**Unit #1 Title:** Personal Safety Skills and Coping Strategies  
**Grade Level:** 9-12

**Number of Lessons in Unit:** 5 (2-9th grade lessons; 1 lesson each for 10th -12th grades)

**Time Required for each lesson:** 45-50 minutes

**Best time of year to implement this Unit:** Fall and/or Spring Semester

**Lesson Titles:**

- **9th Grade Lesson # 1: Safe and Healthy Life Choices (Part I)**  
  Materials/Special Preparations Required:  
  - Safe & Healthy Choices worksheet  
  - List of local resources (e.g. Rape and Abuse Crisis Center, Alateen, etc.)

- **9th Grade Lesson # 2: Safe and Healthy Choices (Part II)**  
  Materials/Special Preparation Required  
  - Video Presentation or Presenter about making healthy choices  
  - Presentation Review Assessment worksheet

- **10th Grade Lesson 3: Risk Taking Behaviors**  
  Materials/Special Preparations Required  
  - Video Presentation or Presenter about making healthy choices  
  - Presentation Review Assessment worksheet

- **11th Grade Lesson # 4: Fatal Accident**  
  Materials/Special Preparations Required  
  - Docudrama or program provided by community emergency resources (e.g. highway patrol, police, fire department, hospital, etc)  
  - Presentation Review Assessment worksheet  
  - Presenters (e.g. highway patrolman, fireman, policeman, ambulance attendant, etc.)

- **12th Grade Lesson # 5: Community Wellness Fair**  
  Materials/Special Preparations Required  
  - List of community health and safety agencies  
  - Envelopes and school letterhead  
  - Thank-you notes  
  - Tables  
  - Chairs  
  - Sign for each table to represent agency in attendance  
  - Audio-visual equipment, as needed  
  - Flyers announcing Wellness Fair  
  - Hospitality Room with snacks for exhibitors  
  - Newspaper article to promote community involvement  
  - Wellness Fair Assessment worksheet

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Missouri Comprehensive Guidance & Counseling Programs:  
Linking School Success to Life Success

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Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices. (DOK Level - 2)
PS.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior. (DOK Level - 3)
PS.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others. (DOK Level - 4)
PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices. (DOK Level - 4)
PS.3.B.09: Identify and utilize resources available to address personal safety issues. (DOK Level - 2)
PS.3.B.10: Evaluate and review resources that address personal safety issues. (DOK Level - 3)
PS.3.B.11: Demonstrate skills that reinforce a safe environment for all students. (DOK Level - 4)
PS.3.B.12: Advocate for the personal safety of self and others. (DOK Level - 4)
PS.3.C.09: Identify resources to help individuals cope with life changes or events. (DOK Level - 2)
PS.3.C.10: Analyze and refine individual coping skills to manage life-changing events. (DOK Level - 3)
PS.3.C.11: Apply individual coping skills to manage life-changing events. (DOK Level - 3)
PS.3.C.12: Exhibit coping skills to manage life-changing events. (DOK Level - 4)

American School Counselor Association (ASCA) National Standards:
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
X Goal 2: Communicate effectively within and beyond the classroom
X Goal 3: Recognize and solve problems
X Goal 4: Make decisions and act as responsible members of society

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

<table>
<thead>
<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
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<tbody>
<tr>
<td>X Communication Arts</td>
<td>6. Participating in formal and informal presentations and discussions of issues and ideas.</td>
</tr>
<tr>
<td>X Mathematics</td>
<td>3. Data analysis, probability and statistic</td>
</tr>
<tr>
<td>X Social Studies</td>
<td>6. Relationships of the individual and groups to institutions and cultural traditions</td>
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<tr>
<td>X Science</td>
<td>2. Properties and principles of force and motion</td>
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<tr>
<td></td>
<td>3. Characteristics and interactions of living organisms.</td>
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<td>8. Impact of science, technology and human activity on</td>
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resources and the environment.

**X**  |  Health/Physical Education  |  1. Structures of, functions of, and relationships among human body systems.

|  |  3. Diseases and methods for prevention, treatment and control.
|  |  5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use).
|  |  7. Responses to emergency situations.

**Fine Arts**

**Unit Essential Questions:**
How do safe and healthy choices affect our lives?

**Unit Measurable Learning Objectives:**
The student will identify 5 safe and healthy (or unsafe and unhealthy) choices in high school and list at least two factors that influence his/her decision to make healthy (or unhealthy) choices.
The student will view and evaluate a presentation on healthy choices and write three related questions or thoughts he/she would like to explore further.
The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.
The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.
The student will participate in the planning of – and/or involvement in – a wellness fair.

**Unit Instructional Strategies/Instructional Activities:**
- **X** Direct (Lecture; Explicit Teaching; Demonstrations)
- **Indirect**
- **X** Experiential (Simulations)
- **X** Independent Study (Learning Centers)
- **X** Interactive Instruction (Discussion; Interviewing; Conferencing)

**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.
Through simulation, students will demonstrate problem-solving and decision-making skills and advocate for healthy life choices.
Students will demonstrate positive coping skills in managing life events by utilization of community resources.

**Brief Summary of Unit:**
Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her wellbeing, or when a life situation requires a new way of coping.

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

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Problem solving steps, and decision-making and refusal skills.