

Unit 1 Title: Following Personal Safety Rules	Grade Level: 1
Number of Lessons in Unit: 3	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
Lesson 1: My Feelings	
Materials/Special Preparations Required:	
Feelings Game Cards and <i>Feelings Thermometer</i> worksheets	
SMART Board or chart paper and markers	
Lesson 2: What are Comfortable (good) and Uncomfortable (bad) Feelings?	
Materials/Special Preparations Required:	
<i>Personal Safety Presentation to Students</i>	
2 letters for parents	
Handout for parents	
Safety Rule poster	
Lesson 3: Healthy Touches and Private Touches	
Materials/Special Preparations Required:	
Role-Play Cards	
Safety Rule Poster	
Pictures of a boy and girl in their swimsuits	
Handout of adults students can trust	
<i>Who Are Some Adults You Can Trust</i> Activity Sheet	
Missouri Comprehensive School Counseling Big Idea:	
SE.3: Applying Personal Safety Skills and Coping Strategies.	
Grade Level Expectations (GLEs):	
SE.3.A.01: Identify steps of problem solving and decision making for personal safety. (DOK Level 1)	
SE.3.B.01: Identify personal safety strategies. (DOK Level 1)	
American School Counselor Association (ASCA) Mindsets and Behaviors:	
Social/Emotional Development	

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

<input type="checkbox"/>	Goal 1: Gather, analyze and apply information and ideas
<input type="checkbox"/>	Goal 2: Communicate effectively within and beyond the classroom
<input type="checkbox"/>	2. Review and revise communications to improve accuracy and clarity
<input type="checkbox"/>	3. Exchange information, questions and ideas while recognizing the perspectives of

	others
	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one’s own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 2. Recognize 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	6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	
Science	
Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
Fine Arts	

Unit Essential Questions:

How do you know when you are in danger?

Unit Measurable Learning Objectives:

The student will identify 4 basic feelings everyone has and demonstrate by role playing how one feeling looks.
 The student will identify the 3 problem solving safety rules.
 The student will identify at least 3 adults he/she can trust.
 The student will demonstrate how to use the 3 safety rules for one role play scenario.

Unit Instructional Strategies/Instructional Activities:

Direct (Compare & Contrast; Guided & Shared)
 Indirect
 Experiential (Games; Role Playing)
 Independent Study
 Interactive Instruction (Role Playing; Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will be able to identify the three problem solving safety rules and use them during a role-play.

Brief Summary of Unit:

This unit introduces the concepts of comfortable and uncomfortable feelings and touches. The lessons help students to identify different feelings. The students will learn the three problem solving safety rules for personal safety.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students will have some knowledge of different types of feelings.
Students will have knowledge of the three problem solving safety rules introduced in kindergarten if they participated in the lesson. Rules will be reviewed in this unit.