

Unit #2 Title: How does one cope with life-changing events?	Grade Level: 2
Number of Lessons in Unit: 2	Time Required for each lesson: 30 minutes each
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
Lesson 1: Stressed Out Sally	
Materials/Special Preparations Required	
Story- " <i>Stressed Out Sally</i> "-one for each student	
Blank paper	
Pencils	
Markers or highlighters	
Lesson 2: Sally's Super Day	
Materials/Special Preparations Required	
Story- " <i>Sally's Super Day</i> "-one for each student	
Chart paper	
Markers	
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.3: Applying personal safety skills and coping strategies	
Grade Level Expectation (GLE):	
PS.3.C.02: Recognize the effects of life changes or events related to self and others. (DOK Level - 1)	
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 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 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

	<p>4. Evaluate the processes used in recognizing and solving problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>3. Analyze the duties and responsibilities of individuals in societies</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others</p>

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	<p>5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>
Mathematics	
Social Studies	
Science	
X Health/Physical Education	<p>2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)</p> <p>7. Responses to emergency situations</p>
Fine Arts	

Unit Essential Questions:

Why does life change? What if everything always stayed the same?
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Unit Measurable Learning Objectives:

The student will identify at least one problem-solving suggestion for a provided scenario. Using Think-Pair-Share, the student will demonstrate the ability to empathize.

Unit Instructional Strategies/Instructional Activities:

<p><input checked="" type="checkbox"/> Direct (Didactic Questions; Guided and Shared-Reading, Listening, Viewing, Thinking)</p> <p><input checked="" type="checkbox"/> Indirect (Reflective Discussion)</p> <p><input checked="" type="checkbox"/> Experiential (Storytelling)</p> <p><input type="checkbox"/> Independent Study</p> <p><input checked="" type="checkbox"/> Interactive Instruction (Brainstorming; Discussion; Think, Pair, Share)</p>

Unit Summative Assessment (acceptable evidence):

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

Students examine and produce examples of what is—and what is not—in their control.

Students will practice showing empathy when others are facing life-changing events.

Brief Summary of Unit:

In lesson 1, students examine a fictitious story about someone who has had a bad day because of her choices. Students are given the opportunity to see how she can change the outcome of her day by changing her behaviors, choices and what is and is not in her control. During lesson two, students will learn about life-changing events that are out of their control and practice empathizing with others based on those events.

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

Students should exhibit an understanding of responsibility and ability to listen to others.