of the school community.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE1C Demonstrate personal characteristics of a contributing member of the school community

Detailed Description/Instructions:

- **One way to do this...**is by teaching the “Grow” segment of [Respect Agreements](#) (week 1 of Respect) from CharacterStrong. Students will create detailed guidelines based on Respect to build a positive classroom environment.

Bloom's Levels: Create

Webb's DOK: 4

Topic 3: Managing Emotions

Engaging Experience 1:

Teaching Point: Today I want to teach you... to evaluate various coping skills for managing life changes or events.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE3C Evaluate various coping skills for managing life changes or events

Detailed Description/Instructions:

- **One way to do this...**is by teaching the “Grow” segment of [Cooking Up Some Calm](#) (week 1 of Gratitude) from CharacterStrong. Students will evaluate tools for stress management by creating a recipe for coping with stress that includes the practice of Gratitude.
- **Another way to do this...**is by teaching the “Grow” segment of [Creating Solutions](#) (week 2 of Creativity) from CharacterStrong. Students will engage in Creative activities of their choice that can help manage stress.

Bloom's Levels: Evaluate

Webb's DOK: 3

Unit 2: Social Awareness

Grade: 5th Grade

Subject: Counseling

Name of Unit: Social Awareness

Length of Unit: 4-5 Lessons

Overview of Unit: Students will develop the ability to show empathy for others and express compassion, and build skills for succeeding in school.

Topic 1: Respect and Compromise

Engaging Experience 1:

Teaching Point: Today I want to teach you... exhibit mutual respect and compromise in relationships.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE2A Exhibit mutual respect and compromise in relationships.

Detailed Description/Instructions:

- **One way to do this...**is by teaching the “Grow” segment of [Our Words Stick](#) (week 3 of Respect) from CharacterStrong. Students will learn how our words can impact others and apply the 3 to 1 rule to outweigh negative words with positive words.
- **Another way to do this...**is by teaching the “Grow” segment of [Respect For Self and Others Online](#) (week 2 of Respect) from CharacterStrong. Students will reflect on how they can show Respect to themselves and others by being a good leader while using social media.

Bloom’s Levels: Identify

Webb’s DOK: 1

Topic 2: Bullying

Engaging Experience 1:

Teaching Point: Today I want to teach you... how to apply your upstanders skills to stand up to bullying.

Suggested Length of Time: 1-2 lessons

Standards Addressed

Priority: SE2A Identify steps of problem solving and decision making for personal safety.

Detailed Description/Instructions:

- **One way to do this...**is by watching the Trevor Romain video “Cliques, Phonies, and Other

Baloney” or “Bullies are a Pain in the Brain.” Then, students will be given scenario cards where they will roleplay how to be an upstander.

Bloom’s Levels: Create

Webb’s DOK: 4

Topic 3: Respecting Differences

Engaging Experience 1:

Title: Respecting Differences

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

- SE1 A Demonstrate the personal characteristics to maintain a positive self-concept
- SE2 A Exhibit mutual respect and compromise in relationships
- SE2 B Demonstrate respect for individuals within diverse groups.

Detailed Description/Instructions:

- **One way to do this...** School counselor will share that today’s lesson is about being comfortable with who we are on the inside. Counselor will read Red: A Crayon’s Story by Michael Hall. Counselor will lead the class in a discussion using the following questions: *What was the major difference between red and the other crayons? How did the other crayons attempt to help red with his dilemma? What were some of the hurtful comments made about red? Did any of these help red? How did red finally become comfortable with himself? How could this lesson apply to students at our school? What are some hurtful words students may use when students are different from the “norm”? What are some actions or words students could use to demonstrate acceptable for those that are different than they appear?* Students will complete Red: A Crayon's Story activity. Students will share their completed project based upon comfort level.

Bloom’s Levels: Demonstrate

Webb’s DOK: 2

Engaging Experience 2:

Teaching Point: Today I want to teach you...demonstrate respect for individuals within diverse groups

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE2B Demonstrate respect for individuals within diverse groups.

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.

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 different.

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: Demonstrate

Webb's DOK: 2

Topic 4: Conflict Resolution

Engaging Experience 1:

Teaching Point: Today I want to teach you...to review and implement strategies to resolve problems and conflicts successfully

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE2B Review and implement strategies to resolve problems and conflicts successfully

Detailed Description/Instructions:

- **One way to do this...**is by teaching the "Grow" segment of [Leading Through Conflict](#) (week 2 of Cooperation) from CharacterStrong. Students will collaborate on leading others through positive resolutions for potential conflicts.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 5: ACT (Acknowledge - Care - Tell)

Engaging Experience 1:

Title: Introduction to ACT (complete in spring)

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

- SE1A Demonstrate the personal characteristics to maintain a positive self-concept.
- SE2C Review and implement strategies to resolve problems and conflicts successfully.
- SE3B Apply personal safety strategies as they relate to violence and harassment
- SE3C Evaluate various coping skills for managing life changes or events.

Detailed Description/Instructions:

- **One way to do this...**Counselor will review the brain and say, “We talked earlier this year about when you have strong feelings your amygdala takes over and sometimes make you want to do and say things that are harmful or unsafe. Today, we are going to talk further on steps you can take to ensure you and your friends make safe choices.” Students will identify a time they were concerned about a friend. Then describe steps they took to deal with that concern, or help that friend (whether it is nothing, cheer them up, or offered to play a game, etc). Students will keep the papers they write on. Counselor will introduce Acknowledge-Care-Tell (ACT) by giving students definitions of each step. Counselor will ask: What does acknowledge mean? How would it sound like to acknowledge someone? What does it mean for someone to care for another person? How do you like to be cared for? How do you care for someone? What does it mean to tell? What is a trusted adult? Who are your trusted adults in your life? Students will learn what to say to a friend when a friend tells them they want to hurt themselves or someone else, what not to say or do, and know the importance of reporting to a trusted adult. Once counselor introduces ACT, students will then go back to their papers and describe what they could have done to help their friend following ACT.

***Resources to teach lesson:** ACT poster, PowerPoint, and scenario template will be found in the “Counselor & Social Worker Resources” Schoology group

Bloom’s Levels: Apply, remember and evaluate

Webb’s DOK: 2, 4

Unit 3: Personal Safety

Grade: 5th Grade

Subject: Counseling

Name of Unit: Self-Awareness

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 Evaluate peer influence on problem-solving and decision-making skills.

Detailed Description/Instructions:

- **One way to do this...**Lesson 2: Always Ask First. Counselor will facilitate a game between students. Counselor will follow the introduction section to facilitate game. Students will practice identifying if provided scenarios are safe and unsafe. If the counselor notices that some students differ in answers, allow those students to explain their reasoning. After the game, show the “Always Ask First Rule.” Proceed with the content to discuss the rule and its importance. Walk through the story and discuss illustrations. Students will use the steps in the “Keeping Yourself Safe” poster and refer to the “Always Ask First Rule” to guide their responses during the illustration discussions. If time permits, allow students to complete one out of the four activity scenarios and practice the “Always Ask First Rule.” If counselors have more time allotted, completing more than one activity is warranted. Follow the wrap up section to review terms introduced in this lesson. End lesson with “I’m in Charge” music video. Remind students that they are in charge of themselves to stay safe, they have the power to speak up, and to always report situations to a trusted adult if something is wrong.

Bloom’s Levels: Evaluate

Webb’s DOK: 3

Topic 2: Safe and Unsafe Touches

Engaging Experience 1:

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

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE3B Apply personal safety strategies as they relate to violence and harassment.

Detailed Description/Instructions:

- **One way to do this...** Counselor will review the “Always Ask First Rule” with the class. As an introduction, the counselor will utilize the following questions to facilitate a discussion on unsafe/unwanted touches: 1) What is an unsafe touch? 2) What is an example of a safe touch you may not want? 3) How can you recognize when a touch is unwanted? 4) What is the difference between an unsafe and unwanted touch? Questions can be found on page 37. Counselor will call on multiple students to share their answers. Move forward with the story, discussion illustrations and questions. Students will be prompted to listen to the story and how the character decides what touches are okay and not okay for him. Counselor will walk through the story and facilitate discussion. Allow students to complete the activity with their partners. Students will identify unsafe/unwanted touches in scenarios the counselor reads. Follow the wrap up section to review concepts introduced in this lesson. End lesson with “I’m in Charge” music video. Remind students that they are in charge of themselves to stay safe, their body belongs to them, and they have the power to refuse any unwanted touch, even if it is safe in an assertive voice.

Bloom’s Levels: Identify

Webb’s DOK: 1

Topic 3: The Touching Rule

Engaging Experience 1:

Teaching Point: Today I want to teach you...the private body parts rule.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

- SE 3A Apply effective problem-solving decision making, and refusal skills to make safe and healthy choices.
- SE 3B Describe different types of violence and harassment and identify strategies for intervention.

Detailed Description/Instructions:

- **One way to do this...**Counselor will review unsafe/unwanted touches. Counselor will introduce “The Private Body Parts Rule.” Follow the introduction section on page 45. Emphasize to students the importance of reporting to a trusted adult if someone breaks the Private Body Parts Rule. After introducing the Private Body Parts Rule, the counselor will use Lesson 5: Practicing the Ways to Stay Safe introduction section to teach steps on what to do if someone breaks the Private Body Parts Rule. The counselor will read scenarios on page 53, under the introduction section, to engage students in practicing how to recognize when the Private Body Parts Rule is being broken by using components of the rule. Have the Private Body Parts Rule posted in the classroom for students to refer to during the introduction activity. Once the activity is completed, the counselor will move forward with the story, discussion illustrations and questions (pgs. 45-47). Students will be prompted to listen to the story and recognize how remembering the Private Body Parts Rule can help keep them safe by seeing how the character uses the rule. The counselor will walk through the story and facilitate discussion. Students will utilize the always ask first rule, private body parts rule, and ways to stay safe poster to answer questions during the discussion. If time permits, as a class, students will practice recognizing and reporting when someone has broken the Private Body Parts Rule during the activity (pg.47). There are three scenarios. Counselors can allow students to practice all scenarios if time allows or choose the scenario they believe fits their building’s needs. Follow the wrap up section on pg. 48 to review concepts introduced in this lesson. End lesson with “I’m in Charge” music video. Remind students that their body belongs to them, their private body parts are private, if someone breaks the Private Body Parts Rule it is wrong, not their fault, and they should always report to a trusted adult.

Bloom’s Levels: Understand

Webb’s DOK: 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: SE3C- Evaluate various coping skills for managing life changes or events.

Detailed Description/Instructions:

- **One way to do this...**Provide students with the definition of drug, alcohol, tobacco, medicines, and household poisons. Explain how these dangerous substances affect the circulatory, respiratory and nervous systems. Explain that prescription medications should ONLY come from doctors and pharmacies, and that they are ONLY meant to be taken by the person that is prescribed the medicine. Explain that all medications, including over-the-counter, have directions, dosage, etc. to help the person taking them use them safely. 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. Discuss different ways to say no to someone that is offering them dangerous substances, and explain to students that when someone offers them unsafe substances they should tell a safe adult right away. Explain to students that they should tell a safe adult if they see a weapon. Explain to students that people use dangerous substances instead of calming down, exercising, and/or choosing healthy foods, and discuss better, healthier alternatives ways to do those things. Discuss different ways to stay safe when kids are home alone and/or walking/playing alone. Explain to students that 911 is our way of contacting Emergency Medical Services and Police/Fire, and discuss different ways to contact 911 if there is an emergency. Discuss different situations that would constitute an emergency (violence and/or safety of self and others). Discuss the contents and uses of a first aid kit.

Bloom's Levels: Understand

Webb's DOK: 4