School Counseling - K-12 Tier I Lessons

School Counseling Lessons - Grade 4

#	Lesson	Time	Location	Teacher's Role
1	Nurse or Counselor? Knowing who can help.	20-30 minutes	As scheduled with the biome/team	Observe
2	Reporting and Responding to Bullying & Internet Safety	30 minutes	As scheduled with the biome/team	Observe/Assist
3	Career Education & Work (Overcoming Obstacles)	30 minutes	As scheduled with the biome/team	Observe
4	Resiliency - Trusted Adults & Coping Skills	40 minutes	As scheduled with the biome/team	Observe/Assist
5	Academic Success Skills	30 minutes	As scheduled with the biome/team	Observe
6	Career Education & Work (What is a Career Plan)	30 minutes	As scheduled with the biome/team	Observe

RETURN TO MAIN TABLE OF CONTENTS

School Counseling - K-12 Tier I Lessons

Return to Table

Lesson Title:	Nurse or Counselor? Knowing who can help.
Department:	School Counseling
Grade Level:	4
Time:	20-30 min
Location:	As scheduled with the biome/team
Lesson Overview:	Counselors provide a summary of their role in the school as well as the difference between seeing the counselor versus the nurse. Counselors review access to the Google Classroom. Students will share an experience together in order to create positive, respectful, and supportive relationships with students who are similar to and different from them. Students will finish by accessing the google classroom and completing an individual activity.
Primary (District-Level) Resources:	
Discretionary (Non-District) Resources:	Slideshows of activities (Would you rather, step forward if), Books centered around setting goals (example - *Maybe* by Kobi Yamada or *After The Fall* by Dan Santat)

Learning Goals	**Domain** [A] - Academic [C] - Career [SE] - Social-Emotional [SP] - Suicide Prevention	**Standards/Policies**
1. Identify their grade level school counselor 2. Explain differences between seeing school nurse and school counselor 3. Develop positive relationships with students in their class 4. Recognize perspectives of others	**A** **SE** **SP** **C**	<u>CEW Standard:</u> 13.2.3-5 A <u>ASCA Mindset Standard:</u> M.2 M.3 M.5 <u>ASCA Behavior Standards:</u> B.SS 2 B.SS 3 B.LS 5 B.LS 9 <u>Policy:</u>

		Policy 112 - School Counseling and Family Services Policy 819 - Lesson 1, 3, 5, 6 Policy 805 - Training 3, 4

Assessments - Classroom-Based
All assessments are formative and used to inform future lessons. (collected during the session to determine students' levels of understanding). 1. Navigate to their grade level school counselor's Google Classroom and complete an individual activity.

Standards and/or Policies
American School Counseling Association
Policy 112 School Counseling and Family Services
Policy 805 Emergency Preparedness and Response
Policy 819 Suicide Awareness, Prevention and Response

Return to Table

School Counseling - K-12 Tier I Lessons

Lesson Title:	Reporting and Responding to Bullying
Department:	School Counseling
Grade Level:	4
Time:	30 min
Location:	As scheduled with the biome/team
Lesson Overview:	Counselor reviews vocabulary terms: bullying, anti-bullying, cyber bullying, upstander, bystander, empathy, respect, inclusivity, and reporting. Class reads a picture book, and engages in a video or experience focused on a relevant topic connected to bullying. Students learn how to respond and/or report. Counselor extends an invitation to practice their positive skills during an upcoming whole-school event, Mix It Up at Lunch.
Primary (District-Level) Resources:	
Discretionary (Non-District) Resources:	Mix It Up at Lunch, Stopbullying.gov, Team Building Activities, picture books related to bully-prevention/empathy (e.g.,: *Stand in My Shoes, The Power of One, The Invisible Boy*, etc), and/or bully prevention/empathy videos (e.g., Kindness 101 with Steve Hartmann, Rocket Kids, etc).Common Sense Media

Learning Goals	**Domain** [A] - Academic [C] - Career [SE] - Social-Emotional [SP] - Suicide Prevention	**Standards/Policies**
1. Define vocabulary terms related to bullying, cyber bullying, acceptance, and reporting. 2. Apply reporting skills for in-person and cyber bullying behavior. 3. Identify the need for students to have a sense of acceptance, respect, support, and inclusion. 4. Experience a positive attitude toward work and learning.	**SE** **C** **A** **SP**	PA CEW Standards 13.2.3-5 C. ASCA Mindset Standards M.2 M.3 ASCA Behavior Standards B.LS.5 B.SS.2 B.SS.7 B.SS.9 Policy:

		Policy 112 - School Counseling and Family Services Policy 819 - Lesson 1, 3, 5, 6 Policy 805 - Training 3, 4

Assessments - Classroom-Based
All assessments are formative and used to inform future lessons. (collected during the session to determine students' levels of understanding). 1. Students demonstrate understanding of the vocabulary terms discussed. 2. Students apply upstander skills to scenarios and/or the school environment. 3. Students will identify ways to show kindness and prevent bullying behaviors.

Standards and/or Policies
American School Counseling Association
PA CEW Standards
Policy 112 School Counseling and Family Services
Policy 805 Emergency Preparedness and Response
Policy 819 Suicide Awareness, Prevention and Response

Return to Table

School Counseling - K-12 Tier I Lessons

Lesson Title:	Career Education & Work (Overcoming Obstacles)
Department:	School Counseling
Grade Level:	4
Time:	30 min
Location:	As scheduled with the biome/team
Lesson Overview:	Counselor introduces the concept of overcoming obstacles and uses the Smart Futures lesson to connect overcoming obstacles to career choices.
Primary (District-Level) Resources:	Smart Futures
Discretionary (Non-District) Resources:	Slides highlighting the vocabulary in the lesson and how to navigate the Smart Futures platform

Learning Goals	**Domain** [A] - Academic [C] - Career [SE] - Social-Emotional [SP] - Suicide Prevention	**Standards/Policies**
1. Develop an understanding of how interests and abilities affect career choices 2. Investigate potential career options based on an interest survey 3. Define a career path and identify which path is of greatest interest	**C** **A**	CEW Standards: 13.1.3-5 A ASCA Mindset Standards: M. 4 M. 5 M. 6 ASCA Behavior Standards: B.LS.1 B.LS.4 B.LS.7 Policy Policy 112 - School Counseling and Family Services

Assessments - Classroom-Based
All assessments are formative and used to inform future lessons. (collected during the session to determine students' levels of understanding).

1. Students will reflect on the questions related to overcoming obstacles within Smart Futures.

Standards and/or Policies
PA CEW Standards
American School Counseling Association
Policy 112 School Counseling and Family Services

Return to Table

Lesson Title:	Resiliency - Trusted Adults & Coping Skills
Department:	School Counseling
Grade Level:	4
Time:	40 min
Location:	As scheduled with the biome/team
Lesson Overview:	Counselor creates definition of trust with student assistance. Counselors review what a trusted adult is and students create personal lists of trusted adults in three areas of their lives (home, school and family). Counselors define emotional health. Students create a class list of comfortable and uncomfortable feelings (ex happy vs. sad). Counselors define

	coping skills and review some examples with students (deep breaths, exercise, listening to music, talking to someone, and hobbies such as drawing, reading, etc). Students select coping strategies they feel would be effective for them.
Primary (District-Level) Resources:	
Discretionary (Non-District) Resources:	Google Classroom, Slides with guiding questions for the definition of trust and reasons to seek out an adult.

Learning Goals	**Domain** [A] - Academic [C] - Career [SE] - Social-Emotional [SP] - Suicide Prevention	**Standards/Policies**
1. Define trust. 2. Identify trusted adults in their life (home, school, community) 3. Define emotional health 4. Create a T-chart with difference between comfortable and uncomfortable feelings (happy vs. sad) 5. Define coping strategies 6. Identify coping strategies that are effective for self	**A** **SE** **SP**	ASCA Mindset Standard: M.1 M.3 M.4 M.5 ASCA Behavior Standard: B.LS. 1 B.LS. 2 B.SMS. 6 B.SMS. 7 B.SS. 1 B.SS. 3 B.SS. 8 Policy Policy 112 - School Counseling and Family Services Policy 805 - Training 3, 4 Policy 819 - Lesson 1, 3, 5, 6

Assessments - Classroom-Based
All assessments are formative and used to inform future lessons. (collected during the session to determine students' levels of understanding). 1. Students define trust. 2. Students identify trusted adults in three areas of their life (home, school, and community) 3. Students define coping strategies

4. Students identify three coping strategies that are effective for them.

Standards and/or Policies
American School Counseling Association
Policy 112 School Counseling and Family Services
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Return to Table

Lesson Title:	Academic Success Skills
Department:	School Counseling
Grade Level:	4
Time:	30 min
Location:	As scheduled with the biome/team
Lesson Overview:	Counselor will provide an overview of organization skills and strategies. Counselor will introduce active listening. Students will engage in active listening and organization activities to further develop this skill through methods such as a game, stations, role plays, videos, etc.

School Counseling - K-12 Tier I Lessons

Primary (District-Level) Resources:	
Discretionary (Non-District) Resources:	Mnemonic devices, Counselor Station Web Resources, Books on executive functioning skills i.e. Unstuck and On Target!

Learning Goals	Domain [A] - Academic [C] - Career [SE] - Social-Emotional [SP] - Suicide Prevention	Standards/Policies
1. Students will develop organizational techniques. 2. Students will learn and practice active listening skills.	**A** **C**	CEW Standards 13.3.3-5 D. ASCA Mindset Standards M.4 ASCA Behavior Standards B.LS. 3 Policy Policy 112 - School Counseling and Family Services

Assessments - Classroom-Based
All assessments are formative and used to inform future lessons. (collected during the session to determine students' levels of understanding). 1. Students will complete a post-assessment on identifying organizational skills and active listening skills

Standards and/or Policies
PA CEW Standards
American School Counseling Association
Policy 112 School Counseling and Family Services

Return to Table

Lesson Title:	Career Education & Work (Career Plan)

School Counseling - K-12 Tier I Lessons

Department:	School Counseling
Grade Level:	4
Time:	30 min
Location:	As scheduled with the biome/team
Lesson Overview:	Counselors will introduce the concept of a career plan. Students will discover the six parts of a career plan and how these parts work together to help guide career choices.
Primary (District-Level) Resources:	Smart Futures
Discretionary (Non-District) Resources:	Slide show to introduce the important questions of career planning and guide navigation within Smart Futures.

Learning Goals	**Domain** [A] - Academic [C] - Career [SE] - Social-Emotional [SP] - Suicide Prevention	**Standards/Policies**
1. Define a Career Plan 2. Identify parts of a Career Plan and how to access it in Smart Futures. 3. Identify five aspects of career choices (location, salaries & benefits, schedule, working conditions, and job descriptions).	**A** **C** **SE**	CEW Standards: 13.3.3-5 A. 13.4.3-5 D. ASCA Mindset Standards: M. 1 M. 3 ASCA Behavior Standards: B.LS.1 B.LS. 9 B.SS. 1 B.SS. 8 B.SMS. 8 Policy Policy 112 - School Counseling and Family Services

Assessments - Classroom-Based
All assessments are formative and used to inform future lessons. (collected during the session to determine students' levels of understanding).

School Counseling - K-12 Tier I Lessons

1. Students will reflect on the following questions in Smart Futures: Why is it helpful to begin your career plan now? How might activities like this help you in the future?

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Policy 112 School Counseling and Family Services