

<p>Unit 1 Title: Personal Safety Skills and Coping Strategies</p> <p>Lesson Title: Community Wellness Fair Lesson: 5 of 5</p> <p>Grade Level: 12</p> <p>Length of Lesson: 45-50 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying Personal Safety Skills and Coping Strategies</p> <p>Grade Level Expectations (GLEs): PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices. PS.3.B.12: Advocate for the personal safety of self and others. PS.3.C.12: Exhibit coping skills to manage life-changing events.</p> <p>American School Counselor Association (ASCA) National Standards: Personal Social Development C. Students will understand safety and survival skills</p>

Materials (include activity sheets and/ or supporting resources)

<p>List of community health and safety agencies Envelopes and school letterhead Thank-you notes Tables Chairs Sign for each table to represent agency in attendance Audio-visual equipment, as needed Flyers announcing Wellness Fair Hospitality Room with snacks for exhibitors Newspaper article to promote community involvement <i>Presentation Review Assessment</i> worksheet</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	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.
X	Mathematics	3. Data analysis, probability and statistics
X	Social Studies	6. Relationships of the individual and groups to

		institutions and cultural traditions
X	Science	3. Characteristics and interactions of living organisms. 8. Impact of science, technology and human activity on resources and the environment.
X	Health/Physical Education	1. Structures of, functions of, and relationships among human body systems. 3. Diseases and methods for prevention, treatment and control. 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	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will participate in the planning of – or involvement in – a wellness fair.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students will help plan and/or attend a wellness fair.

Lesson Preparation

Essential Questions:
 How do safe and healthy life choices affect our lives?
 How is the knowledge of available resources used to manage life changing events?

Engagement (Hook):
 What is a Wellness Fair?

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Preparation for Wellness Fair: Committees of 12 th grade students and staff will plan a Wellness Fair, including the “why, who, what, where, when” of event.	1. Senior students will work with the counselor(s) to plan a Wellness Fair.

<p>2. Counselor, nurse, and student committees will organize times for classes to participate in Wellness Fair.</p> <p>3. Counselor, nurse, and student publicity committee will write newspaper article, print and distribute flyers announcing Wellness Fair.</p> <p>4. Day of Wellness Fair:</p> <ul style="list-style-type: none"> a. Counselor and student committee will set up tables, chairs, and arrange for parking. b. Counselor will provide student escorts for exhibitors. c. Ensure that presenters are in place and have necessary materials. <p>6. After Wellness Fair:</p> <ul style="list-style-type: none"> 1. Committee cleans up. 2. Committee will write thank-you notes to exhibitors. 	<p>2. Students will work with the counselor to organize times.</p> <p>3. Students will work with the counselor to publicize the Wellness Fair.</p> <p>4. Day of Wellness Fair:</p> <ul style="list-style-type: none"> a. Student committee will set up tables, chairs, and arrange for parking. b. Students escort exhibitors to proper stations. c. All students will attend Wellness Fair and complete <i>Wellness Fair Review Assessment</i> forms. <p>6. After Wellness Fair:</p> <ul style="list-style-type: none"> 1. Students will serve on clean up committee. 2. Students will help write thank-you notes to exhibitors.
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Teacher Follow-Up Activities

Teacher will inform counselor if a student appears to be in need of appropriate resources.
 Discuss Wellness Fair activities

Counselor reflection notes (completed after the lesson)

Health Fair Review Assessment

Exhibits or Speakers that I visited:

- Yes No 1. I can identify risk-taking behavior.
- Yes No 2. I have been involved in a risk-taking behavior.
- Yes No 3. I know where to find resources to assist with personal safety issues.
- Yes No 4. I know how to assist others in finding resources for life changing events.
- Yes No 5. The Wellness Fair was helpful in addressing personal safety.
- Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about ...

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