

<p>Unit #1 Title: What are Safe and Healthy Life Choices?</p> <p>Lesson Title: What are Safe and Unsafe Drugs/Medicines/Objects? Lesson 2 of 2</p> <p>Grade Level: K</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance Standard: PS.3: Applying Personal Safety Skills and Coping Strategies.</p> <p>Grade Level Expectation (GLE): PS.3.B.0K.a.i: Identify safe/unsafe situations.</p> <p>American School Counselor Association National Standard (ASCA): Personal/Social Development: C: Students will understand safety and survival skills.</p>

Materials (include activity sheets and/ or supporting resources)

<p>Two paper bags. (not included)</p> <p>Activity Sheet 1: Two identifying labels to staple to the paper bags</p> <p>Activity Sheet 2: “Safe/Healthy or Not Safe/Not Healthy” 25 cards (included)</p> <p>Safety pins or tape in order to attach cards to student clothing</p> <p>A large piece of paper to use as a display area for the final card sort (or bulletin board) with the following headings written on the top of two columns “Healthy, Happy, Safe Choices” and “Unhealthy, Unhappy, Unsafe Choices.” (paper and headings not included—use bulletin board paper and markers to write headings.)</p> <p>A stapler</p>
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Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 7 identify and apply practices that preserve and enhance the safety 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	6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Students will demonstrate their understanding of safe and unsafe drugs/medicines/objects by sorting cards that have safe/healthy or unsafe/unhealthy statements/scenarios on them (20 items) into a safe paper bag and an unsafe bag.

Lesson Preparation

Essential Questions: What are safe drugs/medicines/substances/situations? What are unsafe drugs/medicines/substances/situations? How do I keep myself safe and healthy?

Engagement (Hook): Show students two paper bags with the two identifying labels on them. One bag has a picture of a healthy/happy/safe child, and the other bag has a picture of an unhealthy/unhappy/unsafe child. Ask the students what is different about the two pictures?

Procedures

Instructor Procedures:

1. Counselor: “Students, I wonder if you could help me figure out what might be making the child in this picture unhappy, unhealthy or unsafe? (Counselor shows the students the bags with the picture of the hurt child.)

2. Counselor: “I was thinking about what might be making this child unhappy or unhealthy or unsafe and I came up with some guesses. I wrote them on these cards.

The problem is I got them mixed up with the cards that I wrote explaining why the boy in the other picture looks happy, healthy and safe. Can you help me sort them out?”

3. Counselor: “Okay, the first one says (read first card). Which boy do you think would feel this way? Is this a safe/healthy choice or an unsafe/unhealthy choice? (Student volunteer places the card in the correct sack.)

Student Involvement:

1. Students might say: “He looks like he got hurt. Maybe he fell down. He might be being bullied; He might have been touched by a stranger, etc.”

2. Students will most likely respond by saying, “Yes.”

3. Students select the appropriate sack.

<p>4. Counselor proceeds by reading all the cards following the procedure in step 3.</p> <p>5. When all cards have been sorted, Counselor takes the cards out of the two sacks and puts them into one sack and asks each student to reach into the sack without looking and select a card.</p> <p>6. Counselor: “First we decided together how to sort the cards into the sacks and now we will see if each of you can decide for yourself where the card should go. Please stand one at a time and I will read your card so that you can decide which end of the room your card/you should go to and then you can walk to that side of the room and stand there so that we can see your card. One side of the room is for safe/healthy/happy choices and the other side of the room is for unsafe/unhealthy/unhappy choices. If you need help deciding you can ask someone in the class to help you decide.”</p> <p><u>Variation:</u> Use two ropes or strings to create two circles on the floor for two areas to sort students.</p> <p>7. After students have completed the game, the counselor helps students to tape or glue them on the bulletin board or large piece of paper on the wall under either the heading “Healthy, Happy, Safe Choices” or a heading that reads “Unhealthy, Unhappy, Unsafe Choices.”</p> <p>8. Counselor may close the lesson by asking the students to echo the safe/healthy/happy choice cards as he/she reads them.</p>	<p>4. Students continue to select the appropriate sack.</p> <p>5. Students reach into the bag with cards and pulls out a card.</p> <p>6. Students will stand one at a time so that Counselor can read the student’s card. Students will first try to individually decide which side of the room they should walk too in order to sort safe from unsafe cards. If student has difficulty determining the sort, the student may ask a classmate to help. Student will walk to one side of the room or the other depending upon the sort.</p> <p>7. Students place the cards in the appropriate place on the display area.</p> <p>8. Students echo the safe/happy/healthy choice cards.</p>
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Teacher Follow-Up Activities

1. Teacher may choose to repeat the echo activity with the card display.
2. Teacher may choose to read related books.

Counselor reflection notes (completed after the lesson)

Activity Sheet 1 (Unit I, Lesson 2) Directions: Attach labels to two paper bags.

SAFE/HEALTHY



UNSAFE/UNHEALTHY



Activity Sheet 2 (Unit I, Lesson 2) Directions: Read cards and sort them into two bags labeled Safe/Healthy or Unsafe/Unhealthy. Safe cards are marked with an S, and Unsafe with a U.

U 1. Picking up a syringe.	U 2. Eating candy found on the ground.	U 3. Eating pills found in medicine cabinet.	U 4. Taking candy or food from a stranger.	U 5. Drinking from bottles found in the home that are poison.
S 6. Getting a shot by the Doctor.	S 7. Eating candy given by parent or trusted adult.	S 8. Taking pills or medicines given by parent or trusted adult.	S 9. Eating the food that a parent or trusted adult sets on the table.	S 10. Eating candy that my teacher gives me.
U 11. Drinking beer or alcohol.	U 12. Chewing tobacco.	U 13. Sniffing glue or chemicals.	U 14. Running too fast on the pavement.	U 15. Standing too close to another student who is swinging.
S 16. Walking and playing with hands to self.	S 17. Walking slowly and obeying playground rules.	S 18. Wearing your seatbelt while in the car.	S 19. Following teacher directions on safety at school.	S 20. Listening to the teacher when she gives directions.
U 21. Kicking or hitting others.	U 22. Smoking cigarettes.	U 23. Not wearing a seatbelt in the car.	U 24. Standing on the school bus.	U 25. Not listening to the teacher when she gives directions.
S 26.	U 27.	S 28.	U 29.	U 30.

Add your own safe/healthy or unsafe/unhealthy scenarios on numbers 26-30.