

Unit #1 Title: What Are Safe And Healthy Choices, And How Do I Keep Myself Safe?	Grade Level: 2
Number of Lessons in Unit: 2	
Time Required for each lesson: 30-40 minutes each	
Best time of year to implement this Unit: anytime	
Lesson Titles:	
Lesson 1: STAR Deputies	
Materials/Special Preparations Required:	
<i>STAR Badge</i> for instructor	
<i>STAR Badge</i> for each student	
<i>STAR Model of Problem Solving</i> worksheet for each student	
Dry erase board, smart board, chart paper, other	
Markers	
Pencils	
Drawing materials	
Scissors	
Lesson 2: STAR Deputies, Unite!	
Materials/Special Preparations Required:	
<i>STAR Model of Problem Solving</i> (one copy per group OR one per student)	
<i>Safety Situations</i> worksheet (cut into strips)	
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.3: Applying personal safety skills and coping strategies.	
Grade Level Expectations (GLEs):	
PS.3.A.02: Practice the steps of problem solving and decisions making for personal safety. (DOK Level - 3)	
PS.3.B.02: Apply personal safety strategies as they relate to different situations. (DOK Level - 4)	
American School Counselor Association (ASCA) National Standard:	
Personal/Social Development	
C: Students will understand safety and survival skills.	

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 7. Evaluate the accuracy of information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students,
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	workers, citizens, and consumers
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	<ol style="list-style-type: none"> 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	<ol style="list-style-type: none"> 2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use)
	Fine Arts	

Unit Essential Questions:

How do our responses affect future events?
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Unit Measurable Learning Objectives:

The student will work within a group to solve one problem from a scenario using the STAR Model.

The student will participate in a group skit demonstrating all four steps of the STAR process appropriately.

Unit Instructional Strategies/Instructional Activities:

- Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
- Indirect (Problem Solving; Reflective Discussion; Concept Formation; Concept Mapping)
- Experiential (Simulations; Role-playing)
- Independent Study
- Interactive Instruction (Discussion; Cooperative Learning; Structured Controversy)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will work in groups and present a skit on how to solve a variety of safety situations. Students will demonstrate how our reactions affect future events.

Brief Summary of Unit:

In lesson one; students will review the STAR model of problem solving and work together to solve safety problems. During lesson two, the students will role-play/perform a skit showing how they would solve safety problems based on a variety of situations.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students will review the STAR method to solving problems.

Students will need basic knowledge of how to work together in groups.