EFFECTIVE AND ENGAGING CURRICULUM MAPPING + LESSON PLANNING

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Learning outcomes:

• Create a needs- and data-informed school counseling core curriculum map.

• Incorporate five core components of effective and engaging lesson plans into your instruction.

• Use four different cooperative learning structures to enhance your lessons.
Who is this?

- Michigan State University and Vanderbilt University graduate
- Masters degrees in Human Development Counseling (school and clinical tracks) and Community, Research, & Action
- 7 years as an elementary school counselor
  - PreK-4th, racially, ethnically, religiously, and socio-economically diverse

(learned to)

❤ Curriculum Planning
Curriculum Mapping
Scope and Sequence
“This seems important!” + “Google says…”

R.A.G.S.
Monthly Topics

- Character Traits
  - “In September, we teach about Trustworthiness”

- Themes
  - “And in January we talk about Career Awareness”

- Skills
  - “April is for Stress Management”
More than planting seeds...
The New Vision

• “Must do” lessons

• Grade level themes/units

• Data collection throughout the year to determine efficacy
Must Do Lessons

Kelso’s Choices
(especially Talk it Out)

Classroom Coping Skills/
Calm Down Box Training

Personal Safety/
Sexual Abuse

I will tell if someone tries to touch or see my private parts
Repetition is Our Friend
<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Grade</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Grade</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Grade</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>Howard B. Wigglebottom (school skills)</td>
<td>Conflict and Teamwork</td>
<td>Empathy and Perspective Taking</td>
<td>Conflict Resolution</td>
<td>Positive Communication</td>
</tr>
<tr>
<td>Q2</td>
<td>Feelings</td>
<td>Self-Control</td>
<td>Student Skills/Learning Skills</td>
<td>The Brain</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Q3</td>
<td>Social Skills (kindness + Julia Cook’s Louis)</td>
<td>Growth Mindset</td>
<td>Julia Cook’s RJ Series (Decision Making)</td>
<td>Study Skills</td>
<td>Trudy Ludwig Stories (personal identity and values)</td>
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<tr>
<td>Q4</td>
<td>Friendship and Recess</td>
<td>Mindfulness</td>
<td>Social Skills (communication)</td>
<td>Julia Cook’s Noodle Series (responsibility)</td>
<td>Reputation and Character</td>
</tr>
</tbody>
</table>
CASEL SELect Programs That Use Themed Units

- 4Rs
- PATHS
- Second Step
- MindUP
- The Incredible Years
- Peace Works
- Positive Action
Where do the themes come from?

- Needs assessments
- Trends in teacher referrals
- Trends in self-referrals
- Previous program evaluations
Questions to ask yourself...

• My kinder team always asks for me...

• My first graders tend to struggle...

• My third graders always self-refer for...

• I get a lot of fourth grade parent emails about...
Data Collection

Data doesn't have to be a 4-letter word
Informal

- Counseling referrals (self and teacher)
- Anecdotal reports from staff, faculty, parents, and students
- Counselor observations
- Exit tickets
• Limitations with children self-reporting their own behavior using Likert scales
• Social desirability
• Reference bias
• Most research with these is using 8 and older or more commonly, 4th/5th grade and older
• In the research realm, very few self-report measures are found valid for the under 10 crew
### 3rd Grade Bi-Monthly Assessment

**Teacher:** __________________________

What proportion of students in your homeroom do the following *most of the time*:

1. Correctly identify/understand the size of problems?
   - 25%
   - 50%
   - 80%
   - almost all of them

2. Correctly/identify different types of conflict?
   - 25%
   - 50%
   - 80%
   - almost all of them

3. Act as upstanders (positive bystanders)?
   - 25%
   - 50%
   - 80%
   - almost all of them
1. Must Do Lessons
2. Grade Level Themed Units
3. Data Collection

Questions? Comments?
Lesson Planning Best Practices

Stuff that’s worked for my students... with some research to back it up
Best Practice in Teaching Social and Emotional Skills

- “…active learning techniques, such as discussions, small-group work, and role plays”*
- “…provide explicit instruction and promote generalization by including opportunities for practicing skills beyond the lesson”*

**S.A.F.E.**:
- Does the program use a connected and coordinated set of activities to achieve their objectives relative to skill development? (Sequenced)
- Does the program use active forms of learning to help youth learn new skills? (Active)
- Does the program have at least one component devoted to developing personal or social skills? (Focused)
- Does the program target specific SEL skills rather than targeting skills or positive development in general terms? (Explicit)


Teaching Practices That Promote Students’ Social-Emotional Competencies

- Cooperative Learning
- Classroom Discussions
- Self-Reflection and Self-Assessment
- Balanced Instruction
  - Active vs. Direct
  - Individual vs. Collaborative
  - “…interact with the content in multiple ways, including games, play, projects, and other types.”
- Competence Building: Modeling, Practicing, Feedback, Coaching

1. Ask yourself: What’s the objective? **NOT** “What is the topic?”

Begin with the **END** in mind.

How do I want the students to be different as a result of my lesson?
EXAMPLES

– Students will identify 3 things friends DO and 3 things friends DO NOT do.

– Students will demonstrate at least one coping skill.

– Students will identify the difference between things in vs. out of their control.

– Students will express 1 example of when they feel mad, sad, and worried.
2. Chunk It

Hook ➔ Teach

Reflect/Assess ➔ Apply/Practice
CASEL SESelect Programs That Use Chunking

- **4Rs**
  - Read, discuss or role play, apply learning by practicing skills

- **Michigan Model for Health**

- **MindUP**
Hook

– Stand Up/Sit Down
– Video Clip
– Visual
– Story
Teach

- PowerPoint

- Story

- Direct Instruction/Modeling
Apply/Practice

- Question Cards
  - We’ll talk about these later!

- Sorting Cards

- Role Play
Reflect/Assess

- Exit ticket
- Post survey
- Short processing activity
3. Skip the worksheet.

- Paper waste/cost
- Significantly different student levels
  - What to do with early finishers?
  - No time to meaningfully differentiate
- Not well aligned to lesson objectives!
  - Rarely will a student have changed attitude, beliefs, or behavior as the result of doing a worksheet.
- Once they’re done… what happens with them?
- Missing out on the opportunity for deeper learning and growth
(UNLESS...)  

1. Exit tickets  

2. When the *process* is inherently valuable  

3. Plan for the product
4. Get Them Working Together

- Sound instructional practice
- Communication skills
- Conflict resolution skills
- Allows for more “challenging” tasks
5. Incorporating Movement

- Rug → Desks → Circle
- Four Corners
- Sorting Cards
- Matching
- Scoot
- Headbandz
- Motions
1. Start with the objective
2. Chunk it
3. Skip the worksheet
4. Get them working together
5. Incorporate movement
Activities

That Work with Tons of Skills and Ideas
Pick a Card!

• Small groups

• Feels like a game

• Turn taking and sharing is structured

*Adapted from Dr. Spencer Kagan’s cooperative learning structures
Pick a Card!

- Use question cards:
  - Discussion Qs
  - Picture and a prompt
  - Multiple choice Qs
  - Task

- Students work in groups of 4 and sit in a square with a job board placed between them.

Ron was making mean jokes about Leah’s mom.

How can you be an upstander?

What do you do?

A. Tell other kids in class they failed.
B. Tell them they might do better next time.
C. Pretend like you didn’t see it.
D. Tell your best friend.

What is the problem? How do they feel?

PICK

FAN

Person A

Pick a card. Read the question out loud.

Person B

Complete the task and write down your answer.

Person C

Discuss your answer with A and B.

Person D

Listen to the discussion, take notes, and share your thoughts.
Pick a Card!

- Students complete their jobs in order:
  - Person A fans the cards out and directs “Pick a card, any card!”
  - Person B picks a card and reads it aloud.
  - Person C answers.
  - Person D responds to Person C’s answer with “I agree because…” or “I disagree because…” or they can add on to Person C’s answer.
  - Put used question card in a discard pile.
- Rotate the jobs board (so everyone has a new job) and continue until all questions have been answered or time is up.
Carousel

- Problems or questions posted around the room
- Students travel around and respond
  - As groups with a signal to rotate
  - Free range

**BONUS:** Students interact with one another’s ideas
Quiz, Quiz, Trade
OR READ, READ, TRADE

• Also uses Q cards
  (usually)

• Lots of movement

• Cover lots of scenarios or questions
Quiz-Quiz-Trade

• Model! How to find a partner/"hand up, pair up", voice volume, turn taking, etc.

• Give each student a card, then prompt them to stand up and find a partner.

• Partners take turns reading their card and answering one another’s cards.

• Trade cards and find new partners!

• Continue for as long as you want (10-15 minutes)
Mix and Mingle

• Similar to QQT but with more structure
• No student reading necessary
• Can incorporate music
Mix and Mingle

- Students “mix” (walk and maybe dance) around the room silently.

- Stop the music or call out “pair up”. Students pair with the closest person (model!).

- Students stand back to back with their partner.

- Read the question/project the prompt. Give students silent think time.

- Say “share” and students face one another and share their ideas.

- Repeat!
bit.ly/ASCALPT
Questions? Comments?
THANK YOU!

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