

Unit #2 Title: How Life-Changing Events Affect My Life	Grade Level: 1
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
Lesson 1: The Changing Times of My Life	
Materials/Special Preparations Required:	
<i>A Year in the Life of a Tree</i> Activity Sheet	
<i>My Timeline: Life Changes Story</i> Activity Sheet	
Puppets	
Lesson 2: The Changing Times of The Future	
Materials/Special Preparations Required:	
<i>Wish Sheet</i> , Activity Sheet	
<i>STAR Problem Solving</i> Chart	
Magic wand and cape	
Markers, crayons, pencil	
Puppet (male or female or both)	
Missouri Comprehensive School Counseling Big Idea:	
SE.3: Applying Personal Safety Skills and Coping Strategies.	
Grade Level Expectation (GLE):	
SE.3.C.01: Recognize the effects of life changes or events related to self. (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)

	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	

Unit Essential Questions:

Why is change important?

Unit Measurable Learning Objectives:

The student will identify six life changes he/she has experienced.
 The student will draw a picture of one life changing event.

Unit Instructional Strategies/Instructional Activities:

- Direct (Demonstrations; Guided & Shared – Reading, Listening, Viewing, Thinking)
- Indirect (Problem Solving; Reflective Discussion)
- Experiential (Focused Imaging)
- Independent Study (Learning Activity Packages)
- Interactive Instruction (Discussion; Problem Solving)

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 share coping strategies for dealing with change in their life.
 1st Lesson - Students will complete a timeline story of their changing events in their life from birth to 1st grade. Students will share timeline stories and talk about how the changes affect their life.
 2nd Lesson – Students will complete a wish for one year into the future activity sheet. This sheet will help students share a change that they anticipate in the next year. Coping strategies are given for each idea.

Brief Summary of Unit:

The students will participate in two lessons. The first lesson will help students to identify life-changing events in their life from birth to first grade. They will share how they handled the changes. The second lesson will share possible life changing events for the students during this next year of their life. Strategies for handling the changes will be discussed. Students will learn how to use the STAR Model for solving problems and coping with life changes.

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

Students need to understand change is going to happen in their lives and that it is important to have coping skills or resources to help them handle change.