

<p>Unit 2 Title: Keeping Myself Safe By Making Safe and Healthy Choices Grade Level: 5</p> <p>Number of Lessons in Unit: 2</p> <p>Time Required for each lesson: 45 minutes each</p> <p>Best time of year to implement this Unit: Anytime</p> <p>Lesson Titles: Lesson 1: Using I-Messages Materials/special preparations Required: <i>I-Message</i> worksheet handout Scenarios cards <i>I-Message</i> sheet displayed on SMART board, white board, or other electronic media</p> <p>Lesson 2: Coping or Copping Out? Materials/special preparations Required: SMART board, white board, or other electronic media <i>Coping vs. Copping Out?</i> Worksheet Writing utensils</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying personal safety skills and coping strategies.</p> <p>Grade Level Expectation (GLE): PS.3.C.05: Evaluate various coping skills for managing life changes or events. (DOK Level - 4)</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development C: Students will understand safety and survival skills.</p>
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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
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 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 experiences in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society

	1. Explain reasoning and identify information used to support decisions
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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
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Unit Essential Questions:

What are safe and healthy choices?

Unit Measurable Learning Objectives:

<p>The student will write at least one I-statement.</p> <p>The student will respond to three scenarios with appropriate coping strategies and solutions.</p>
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Unit Instructional Strategies/Instructional Activities:

<p><input checked="" type="checkbox"/> Direct</p> <p><input checked="" type="checkbox"/> Indirect</p> <p><input checked="" type="checkbox"/> Experiential</p> <p><input type="checkbox"/> Independent Study</p> <p><input checked="" type="checkbox"/> Interactive Instruction</p>
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Unit Summative Assessment (acceptable evidence):

<p>Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</p> <p>Students will present possible I-Messages for various scenarios.</p> <p>Students will participate in groups to identify ways to cope with life changing events and present the results to their peers.</p>

Brief Summary of Unit:

<p>Lesson 1: Students will discuss what makes up an <i>I-Message</i> and then will be presented with scenarios and discuss one or more ways to answer the situation using <i>I-Message</i>. They will also look at passive, aggressive, and assertive behaviors and present <i>I-Message</i> for each situation.</p> <p>Lesson 2: Students will discuss life-changing events and provide coping and coping out choices and consequences. They will discuss the situations, look at alternative strategies to deal with</p>
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them and present the results to class.

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

Students will have a basic understanding of anatomy and body systems.

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