



Park Hill School District

Building Successful Futures • Each Student • Every Day

Fourth Grade Counseling Curriculum

Scope and Sequence:

Timeframe:	Unit:	Instructional Topics:
4-6 Lessons	Self Awareness	<ol style="list-style-type: none">1. Positive Self-Talk2. Managing Emotions
3-4 Lessons	Social Awareness	<ol style="list-style-type: none">1. Bullying2. Respecting Differences3. Cooperation4. Conflict Resolution
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: 4th Grade

Subject: Counseling

Name of Unit: Self-Awareness

Length of Unit: 4-6 lessons

Overview of Unit: Students will develop the ability to manage their own strong feelings before the feelings escalate and result in a negative consequence.

Topic 1: Positive Self-Talk

Engaging Experience 1:

Teaching Point: Today I want to teach you... to recognize positive self-talk and communicate personal thoughts and feelings.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE1A Recognize positive self-talk and communicate personal thoughts and feelings.

Detailed Description/Instructions:

- **One way to do this...** is by teaching the “Grow” segment of [Talking to Ourselves... About Gratitude](#) (week 1 of Gratitude) from CharacterStrong. Students will receive the name of another student and create a note of Gratitude for them. Next, they will write a note of Gratitude for themselves. These cards will serve as tools for practicing positive self-talk.
- **Another way to do this...** is by teaching the “Grow” segment of [Mirror, Mirror, Flip!](#) (week 3 of Gratitude) from CharacterStrong. Students will work in groups to play Mirror, Mirror, Flip. As a group, they will practice turning negative self-talk to positive or Grateful thinking.
- **Another way to do this...** is by teaching the “Grow” segment of [Reframe It!](#) (week 3 of Honesty) from CharacterStrong. Students will draw a situation that makes them feel worried, then reframe negative thoughts into positive self-talk. They will also generate positive self-talk ideas for their classmates and have a gallery viewing.

Bloom’s Levels: Create

Webb’s DOK: 4

Topic 2: Managing Emotions

Engaging Experience 1:

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

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE3C Utilize coping skills for managing life changes or events.

Detailed Description/Instructions:

- **One way to do this...** is by teaching the “Grow” segment of [Looking Back to Look Ahead](#) (week 1 of Creativity) from CharacterStrong. Students will brainstorm memories from their lives and use them to create a collage using paper and crayons or markers. They will then use these memories to help create positive self-talk statements.
- **Another way to do this...** is by teaching the “Grow” segment of [Positive Self-Talk Project](#) (week 2 of Creativity) from CharacterStrong. After watching the Positive Self-Talk video, students will create their own song, poem, picture, or cartoon using positive self-talk. Students will share their project with the class and reflect.
- **Another way to do this...** is by teaching the “Grow” segment of [Creatively Positive](#) (week 3 of Creativity) from CharacterStrong. Students will work with a partner to reframe negative thinking to positive self-talk. Then, they will create a folded fortune-teller to use as a reminder and a tool.
- **Another way to do this...** is by teaching the “Grow” segment of [Timelines](#) (week 4 of Creativity) from CharacterStrong. Students will use Creativity to think about what they want for their future selves. Students will share their project with a partner and then the partners will each add some ideas for some positive self-talk statements they could use as they work toward their goals.

Bloom’s Levels: Evaluate, Create

Webb’s DOK: 3 & 4

Unit 2: Social Awareness

Grade: Fourth

Subject: Counseling

Name of Unit: Self-Awareness

Length of Unit: 3-4 lessons

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

Topic 1: 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 2: Respecting Differences

Engaging Experience 1:

Teaching Point: Today I want to teach you...to recognize and respect diverse groups within the school and community.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE2B Recognize and respect diverse groups within the school and community.

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: Identify

Webb's DOK: 1

Engaging Experience 2:

Title: Identifying and Understanding Self-Concept

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

- SE2 A Demonstrate respect for others' personal opinions and ideas.
- SE2 B Recognize and respect diverse groups within the school and community.
- SE1 A Recognize positive self-talk and communicate personal thoughts and feelings

Detailed Description/Instructions:

- **One way to do this...** School counselor will explain that today's lesson is about the importance of being ourselves and identify that we are all different in some way. Counselor will read, Neither by Airlie Anderson. Counselor will lead a discussion using the following questions: *Why did some animals not fit into the Land of This and That? What are some ways the animals attempted to fit in? Why was the Land of All a welcoming place for the animals? What are some ways students may not feel like they fit in? Why is it important for someone to be themselves? What challenges have you faced when trying to be yourself? Why is it important to be accepting of others who are different?* After discussion, students will draw a picture of themselves. Counselor will encourage students to add details about themselves that make them different.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 3:

Title: Perspectives and Compassion

Suggested Length of Time: 1 class periods

Standards Addressed

Priority:

- SE2 A Demonstrate respect for others' personal opinions and ideas.
- SE2 B Recognize and respect diverse groups within the school and community.
- CD9 A Demonstrate personal and ethical skills needed to work with diverse groups of people.

Detailed Description/Instructions:

- **One way to do this...** Begin with the lesson 6 video picture of the optical illusion and discuss what everyone was able to see- and how that fits in with different perspectives. Did everyone see the same thing? Why or why not? Then begin the story and discussion video for lesson 6. Have a follow-up discussion on why each boy felt very differently about the same experience. As a Brain Break read a list of activities and ask students to "stand up" if it's something they

enjoy and why. (These can be made up)- for example.. I like rainy days.. I like vegetables. Those that don't stand can talk about their perspective and why they feel the way they do. Then move into lesson 9 video- showing compassion. Show the video to students and have them discuss what compassion means and how it was shown in the video. For an "Exit ticket" have students share a time someone showed them compassion.

Bloom's Levels: Demonstrate

Webb's DOK: 2

Topic 3: Cooperation

Engaging Experience 1:

Teaching Point: Today I want to teach you...to identify and practice the skills used to compromise in a variety of situations.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE2C Identify and practice the skills used to compromise in a variety of situations.

Detailed Description/Instructions:

- **One way to do this...** is by teaching the "Grow" segment of [Respect, Lights, Camera, Action!](#) (week 2 of Respect) from CharacterStrong. Students will work together to identify specific behaviors that are mutually agreed upon between student-to-student; student-to-teacher; teacher-to-student; and the environment and equipment of the classroom.
- **Another way to do this...** is by teaching the "Grow" segment of [The Power in Our Differences](#) (week 3 of Respect) from CharacterStrong. During this activity, students will move throughout the room to distinguish their level of like/dislike of certain things. This activity will also help us practice Respect for people who have different opinions than ours.
- **Another way to do this...** is by teaching the "Grow" segment of [A Scenario of Respect](#) (week 4 of Respect) from CharacterStrong. Students will first practice as a class how to "talk it out" when resolving conflict. Then, they will work in groups to role play how they might resolve a variety of conflicts using the Tree of Choices.

Bloom's Levels: Identify, Apply

Webb's DOK: 1 & 2

Topic 4: Conflict Resolution

Engaging Experience 1:

Teaching Point: Today I want to teach you... to cooperate and apply conflict resolution strategies to complete a challenge as a team.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE1C Identify their personal characteristics that contribute to the school community.

Detailed Description/Instructions:

- **One way to do this...**is by teaching the “Grow” segment of [Cooperation Cup Challenge](#) (week 1 of Cooperation) from CharacterStrong. Students will practice using Cooperation to complete a cup-building challenge with a team. Together they will create a tool and use it to move cups into a pyramid formation without actually touching the cups with their hands.
- **Another way to do this...**is by teaching the “Grow” segment of [Cooperative Act It Out](#) (week 2 of Cooperation) from CharacterStrong. Students will practice using Cooperation by creating a role play from a given scenario.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 2:

Teaching Point: Today I want to teach you... to use the 3 steps in The Tree of Choices to resolve conflict.

Suggested Length of Time: 2-3 lessons

Standards Addressed

Priority: SE2A Demonstrate respect for others' personal opinions and ideas.

Detailed Description/Instructions:

- **One way to do this...**is by teaching the “Grow” segment of [Resolving Conflict with the Tree of Choices](#) (week 1 of Empathy) from CharacterStrong. Students will view the Conflict Resolution video. Then, students work in groups to create conflict resolution posters.
- **Another way to do this...**is by teaching the “Grow” segment of [I-Statements](#) (week 3 of Empathy) from CharacterStrong. Students work in small groups to practice using I-Statements together, then reflect on the importance of this tool for resolving conflict and building Empathy.
- **Another way to do this...**is by teaching the “Grow” segment of [Resolving Conflicts in Action](#) (week 4 of Empathy) from CharacterStrong. The game Would You Rather will provide a demonstration of how to “agree to disagree” when using the Tree of Choices.

Bloom's Levels: Recall

Webb's DOK: 2

Engaging Experience 3:

Teaching Point: Today I want to teach you... to work Cooperatively in small groups to create a flag that represents each individual group member and something all group members have in common.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE1B Reflect on personal roles in the community and identify responsibilities as a community member.

Detailed Description/Instructions:

- **One way to do this...**is by teaching the “Grow” segment of [Cooperation Flag](#) (week 3 of Cooperation) from CharacterStrong. Students will practice using Cooperation to create a flag together in small groups that represents each individual group member and something all group members have in common. We will review the Tree of Choices tool as a way to resolve potential conflicts while working Cooperatively.

Bloom's Levels: Create

Webb's DOK: 4

Unit 3: Personal Safety

Grade: Fourth

Subject: Counseling

Name of Unit: Self-Awareness

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... to always ask first

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...**School Counselor will introduce the child protection unit by asking students what the word “safe” means. Begin with Lesson 1: Keeping Yourself Safe “Stay Safe Poster” and discuss the steps students should use to keep themselves safe (refer to poster for steps). Inform students that the steps identified on the poster can help keep them safe in situations that could be unsafe and lots of other people can help keep them safe too. Give students an opportunity to identify trusted adults who can help keep them safe by using think, pair, share. Move to Lesson 2: Always Ask First. As an introduction, students will practice identifying if provided scenarios are safe and unsafe in a game. Utilize the scenarios under the introduction section. 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 on the always ask first rule to facilitate the discussion on the rule. Have a discussion on the rule and its importance. Move forward with the story and discussion illustrations and questions. 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 activities 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. Resources: Child Protection Unit Fourth Grade Lesson 1 & Lesson 2, Ways to Stay Safe Poster

Bloom’s Levels: Apply

Topic 2: Safe and Unsafe Touches

Engaging Experience 1:

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

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...** School 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 her. Counselor will walk through the story and facilitate discussion. As a class, students will brainstorm a common stop signal to communicate with the teacher and peers when they are being touched in a way that is unwanted. Allow students to complete the activity with their partners. Students will identify unsafe/unwanted touches in scenarios the counselor will read. 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, their body belongs to them, and they have the power to refuse any unwanted touch, even if it is safe.

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...** School Counselor will review unsafe/unwanted touches, stop signal, and allow students to show what their classes stop signal is. Counselor will introduce “The Private Body Parts Rule.” Counselors will utilize the following questions to facilitate a discussion on The Private Body Parts Rule: 1) Is it okay for other people to ask to see or touch your private body parts? 2) Why might a doctor or nurse ask to see your private body parts? Counselor will call on multiple students to share their answers. After introducing the Private Body Parts Rule, counselor will practice recognizing when the Private Body Parts Rule is being broken with the class. Follow the introduction section to ensure students understand the following concepts: 1. Reporting if someone breaks the Private Body Parts Rule even if someone says it is a secret (never keep secrets about someone breaking the rule). 2. It is never your fault if someone else breaks the Private Body Parts Rule. 3. Continue to report to a trusted adult when someone breaks the Private Body Parts Rule until an adult believes you. After discussing concepts students should use when someone breaks the rule, counselor will move forward with the story, discussion illustrations and questions. 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. 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. 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 to review terms 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: Apply

Webb’s DOK: 2

Topic 4: Substance Education

Engaging Experience 1:

Title: Recognizing Safe and Unsafe Substances and Prevention

Suggested Length of Time: 1 class period

Standards Addressed

Priority: SE3B- Describe different types of violence and harassment, and identify strategies for intervention.

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: 3

Engaging Experience 2:

Teaching Point: Today I want to teach you...how to be safe and in charge in different situations.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

- SE3A Evaluate peer influence on problem- solving and decision-making skills
- SE3B Apply personal safety strategies as they relate to violence and harassment.

Detailed Description/Instructions:

- **One way to do this...**School Counselor will show the "I'm In Charge" video to students and facilitate discussion, possibly using the booklet or handouts

Bloom's Levels: Apply

Webb's DOK: 4