

Unit #1 Title: What Are Safe And Healthy Choices And How Do I Keep Myself Safe?	Grade Level: 3
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
Lesson 1: Don't Tease Me!	
Materials/Special Preparations Required	
Work with a classroom teacher to create a scenario in which you tease and pester him/her	
Dry erase, SmartBoard or chart paper and markers	
Lesson 2: Can You Erase the Damage?	
Materials/Special Preparations Required	
Large sheet of butcher paper	
Marker	
Sheet of paper for each student	
Tape	
Missouri Comprehensive Guidance Standard and Counseling Big Idea:	
PS.3: Applying personal safety skills and coping strategies.	
Grade Level Expectations (GLEs):	
PS.3.A.03: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school. (DOK Level - 4)	
PS.3.B.03: Identify issues that impact personal safety. (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)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
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 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	Goal 4: Make decisions and act as responsible members of society 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	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
X Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
Fine Arts	

Unit Essential Questions:

Why is respect important?

Unit Measurable Learning Objectives:

The student will contribute an example of at least one hurtful behavior/statement and one reason for a hurtful behavior/statement to group discussion.
The student will identify three “kind” things to say to others that will replace the “mean” things the group brainstorms.

Unit Instructional Strategies/Instructional Activities:

Direct (Compare & Contrast; Guided & Shared-reading, listening, viewing, thinking)
 Indirect (Reflective Discussion)
 Experiential
 Independent Study
 Interactive Instruction (Brainstorming; Discussion)

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 provide kind comments to replace mean comments.

Brief Summary of Unit:

In lesson one, students will learn why people tease and bully others, and ways to appropriately communicate their needs. During lesson two, they will participate in a demonstration of how words cannot be erased once they are said.

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

The students should demonstrate the ability to articulate their feelings.