

Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices **Grade Level:** 5

Number of Lessons in Unit: 2

Time Required for each lesson: 45 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Dealing with Peer Influence: What Are Bullying and Harassment?

Materials/special preparations Required:

Definitions handout

STAR poster

Student Safety Rules poster

SMART board, white board, or other electronic media

Markers

Paper and pencil for each student

Lesson 2: How Much Does Smoking Really Cost?

Materials/special preparations Required:

Tobacco Survey activity sheet for each student

The Cost of Habits activity sheet for each student

A completed *The Cost of Habits* sheet using information the counselor looked up in advance

Tobacco fact sheets from National Institute of Drugs and Alcohol (NIDA) or similar website

SMART board, white board, or other electronic device

Markers and writing materials

Tobacco Survey Answer Key

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

PS.3.A.05: Evaluate peer influence on problem-solving and decision-making skills. (DOK Level - 4)

PS.3.B.05: Apply personal safety strategies as they relate to different situations. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Personal/Social

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

C: Personal/Social Development: 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 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of other
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
X	Goal 4: Make decisions and act as responsible members of society and others 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 Communication Arts	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
X Mathematics	1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application if these operations and concepts in the workplace and other situations
X Social Studies	4. Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
Science	
X Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use) 6. Consumer health issues (such as the effects of mass media and technologies on safety and health)
Fine Arts	

Unit Essential Questions:

Why should I show self-respect?

Unit Measurable Learning Objectives:

The student will work cooperatively in small groups to write and present a scenario demonstrating one problem solving skill.
The student will calculate the cost of smoking cigarettes compared to two healthy habits.

Unit Instructional Strategies/Instructional Activities:

- Direct
- Indirect
- Experiential
- Independent Study
- Interactive Instruction

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 present their findings to the whole group through a group reporting method.

Brief Summary of Unit:

Lesson 1: Students will look at peer influences in various situations and use problem-solving strategies to avoid violent situations.

Lesson 2: Students will look at the cost of using cigarettes both on their bank account and their health and then look at what they would rather spend that money on that would be healthy and make them happy.

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. Students need knowledge of the use and abuse of legal/illegal drugs.