

School Counseling - K-12 Tier I Lessons

School Counseling Lessons - Kindergarten

#	Lesson	Time	Location	Teacher's Role
1	Promoting Good Emotional, Physical, and Behavioral Health	30 Minutes	General Education Class	Observe/Assist
2	Internet Safety & Cyberbullying	30 minutes	General Education Class or Library	Observe/Assist
3	Trusted Adults (Resiliency)	30 minutes	General Education Class	Observe/Assist
4	Career Education & Work	30 minutes	Library	Observe/Assist

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Lesson Title:	Promoting Good Emotional, Physical, and Behavioral Health
Department:	School Counseling
Grade Level:	Kindergarten
Time:	30 minutes
Location:	As scheduled with the teacher in General Education
Lesson Overview:	Students define different types of feelings. The class discusses strategies to assist in being ready to learn in the classroom.
Primary (District-Level) Resources:	Zones of Regulation
Discretionary (Non-District) Resources:	Books centered around identifying feelings (for example - <i>The Way I Feel</i> by Janan Cain or <i>Today I Feel Silly</i> by Jamie Lee Curtis)

Learning Goals	Domain [A] - Academic [C] - Career [SE] - Social-Emotional [SP] - Suicide Prevention	Standards/Policies
<ol style="list-style-type: none"> 1. Discuss physical health and safety. 2. Discuss emotional health and safety. 3. Describe the similarities and differences between physical health and emotional health and safety. 4. Identify how different adults help in different ways. 5. List and discuss coping strategies. 	SE, SP, A	<u>ASCA Mindset Standard:</u> M.1 <u>ASCA Behavior Standard:</u> B.LS4 B.SMS2 B.SMS4 B.SMS7 B.SMS10 <u>CEW</u> 13.3.A <u>Policy</u> Policy 112 - School Counseling and Family Services Policy 805 - Training 3, 4 Policy 819 - Lesson 1, 3, 5, 6

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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 are able to name basic feelings.
2. Students identify that self-regulation skills help us when we have big feelings.
3. Students can identify coping skills that can help them when experiencing big feelings.

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](#)

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Lesson Title:	Internet Safety & Cyberbullying
Department:	School Counseling
Grade Level:	Kindergarten
Time:	30 minutes
Location:	Library or as scheduled with the teacher in General Education
Lesson Overview:	Students will receive an overview of ways to be safe on the internet by defining what personal information is and what information can and cannot be shared with others. Students will discuss how to balance screentime with daily activities and ask permission from their trusted adult before accessing the internet.
Primary (District-Level) Resources:	
Discretionary (Non-District) Resources:	Books and Resources centered around internet safety (example- If You Give A Mouse An iphone by Ann Droyd and ABCya: Cyber 5)

Learning Goals	Domain [A] - Academic [C] - Career [SE] - Social-Emotional [SP] - Suicide Prevention	Standards/Policies
<ol style="list-style-type: none"> Understand That Cyberbullying is embarrassing or hurting another person with an online message or posting. Understand the need to tell a parent or the closest adult if anything makes them upset or uncomfortable online. Understand how to be responsible consumers of technology. 	SE, SP, A	<u>ASCA Mindset Standard:</u> M 1. <u>ASCA Behavior Standard:</u> B-LS 1 B-LS 5 B-SMS 1 B-SMS 2 B-SMS 7 B-SMS 9 B-SS 5 B-SS 8 B-SS 9 <u>CEW</u> 13.2.E 13.3. A <u>Policy</u> Policy 112 - School Counseling and Family Services

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		Policy 805 - Training 3, 4 Policy 819 - Lesson 1, 3, 5, 6
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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 be able to identify the amount of time they use a screen.
2. Students will understand we do not share personal information online.
3. Students will understand that they need to talk to an adult before navigating the internet.

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](#)

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Lesson Title:	Trusted Adults (Resiliency)
Department:	School Counseling
Grade Level:	Kindergarten
Time:	30 min
Location:	General Education Class
Lesson Overview:	Students will gain an understanding of the concept of trust and be able to identify trusted adults in their lives at home and school. Students will explore ways to be kind to each other.
Primary (District-Level) Resources:	
Discretionary (Non-District) Resources:	Books centered around kindness (examples- "Kindness Makes Me Stronger" by Elizabeth Cole, "What Does it Mean to be Kind?" by Rana DiOrio)

Learning Goals	Domain [A] - Academic [C] - Career [SE] - Social-Emotional [SP] - Suicide Prevention	Standards/Policies
<ol style="list-style-type: none"> 1. Identify the concept of trust. 2. Identify the adults/people in their lives. 3. Define who is a trusted adult and how to find them. 4. Acquire the knowledge and interpersonal skills to understand and respect self and others. 	SE, SP, C, A	<u>ASCA Mindset Standard:</u> M.2 <u>ASCA Behavior Standard:</u> B-SS 1 B-SS 2 B-SS 3 B-SS 4 B-SS 6 B-SS 10 B-SMS 1 B-SMS 9 <u>CEW:</u> 13.2.E 13.3.A 13.3.B 13.3.C <u>Policy</u>

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		Policy 112 - School Counseling and Family Services Policy 805 - Training 3, 4 Policy 819 - Lesson 1, 3, 5, 6
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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 understand the concept of trust.
2. Students will be able to identify adults in their lives.
3. Students will be able to define who is a trusted adult and how to find them.
4. Students will be able to explore ways to be kind to self and others.

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](#)

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Lesson Title:	Career Education & Work
Department:	School Counseling
Grade Level:	Kindergarten
Time:	30 min
Location:	Library
Lesson Overview:	Students explore various career opportunities available and think about what they want to do when they grow up.
Primary (District-Level) Resources:	
Discretionary (Non-District) Resources:	Books centered around career exploration and job descriptions. (example - Clothesline Clues to Jobs People Do by Kathryn Heling and Deborah Hembrook, Tools At Work by Matthew Johnson)

Learning Goals	Domain [A] - Academic [C] - Career [SE] - Social-Emotional [SP] - Suicide Prevention	Standards/Policies
<ol style="list-style-type: none"> 1. Identify current personal interests. 2. Identify various jobs within the community. 3. Recognize tools and clothes used with specific jobs. 	C	<u>CEW</u> 13.1. A 13.1. D <u>ASCA Mindset Standard:</u> M. 3 M. 4 <u>Policy</u> 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 are able to define activities and areas of personal interest.
2. Students identify different jobs and careers in the community.
3. Students identify the types of tools or clothes used in various professions.

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