

Unit # 1 Title: Decisions, Decisions, Decisions!

Grade Level: 6-8

Number of Lessons in Unit: 3

Time Required for each lesson: 50 Minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

6th Grade Lesson # 1: Opportunity Knocks, But It Costs, Too!

Materials/Special Preparations Required:

List of problem-solving steps.

List of decision-making steps.

Two decision-making situations—one to use for class discussion and one to use for students' individual reflection.

Chalkboard and chalk

7th Grade Lesson # 2: Give In or Not to Give In—That Is the Question!

Materials/Special Preparations Required:

Peer Pressure Role-Play Situations Student Handout

8th Grade Lesson # 3: If It's Up to Be, It Is Up to Me

Materials/Special Preparations Required:

Decorated shoe box with slot on top and a removable lid labeled "Pandora's Problem Box".

Blank paper (quartered) to use for students to write problems.

3-ring Binder with display panel

Chalkboard or Whiteboard

Notebook paper.

1 sheet bright paper for binder cover

Missouri Comprehensive Guidance Standard:

PS.3 Applying personal safety skills and coping strategies.

Grade Level Expectation(s):

PS.3.A.06.a.i: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations.

PS.3.A.07.a.i: Utilize effective problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations.

PS.3.A.08.a.i: Recognize peer influence on risk-taking behaviors and consequences.

American School Counselor Association National Standard (ASCA):

Personal/Social development

C: Students will understand safety and survival skills.

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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, 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 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 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 5. Reason inductively from a set of specific facts and deductively from general premises. 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 1. Explain reasoning and identify information used to support decisions. 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 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
Mathematics	
X Social Studies	5. Relationships of the individual and groups to institutions and cultural traditions.
Science	
Health/Physical Education	
Fine Arts	

Unit Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.

The instructor will review reflection pieces and observe students' oral responses with regard to decision-making, problem-solving and refusal skills. The counselor will provide small group follow-up for those students who will benefit from extra attention.

Brief Summary of Unit:

Students will review problem-solving skills learned from elementary grades. They will then utilize decision-making skills applied to problematic social situations. Refusal skills practice will be emphasized at the 7th-grade level and finally, students will look at a variety of problematic situations for which they will brainstorm potential solutions.

Unit Goals:

Students will utilize effective problem-solving, decision-making, and refusal skills to make safe/healthy choice in social situations.

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 steps to solving a problem learned in the elementary grades in order to be successful. These steps will be reviewed along with decision-making steps prior to each lesson.