Unit #1 Title: What are Safe and Healthy Life Choices?  
Grade Level: K

Number of Lessons in Unit: 2

Time Required for each lesson:  30 minutes

Lesson Titles:
Lesson 1: What is Comfortable and Uncomfortable Touch?
   Materials/Special Preparations Required:
   Activity Sheet 1
   Activity Sheet 2
   Activity Sheet 3
   Comfy Touch Song
   Scissors
   Paste
   Crayons
   Assorted stuffed animals or puppets

Lesson 2: What are Safe and Unsafe Drugs/Medicines/Objects?
   Materials/Special Preparations Required:
   Activity Sheet 1
   Activity Sheet 2
   Two paper bags
   A large sheet of paper or bulletin board
   One permanent marker
   Safety pins or tape
   Stapler

Missouri Comprehensive Guidance and Counseling Big Idea:

Grade Level Expectations (GLEs):
PS.3.A.0K: Identify safe and healthy choices at home and school. (DOK Level - 1)
PS.3.B.0K: Identify safe/unsafe situations. (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 |
| Goal 2: | Communicate effectively within and beyond the classroom |
| Goal 3: | Recognize and solve problems |
| Goal 4: | Make decisions and act as responsible members of society |
| 7. | Identify and apply practices that preserve and enhance the safety of self and others. |
This lesson supports the development of skills in the following academic content areas.

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<thead>
<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
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<tbody>
<tr>
<td>X</td>
<td>Communication Arts</td>
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<td>6. Participating in formal and informal presentations and discussions of issues and ideas.</td>
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<td>Mathematics</td>
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<td>Social Studies</td>
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<td>Health/Physical Education</td>
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<td>Fine Arts</td>
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Unit Essential Questions:

Why is safety important?

Unit Measurable Learning Objectives:

The student will identify four comfortable touches and four uncomfortable touches.
The student will correctly sort two safe/healthy or unsafe/unhealthy scenarios into the appropriate place on the display area.

Unit Instructional Strategies/Instructional Activities:

- X Direct (Explicit Teaching; Compare & Contrast; Guided & Shared – reading, listening, viewing, thinking)
- X Indirect (Problem Solving)
- X Experiential (Games)
- Independent Study
- X Interactive Instruction (Brainstorming; Discussion; 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.

Lesson 1: Students will complete an activity page that allows each student to demonstrate his/her ability to identify safe and unsafe touch by cutting and pasting situation cards in either a Safe Comfortable Touch column or an Unsafe Uncomfortable Touch column.

Lesson 2: Students will demonstrate their understanding of safe and unsafe drugs/medicines/objects by sorting cards that have safe/healthy or unsafe/unhealthy statements/scenarios on them (25 items) into a safe paper bag and an unsafe bag. Or students can place them on the correct part of the chart or poster.

Brief Summary of Unit:

This unit introduces the concepts of safe/comfortable and unsafe/uncomfortable touch, safe and unsafe drugs/medicines/objects, and the problem-solving model for staying safe: Say no; Get away; Tell someone you trust. Activities include a cutting and pasting activity that allows students to choose between safe and unsafe touch and a sorting activity that allows students to...
choose between safe and unsafe items and a take home page with the staying safe problem-solving model.

**Student Prior Knowledge:** What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will need to know the meaning of safe and unsafe terminology.