

Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe?	
Lesson Title: Don't Tease Me!	Lesson 1 of 2
Grade Level: 3	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying personal safety skills and coping strategies.	
Grade Level Expectations (GLEs): PS.3.A.03: Apply effective problem solving, decision-making, and refusal skills to make safe and healthy life choices at school. PS.3.B.03: Identify issues that impact personal safety.	
American School Counselor Association (ASCA) National Standard: Personal and Social Development C: Students will understand safety and survival skills.	

Materials (include activity sheets and/ or supporting resources)

Work with a classroom teacher to create a scenario in which you tease and pester him/her.
Dry erase board, SmartBoard, or chart paper and markers

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

	Goal 1: Gather, analyze and apply information and ideas
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
	Goal 4: Make decisions and act as responsible members of society

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	
X	Social Studies	6. Relationships of the individual and groups to

		institutions and cultural traditions
	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	X	Tolerance
X	Respect		Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will contribute an example of at least one hurtful behavior/statement and one reason for a hurtful behavior/statement to group discussion.

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.
 Students will contribute to group discussion.

Lesson Preparation

Essential Questions: What situations cause students to be, or feel, unsafe? How can I make safe and healthy choices at school?

Engagement (Hook): Based on your plan with the cooperating teacher, enter the classroom and begin teasing them. Get in the teacher’s personal space, and begin teasing and otherwise pestering the teacher.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> When students act surprised, ask, “What is the problem?” Ask students to brainstorm times when they felt unsafe at school (physically or emotionally). Write them down on the board or chart paper. Explain that many times people do things 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students watch, and then try to describe what the problem is. Students should be able to answer questions about what they believe the teacher thought and felt during the skit. Did they appear to feel worried, scared, unsafe, etc. Students brainstorm and offer suggestions. Students listen and discuss why others may
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<p>because they want something (attention, a better seat, to play, to look cool, etc.) but don't always know the best way to handle it. Why do students use these behaviors (those listed from brainstorming)? Write reasons next to the behaviors.</p> <p>4. Ask students if they ever did any of these behaviors and ask for examples. "How did that work for you? Did you get what you wanted?"</p> <p>5. "What are other ways to get what you want?" List student responses on board, SmartBoard or chart paper.</p> <p>6. "Sometimes, no matter how kind you are, you still do not get what you want. How can you handle this?" List student responses. "During the next week, practice positive behaviors that we have talked about today. Watch out for those statements or actions that will hurt the feelings of those around you."</p>	<p>act this way.</p> <p>4. Students provide examples and answer the questions.</p> <p>5. Students contribute ideas such as: "Tell people how you feel." "Ask for what you want." "Wait your turn," etc.</p> <p>6. Students answer counselor questions and offer suggestions. Students agree to practice desired behaviors.</p>
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Teacher Follow-Up Activities

Remind students to use appropriate ways to get what they want.

Counselor reflection notes (completed after the lesson)