



Park Hill School District

Building Successful Futures • Each Student • Every Day

Kindergarten Counseling Curriculum

Scope and Sequence:

Timeframe:	Unit:	Instructional Topics:
2-5 Lessons	Self Awareness	<ol style="list-style-type: none">1. Identifying Emotions2. Managing Emotions
4-5 Lessons	Social Awareness	<ol style="list-style-type: none">1. Empathetic Listening2. 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: Self Awareness

Grade: Kindergarten

Subject: Counseling

Name of Unit: Self-Awareness

Length of Unit: 2-5 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... to identify different feelings.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE1A Identify basic feelings.

Detailed Description/Instructions:

- **One way to do this...** is by teaching the “Grow” segment of [Sad & Glad](#) (week 3 of Honesty) from CharacterStrong. Students will create posters that represent Terra's and Brooks' emotions.
- **Another way to do this...** is by showing 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: Remember

Webb’s DOK: 1

Engaging Experience 2:

Teaching Point: Today I want to teach you... to practice identifying your feelings and emotions with a partner by creatively drawing a picture.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE2C Identify feelings of others

Detailed Description/Instructions:

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- **One way to do this...** is by teaching the “Grow” segment of [Creative Feelings](#) (week 2 of Creativity) from CharacterStrong. Students will practice identifying their feelings and emotions with a partner by Creatively drawing a picture. *Students will also try to identify the feelings of their partner.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 3:

Teaching Point: Today I want to teach you... to identify what emotion you might feel in different situations.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE1C Identify character traits needed for different situations

Detailed Description/Instructions:

- **One way to do this...** by teaching the “Grow” segment of [Moving Emotions](#) (week 1 of Gratitude) from CharacterStrong. Students will identify what emotion they might feel in different situations.

Bloom’s Levels: Analyze

Webb’s DOK: 3

Topic 2: Managing Emotions

Engaging Experience 1:

Teaching Point: Today I want to teach you... to identify emotions you might feel in various scenarios and plan your reactions.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE3C Identify different life changes or events.

Detailed Description/Instructions:

- **One way to do this...** is by teaching the “Grow” segment of [What If?](#) (week 1 of Creativity) from CharacterStrong. Students will identify emotions they might feel in various scenarios and plan their reactions.

Bloom’s Levels: Apply & Analyze

Webb’s DOK: 2 & 3

Unit 2: Social Awareness

Grade: Kindergarten

Subject: Counseling

Name of Unit: Social Awareness

Length of Unit: 4-5 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. They will recognize that we are all different and that those differences should be celebrated.

Topic 1: Empathetic Listening

Engaging Experience 1:

Teaching Point: Today I want to teach you... how to identify and practice the traits of a good Empathetic Listener.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE2A How to be a friend.

Detailed Description/Instructions:

- **One way to do this...** is by teaching the “Grow” segment of [Picture It](#) (week 1 of Empathy) from CharacterStrong. Students will identify and practice the traits of a good Empathetic Listener.
- **Another way to do this...** is by teaching the “Grow” segment of [Kindness Jersey](#) (week 2 of Empathy) from CharacterStrong. Students will discuss what Kindness looks, sounds, and feels like and will create a Kindness jersey that reflects their personal Kindness goals.
- **Another way to do this...** is by teaching the “Grow” segment of [Listening to People’s Feelings](#) (week 3 of Empathy) from CharacterStrong. Students will practice Whole Body Listening to connect with other people’s feelings.

Bloom’s Levels: Understand

Webb’s DOK: 1

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

Detailed Description/Instructions:

- **One way to do this...** 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 3: Respecting Differences

Engaging Experience 1:

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

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE1B How to identify personal roles in the family.

Detailed Description/Instructions:

- **One way to do this...** by identifying that all families are unique and different and that all families are welcomed into the school. Counselor will read Families by Shelley Rotner and Sheila M. Kelley. 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: Analyze

Webb's DOK: 2

Engaging Experience 2:

Teaching Point: Today I want to teach you...identify similarities and differences between self and others.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE2B Identify similarities and differences between self and others.

Detailed Description/Instructions:

- **One way to do this...** Discuss 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.
- **Another way to do this...** is by teaching the "Grow" segment of Differences Among Us (week 4 of Respect) from CharacterStrong. Students will practice showing Respect to those that are different from them.

Bloom's Levels: Apply

Webb's DOK: 4

Unit 3: Personal Safety

Grade: Kindergarten

Subject: Counseling

Name of Unit: Self-Awareness (Emotional Regulation)

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 safe and healthy choices at home and school.

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: Ways to Stay Safe Poster, Never-Never Poster, Second Step Child Protection Unit Lesson 2.

Bloom’s Levels: Apply

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 safe and unsafe situations.

Detailed Description/Instructions:

- **One way to do this...**Counselor will begin lesson by reviewing the “Always Ask First Rule,” displaying poster and following the *review* discussion in Lesson 3. Introduce different kinds of touching through discussion with puppy and snail. Display photo 3 to students and 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 Child Protection Unit Lesson 3, Ways to Stay Safe Poster

Bloom’s Levels: Apply

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 lesson 4). 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. 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...the Stop and Ask First 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...**Identifying 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