

Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices. **Grade Level:** 4

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: What are bullying and harassment? Part 1

Materials/special preparations Required:

What is Bullying? Survey
What is Bullying? Note-Taking worksheet
Writing utensils
STAR poster
Student Safety Rules poster
Teacher Notes and Key
Definitions sheet
Scenarios for Group Discussion sheet
Star Model of Problem Solving sheet

Lesson 2: What are bullying and harassment? Part 2

Materials/special preparations Required:

What is Bullying? Survey
What is Bullying? Note-Taking worksheet
Writing utensils
STAR poster
Student Safety Rules poster
Teacher Notes and Key
Definitions sheet
Scenarios for Group Discussion sheet
Star Model of Problem Solving sheet

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):

PS.3.A.04: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations. (DOK Level-4)

PS.3.B.04: Describe different types of violence and harassment, and identify strategies for intervention. (DOK Level-3)

American School Counselor Association (ASCA) National Standard:

Personal/Social

B: Students will make decisions, set goals and take necessary action to achieve goals.

C: Students will understand safety and survival skills.

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 5. Comprehend and evaluate written, visual, and oral presentation and works 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information, questions, and ideas while recognizing the perspectives of others
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 purpose 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
X	<p>Goal 4: Make decisions and act as responsible members of society and others</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions

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

Academic Content Area(s)	Specific Skill(s)
X	<p>Communication Arts</p> <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
	<p>Mathematics</p>
	<p>Social Studies</p>
	<p>Science</p>
X	<p>Health/Physical Education</p> <ol style="list-style-type: none"> 1. Structures of, functions of, and relationship among human body systems. 5. Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use.)
	<p>Fine Arts</p>

Unit Essential Questions:

How do you respect yourself and others?

Unit Measurable Learning Objectives:

<p>The student will answer and review ten true and false questions about bullying.</p> <p>The student will identify the type of bullying in one scenario and develop two solutions for the scenario.</p>
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Unit Instructional Strategies/Instructional Activities:

<input checked="" type="checkbox"/> Direct (Demonstrations; Guided and Shared-reading, listening, viewing, thinking)
<input type="checkbox"/> Indirect
<input checked="" type="checkbox"/> Experiential (Surveys)
<input checked="" type="checkbox"/> Independent Study (Learning Logs; Reports; Research Projects; Assigned Questions)
<input checked="" type="checkbox"/> Interactive Instruction (Discussion; Cooperative Learning; Problem Solving)

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 use the STAR problem solving method to solve a bullying scenario.

Brief Summary of Unit:

Lesson 1 – Students will learn about the four types of bullying and a definition of harassment. They will use the STAR problem solving method to solve real life scenarios.

Lesson 2 – Students will use the STAR problem solving method to solve real life scenarios.

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 and the “Say No” method of dealing with dangers. Students will need basic knowledge of how to work together in groups.