

<p>Unit #2 Title: How Does One Cope With Life Changing Events?</p> <p>Grade Level: 3</p> <p>Number of Lessons in Unit: 2</p> <p>Time Required for each lesson: 30 minutes</p> <p>Best time of year to implement this Unit: Anytime</p> <p>Lesson Titles:</p> <p>Lesson 1: What to do? What to do? Part One</p> <p>Materials/Special Preparations Required</p> <p>Children’s book, such as <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> or <i>P.J. Funnybunny and the Very Bad Bunny</i>.</p> <p><i>Life Changing Situations</i> sheet</p> <p>Pencils</p> <p>Chart paper</p> <p>Markers</p> <p>Lesson 2: What to do? What to do? Part Two</p> <p>Materials/Special Preparations Required</p> <p>Student notes from Lesson 1</p> <p>Any props necessary for skits</p> <p><i>What to Do Solution Sheet</i> –one for each student</p> <p>Pencils</p> <p>Missouri Comprehensive School Counseling Big Idea:</p> <p>SE.3: Applying personal safety skills and coping strategies</p> <p>Grade Level Expectation (GLE):</p> <p>SE.3.C.03: Identify coping skills for managing life changes or events. (DOK Level - 1)</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors:</p> <p>Social/Emotional Development</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>5. Comprehend and evaluate written, visual and oral presentations and works</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</p> <p>2. Review and revise communications to improve accuracy and clarity</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p> <p>6. Apply communication techniques to the job search and to the workplace</p>

X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 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 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	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
X Health/Physical Education	<ol style="list-style-type: none"> 2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations
Fine Arts	

Unit Essential Questions:

How can I adapt to change?

Unit Measurable Learning Objectives:

The student will identify at least one emotion associated with a life-changing event.
 The student will work cooperatively to determine at least one coping skill for dealing with a life change scenario.

Unit Instructional Strategies/Instructional Activities:

- Direct (Guided & Shared-reading, listening, viewing, thinking)
- Indirect (Problem Solving; Reflective Discussion)
- Experiential (Simulations; Role-playing)

Independent Study
 Interactive Instruction (Role Playing; Peer Partner Learning; Cooperative Learning; 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 identify at least one emotion associated with life changes. Students will work with group members to demonstrate at least one coping skill utilized in response to one life change scenario.

Brief Summary of Unit:

In small groups, students will work together to determine how to best cope with a life-changing event.

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

Knowing what life-changing events are

How to work in groups