

Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe?	
Lesson Title: STAR Deputies	Lesson 1 of 2
Grade Level: 2	
Length of Lesson: 30-40 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying personal safety skills and coping strategies.	
Grade Level Expectations (GLEs): PS.3.A.02: Practice the steps of problem solving and decisions making for personal safety. PS.3.B.02: Apply personal safety strategies as they relate to different situations.	
American School Counselor Association National (ASCA) Standard: Personal and Social Development C: Students will understand safety and survival skills.	

Materials (include activity sheets and/ or supporting resources)

STAR badge for instructor Copies of worksheet, <i>STAR Model of Problem-Solving</i> , for each student Copies of STAR badge for each student Dry erase board, Smartboard, chart paper, other Markers, pencils, drawing materials, scissors

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 7. Evaluate the accuracy of information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 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 experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health 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	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)
Mathematics	
Social Studies	
Science	
X Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect		Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will work within a group to solve one problem from a scenario using the STAR Model.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will work within a group to solve one problem from a scenario using the STAR Model.

Lesson Preparation

Essential Questions: Why do we have problems?

Engagement (Hook): Walk in with a STAR badge on saying that you are the STAR sheriff on problem solving and you need some STAR deputies to make sure people make safe choices.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Tell students they need to be trained as STAR deputies. Review the <i>STAR Model of Problem Solving</i> worksheet. Use an example such as “What would you do if an older kid told you he would beat you up if you didn’t give him your lunch money?” to practice using the STAR model. 2. “Now, you are going to practice with a group of deputies.” Hand out STAR worksheet. 3. “You are out on the playground and someone gets a cut on his head and is bleeding. What do you do, deputies? Fill in the blanks.” 4. Facilitate a discussion of the playground scenario and methods used to implement the STAR model. 5. “You have gained your STAR deputy badges.” Hand out badge patterns. Allow students to color and cut out their badges. 6. “Next week, we will role-play solving problems. Are there any questions before we move on?” 	<ol style="list-style-type: none"> 1. Students answer questions on the Smartboard (or other visual aid)/worksheet. 2. Students get into small groups and each has a different colored marker and a STAR problem solving worksheet. 3. Each student contributes to answer the questions. 4. Students contribute their answers to the questions. 5. Students color and cut out STAR deputy badges. 6. Students ask appropriate questions.

Teacher Follow-Up Activities

Remind students to use the problem-solving model when they are faced with an unsafe situation.

Counselor reflection notes (completed after the lesson)

STAR Model of Problem Solving



Stop

What is the problem?



Think

What are some choices?

What might happen with these choices?



Act

Decide and take action



Review

How did it work?

Do I need to try again?

STAR Badge

