

Unit 2 Title: How does one cope with life-changing events?

Lesson Title: What To Do? What To Do? Part One **Lesson** 1 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive School Counseling Big Idea:
SE.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectation (GLE):
SE.3.C.03: Identify coping skills for managing life changes or events.

American School Counselor Association (ASCA) Mindsets and Behaviors:
Social/Emotional Development

Materials (include activity sheets and/ or supporting resources)

Children’s book, such as *Alexander and the Terrible, Horrible, No Good, Very Bad Day* or *P.J. Funnybunny and the Very Bad Bunny*, *Life Changing Situations* sheet (cut into separate situation strips), pencils, chart paper and markers

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 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	Goal 4: Make decisions and act as responsible members of society 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
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This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	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	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 7. Responses to emergency situations
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

<p>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.</p>
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Lesson Formative Assessment (acceptable evidence):

<p>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 determine at least one coping skill utilized in response to a life change scenario.</p>

Lesson Preparation

<p>Essential Questions: How can you cope with a life-changing event?</p> <p>Engagement (Hook): Read a story about a character who has to deal with frustration or other emotions, 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>

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Discuss examples of life-changing events, using the fictional character as a reference. What was out of the character’s control? What could that character control? 2. Divide students into small groups. Give each group a piece of chart paper and a different colored marker. Give each group a life-changing situation slip. They will brainstorm ways to deal with the situation and record responses on the chart paper. Groups will begin preparing a skit to present their ideas to the remaining class members. 3. Circulate around the room ensuring that they are all on task. Warn students when they are close to wrap-up time. 4. Remind students that they will present their ideas during the next lesson. 	<ol style="list-style-type: none"> 1. Students listen and participate in discussion. 2. Students get into groups to read their scenarios and to brainstorm how to handle the situations. If time allows, students may begin developing skits. 3. Students will continue to formulate plan for coping with a life change scenario and develop a skit to illustrate their ideas. 4. Students finish up and go back to their seats.

Teacher Follow-Up Activities

Remind students of the things they can – and cannot – control. Work with students to develop effective coping skills when life-changing events occur.

Counselor reflection notes (completed after the lesson)

Lesson 1 Materials

Life-Changing Situations

1. Missy has been begging her parents for a dog for months. For her birthday, her parents surprised her with a puppy. Now Missy is responsible for the puppy's care. **What to do? What to do?**

2. Jeremiah's mother just had a new baby boy. He's excited about having a new baby in the family, but worries about sharing time with his parents. **What to do? What to do?**

3. Perla's dad just got remarried, and his stepmom does things very differently than her mom does. Perla has already gotten in trouble for not putting her clothes away correctly. **What to do? What to do?**

4. Frankie's brother, Julius, just returned from college for winter break. He feels excited that Julius is home; however, he has to share his little brother's room so that Julius has a place to sleep.
What to do? What to do?

5. Sunny has been looking forward to playing a game with her best friend at recess. When she gets outside, she finds out that her friend wants to play with a student who just started school today. **What to do? What to do?**

6. When Josh comes home from school, he finds out that his little brother trashed his room while he was gone. He even broke Josh's favorite toy. **What to do? What to do?**