

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 Sheet3	
<i>Comfy Touch</i> 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:	
PS.3: Applying Personal Safety Skills and Coping Strategies.	
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
X	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.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	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:

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:

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