

<b>Unit # 2 Title:</b> Risky Business!
<b>Lesson Title:</b> Putting on Armor <span style="float: right;"><b>Lesson # 2 of 3</b></span>
<b>Grade Level:</b> 7
<b>Length of Lesson:</b> 50 minutes
<b>Missouri Comprehensive Guidance Standard:</b> PS.3: Applying personal safety skills and coping strategies.
<b>Grade Level Expectation (GLE):</b> PS.3.B.07.a.i: Develop strategies to maintain personal safety.
<b>American School Counselor Association National Standard (ASCA):</b> Personal/Social Development C: Students will understand safety and survival skills.

**Materials (include activity sheets and/ or supporting resources)**

Story “EMS!”
Story “My Friend Shelbi”

**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. Identity problems and define their scope and elements
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:**

	<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson 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.**

Student comprehension will be assessed by counselor observation of oral responses given during discussion.

**Lesson Preparation**

**Essential Questions:** How can we stay safe? Where can I find help to stay safe?

**Engagement (Hook):** The facilitator reads the story “EMS Code Blue!”

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>The instructor reads the story “EMS Code Blue!” and prompts, “What would you do?” Encourage group discussion about what individuals and groups would do in this situation. Instructor then reads “My friend Shelbi,” and again asks students, “What would you do?”</li> <li>Instructor leads discussion to facilitate an understanding of the need to get help for mental and social problems, and shares resources students may use if they or a friend need help. (Give students copy of the district’s referral list).</li> <li>Instructor will assist the students in reviewing strategies to maintain personal safety by facilitating role playing of the following scenarios:   <i>You are at a party and everyone around you is smoking and drinking. A friend offers you a glass of wine. How do you handle the situation?</i>   <i>You are hanging around outside a liquor</i></li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>Students listen to stories and respond with comments or questions.</li> <li>Students discuss seeking physical vs mental health assistance and why society sometimes views them differently.</li> <li>Students act out the roles provided by the instructor.</li> </ol>
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<p><i>store. Your friends dare you to ask someone to buy alcohol for you. What do you do?</i></p> <p>4. Instructor passes out the “bricks.” The bricks are drawn or photocopied onto colored construction paper. Each student uses the knowledge they have gained to determine one skill, tool or person they will use to build a wall separating them from risky behaviors. Examples: “I will use my relationship with my parents as a wall against risky behaviors, or I will use my participation in and dedication to the ethics of sports as a wall against risky behaviors”.</p> <p>5. Instructor asks for volunteers to share why they have chosen the person or thing for their brick.</p>	<p>4. Students fill out the bricks with the one thing they believe is mostly likely to stop them from participating in risky behaviors.</p> <p>5. Students defend their choices as protection from risky behaviors.</p>
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### **Teacher Follow-Up Activities**

Using the students’ bricks, the instructor will construct a bulletin board with the title “Building a Wall Against Risky Behaviors”. Using brightly colored paper, various risky behaviors are posted in the center of the wall. Student bricks are used to build a wall starting at the bottom and covering as much of the risky behaviors as possibly without losing the content. Wall should be placed in a prominent place in the school to be viewed by parents, staff and students.

### **Counselor reflection notes (completed after the lesson)**

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## **EMS Code Blue**

[Counselor dramatizes an event where a student is physically injured] “Oh no! Help, please help! My friend is hurt! Call the paramedics quickly....or a doctor! We must get a medical professional here as soon as possible. She fell in the gym and I think her leg is broken. She also has a contusion on her head and she’s not responding. If we don’t get help soon, she may die!”

What would YOU do?

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## **My Friend Shelbi**

[Counselor dramatizes an event where her friend shared that she was having thoughts of suicide.] “I’m really upset! My friend, Shelbi, came to talk to me yesterday. She’s been really depressed lately. I don’t know why. It seems like she has everything...great looks, a starter on the basketball team, all the kids like her...

Still, she seemed pretty out of it. She said nothing seemed to matter much anymore. She was never really happy...never really sad...everything was sort of nothingness. She said she really didn’t see the purpose of it all.

I didn’t tell anyone, but a couple of weeks ago I noticed something else. Shelbi has been cutting herself! She has all these little marks on her arms and legs. She said she used a razor blade.

I’m afraid if we don’t help her soon, she may commit suicide.

What would YOU do?