



Park Hill School District

Building Successful Futures • Each Student • Every Day

Third Grade Counseling Curriculum

Scope and Sequence:

Timeframe:	Unit:	Instructional Topics:
3-4 Lessons	Self Awareness	<ol style="list-style-type: none">1. Goal Setting2. Flexible Thinking3. Managing Emotions
4-6 Lessons	Social Awareness	<ol style="list-style-type: none">1. Empathy & Kindness2. Bullying3. Respecting Differences4. 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: Third

Subject: Counseling

Name of Unit: Self-Awareness

Length of Unit: 3-4 Lessons

Overview of Unit: Students will build foundational skills necessary for learning by demonstrating rules for listening, focusing attention, using self-talk, and being assertive. The students will develop the ability to manage their own strong feelings before the feelings escalate and result in a negative consequence.

Topic 1: Goal Setting

Engaging Experience 1:

Teaching Point: Today I want to teach you... to practice Perseverance by breaking down goals and action items.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE1A Identify positive characteristics and areas for personal growth.

Detailed Description/Instructions:

- **One way to do this...**is by teaching the “Grow” segment of [Personal Best](#) (week 1 of Perseverance) from CharacterStrong. Students will interact with each other to explore ideas and concepts and then develop their own interpretations of Perseverance in order to establish action items for their goals. Students will then work independently to identify their own long term goals and action items.
- **Another way to do this...**is by teaching the “Grow” segment of [Grouping Game](#) (week 2 of Perseverance) from CharacterStrong. Students will be presented with different tasks to complete without talking to others. Students will be challenged to come up with Creative ways to group themselves using non-verbal communication.

Bloom’s Levels: Apply & Analyze

Webb’s DOK: 2 & 3

Topic 2: Flexible Thinking

Engaging Experience 1:

Teaching Point: Today I want to teach you... to integrate Perseverance with flexible thinking to adapt to new challenges in a game.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE1C Identify the personal characteristics needed to contribute to the classroom.

Detailed Description/Instructions:

- **One way to do this...**is by teaching the “Grow” segment of [Toss Across](#) (week 4 of Perseverance) from CharacterStrong. Students will review Perseverance and talk about embracing mistakes and then participate in a challenge activity of memory and coordination.

Bloom’s Levels: Analyze

Webb’s DOK: 3

Topic 3: Managing Emotions

Engaging Experience 1:

Teaching Point: Today I want to teach you... to find reasons for Gratitude in disappointing situations.

Suggested Length of Time: 2-3 lessons

Standards Addressed

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

Detailed Description/Instructions:

- **One way to do this...**is by teaching the “Grow” segment of [Moving the Scale to Gratitude](#) (week 2 of Gratitude) from CharacterStrong. Students will visualize a scale that becomes unbalanced with disappointment and becomes rebalanced with Gratitude. With a partner, students will identify a disappointment and brainstorm ways to feel Gratitude in that situation. They will share their work with another partner pair to gain additional feedback and ideas.
- **Another way to do this...**is by teaching the “Grow” segment of [What's In My Control](#) (week 3 of Gratitude) from CharacterStrong. Students will discuss what it means to advocate for themselves when they feel strong emotions. In groups, students will work to write or draw what is in their control and outside of their control when it comes to managing big emotions. As a group, they will discuss how they can advocate for help when emotions feel out of control.
- **Another way to do this...**is by teaching the “Grow” segment of [Gratitude Scavenger Hunt](#) (week 4 of Gratitude) from CharacterStrong. Students will discuss Gratitude and what it means to them. Each student will create a poster using I-statements to show what they are Grateful for in response to scavenger hunt prompts. Students will share their work and discuss their responses with a partner. Then, they will discuss what Emotion Advocacy looks like in relation to some of the scavenger hunt prompts.

Bloom's Levels: Develop

Webb's DOK: 4

Unit 2: Social Awareness

Grade: Third

Subject: Counseling

Name of Unit: Self-Awareness

Length of Unit: 4-6 Lessons

Overview of Unit: Students will develop the ability to have empathy and show compassion for others. They will identify and understand their own feelings and the feelings of others. They will take others' perspectives, show compassion, and develop friendship skills to get along better with others.

Topic 1: Empathy & Kindness

Engaging Experience 1:

Teaching Point: Today I want to teach you... to practice understanding and connecting with other people's feelings.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE2A Identify the interpersonal skills necessary to build quality relationships.

Detailed Description/Instructions:

- **One way to do this...**is by teaching the “Grow” segment of [Read the Cues](#) (week 1 of Empathy) from CharacterStrong. Students will create an emotion elements chart and identify cues for various emotions.
- **Another way to do this...**is by teaching the “Grow” segment of [The Other Side](#) (week 3 of Empathy) from CharacterStrong. Students will explore their own opinions on various topics, then take a gallery walk to learn about and appreciate other people's opinions and perspectives.

Topic 2: Bullying

Engaging Experience 1:

Teaching Point: Today I want to teach you... how to prevent bullying.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

- SE3A Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school.
- SE2 B Recognize and respect the differences between personal culture and other cultures

Detailed Description/Instructions:

- **One way to do this...**School counselor may introduce the concept of bullying (teaching students the 3 characteristics of bullying: Repeated, Intent to Harm, Imbalance of Power. The counselor may use example of the bullying rules adopted by the school as well as expected behaviors for addressing the issue of bullying. This can be done in a class meeting format with discussions being led by the counselor with student input. The students will role play how to assertively stop and report suspected bullying. Students will also be taught the difference between conflict and bullying and how to know the difference.

Bloom's Levels: 3 & 4

Webb's DOK: Analyze & Develop

Topic 3: Respecting Differences

Engaging Experience 1:

Teaching Point: Today I want to teach you...different ways to show kindness around the school

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE1B Reflect on personal roles at home and at school and identify responsibilities.

Detailed Description/Instructions:

- **One way to do this...**is by teaching the “Grow” segment of [A Map of Kindness](#) (week 2 of Empathy) from CharacterStrong. Students will work as a group to identify specific places at school where Kindness is needed. They will challenge each other to complete acts of Kindness around the school, then make time to share their experiences.

Engaging Experience 2:

Title: Be Who You Are

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

- SE1 A Identify positive characteristics and areas for personal growth.
- SE2 B Recognize and respect the differences between personal culture and other cultures
- SE2 A Identify the interpersonal skills necessary to build quality relationships

Detailed Description/Instructions: 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 Be Who You Are by Todd Parr. Counselor will start off by reading author's note at the beginning of the book before reading the rest of the book.

Guided Questions

1. How did Todd try to fit in?
2. Why do students feel it's important to fit in?
3. What are some ways students may try to fit in?
4. Why is it important for someone to be themselves?
5. What are some challenges you have faced when trying to be yourself?

After discussion, students will draw a picture of themselves. Counselor will encourage students to use any colors and designs they would like to draw a picture of themselves.

Bloom's Levels: Understand, Apply and Analyze

Webb's DOK: 1, 2, 3

Engaging Experience 3:

Teaching Point: Today I want to teach you...to recognize and respect the differences between personal culture and other cultures.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE2B Recognize and respect the differences between personal culture and other cultures.

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](#): how, 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 Hellybean 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.*

The counselor will provide students with a heart activity sheet to write or draw "their story." Their story will be made up of things that make them who they are (i.e., favorite foods, if they have siblings, what they enjoy doing, favorite color, their race, if they have pets, etc.).

Bloom's Levels: Create

Webb's DOK: 4

Topic 4: Conflict Resolution

Engaging Experience 1:

Teaching Point: Today I want to teach you... to apply what they have learned about Perspective-Taking to conflict resolution strategies in the Tree of Choices.

Suggested Length of Time: 1 lesson

Standards Addressed

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

Detailed Description/Instructions:

- **One way to do this...** is by teaching the "Grow" segment of [Climbing the Tree of Choices](#) (week 4 of Empathy) from CharacterStrong. Students will be given a list of prompts. For each prompt, they will walk through the Tree of Choices by identifying the type of problem, naming their emotions, and making a conflict resolution choice. Then, students will practice Perspective-Taking by imagining themselves in various situations.

Bloom's Levels: Apply

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Webb's DOK: 2

Unit 3: Personal Safety

Grade: Third

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... ways to stay safe and the Always Ask First Rule.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: SE3A Apply effective problem solving, decision making, and refusal skills to make safe and healthy life choices at school.

Detailed Description/Instructions:

- **One way to do this...** Counselor will begin by introducing the “Three Ways to Stay Safe” song. Refer to the Never-Never Rules poster. Students stand up when they hear one way to be safe. Next, counselor will introduce the “What If” safety game. 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. 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.

Bloom’s Levels: Understand

Webb’s DOK: 1

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 Identify issues that impact personal safety.

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 scenario, 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 (page 39).

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: SE3B Identify issues that impact personal safety.

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 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.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 4: Substance Education

Engaging Experience 1:

Title: Recognizing Safe and Unsafe Substances and Prevention

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

- SE3B Identify issues that impact personal safety.
- SE3C Identify coping skills for managing life changes or events.

Detailed Description/Instructions:

- **One way to do this...**is to share a Prezi or PowerPoint that provides visuals that focus on each essential question. The school counselor will identify safe/unsafe substances by sorting real-life objects. Provide students with the definition of drug, and share 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 substances ALWAYS ask a safe adult before putting anything in their mouth or touching any substance. Share that medications should only come from safe adults.

Bloom's Levels: Remember & Understand

Webb's DOK: 1

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