

<p>Unit 2 Title: How does one cope with life-changing events?</p> <p>Lesson Title: What to do? What to Do? Part Two Lesson: 2 of 2</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying Personal Safety Skills and Coping Strategies</p> <p>Grade Level Expectation (GLE): PS.3.C.03: Identify coping skills for managing life changes or events.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development C: Students will understand safety and survival skills</p>
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Materials (include activity sheets and/ or supporting resources)

Student notes from Lesson 1, any props necessary for skits, copies of *What to Do Solution Sheet* for each student, pencils

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>5. Comprehend and evaluate written, visual and oral presentations and works</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</p> <p>2. Review and revise communications to improve accuracy and clarity</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p> <p>6. Apply communication techniques to the job search and to the workplace</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>3. Develop and apply strategies based on one's own experience in preventing or solving problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others</p>

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) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
X Health/Physical Education	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	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will answer the question “what I learned” for at least two life-changing event scenarios.

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 perform skits and record ideas for problem solving in various situations.

Lesson Preparation

Essential Questions:

How can people learn how to cope with a life-changing event?

Engagement (Hook): Review story from last session. “What advice would you give to [the character’ name] to make his/her day better?”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Remind students that in the last lesson they were given life-changing situations to practice coping skills and problem solving. “Now it is your turn to show how to cope.”	1. Students will respond to counselor prompts and prepare to demonstrate their coping skill skits to classmates.
2. Hand a solution sheet to each student and	2. Students prepare for activity.

<p>explain they will write down ideas for problem solving and coping in life-changing situations as they watch the skits that are presented.</p> <ol style="list-style-type: none">3. Have each group present skits. Once the group has finished, ask group members what coping skills the skit showed.4. Give each group a power clap after they present. (Count 1, 2, 3 and everybody claps once)5. Discuss with students the notes they made on their solution sheets.	<ol style="list-style-type: none">3. Student groups present skits. Classmates watch, listen, and record responses.4. Students receive power claps.5. Students finish solution sheets and use for discussion.
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Teacher Follow-Up Activities

Give feedback to students on their coping skills when life-changing events occur.

Counselor reflection notes (completed after the lesson)

Name: _____

Date: _____

What to Do Solution Sheet

Situation 1: Missy has been begging her parents for a dog for months. For her birthday, her parents surprised her with a puppy. Now Missy is responsible for the puppy's care.

What did she do?

Situation 2: Jeremiah's mother just had a new baby boy. He's excited about having a new baby in the family, but worries about sharing time with his parents.

What did he do?

Situation 3: Perla's dad just got remarried, and his stepmom does things very differently than her mom does. Perla has already gotten in trouble for not putting her clothes away correctly.

What did she do?

Situation 4: Frankie's brother, Julius, just returned from college for winter break. He feels excited that Julius is home; however, he has to share his little brother's room so that Julius has a place to sleep.

What did he do?

Situation 5: Sunny has been looking forward to playing a game with her best friend at recess. When she gets outside, she finds out that her friend wants to play with a student who just started school today.

What did she do?

Situation 6: When Josh came home from school, he found out that his little brother trashed his room while he was gone. He even broke Josh's favorite toy.

What did he do?
