

<p><b>Unit 2 Title:</b> How Does A Person Cope With Life Changing Events?</p> <p><b>Lesson Title:</b> Coping or Copping Out? <span style="float: right;"><b>Lesson 2 of 2</b></span></p> <p><b>Grade Level:</b> 5</p> <p><b>Length of Lesson:</b> 45 minute session</p> <p><b>Missouri Comprehensive School Counseling Big Idea:</b> SE.3: Applying personal safety skills and coping strategies.</p> <p><b>Grade Level Expectation (GLE):</b> SE.3.C.05: Evaluate various coping skills for managing life changes or events.</p> <p><b>American School Counselor Association (ASCA) Mindsets and Behaviors:</b> Social/Emotional Development</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>SMART board, white board, or other electronic media  <i>Coping vs. Copping Out?</i> Worksheet                  Writing utensils</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>1. Develop questions and ideas to initiate and refine research</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>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>3. Develop and apply strategies based on one’s own experiences in preventing or solving problems</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p>

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	<p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</p> <p>4. Writing formally (such as reports, narratives,</p>

		essays) and informally (such as outlines, notes) 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)**

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

**Lesson Measurable Learning Objectives:**

The student will respond to three scenarios with appropriate coping strategies and solutions.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE.**

**Assessment can be question answer, performance activity, etc.**

Students will identify and present coping skills for various life changing events in a small group situation.

**Lesson Preparation**

**Essential Questions:** What are life-changing events? How does a person cope with life-changing events?

**Engagement (Hook):** Direct the class to follow directions without speaking. Ask the class to *Stand Up If:* You have lost a pet. You have lost a relative. You have moved to a new house. Tell the class that today we are going to talk about coping with these events.

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Counselor opens session with <i>Stand Up If</i> activity above.</li> <li>2. Counselor gives the definition of coping as working through difficulty in positive ways. Coping out can be defined as giving up without really trying. An example of coping might be when the teacher is absent and the class has a substitute. The substitute may do or say things differently from the teacher, but the class deals with it to make it through the</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>1. Students respond.</li> <li>2. Students listen.</li> </ol>
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<p>day in a positive way.</p> <p>3. Counselor divides the class into groups of four or five and passes on the <i>Coping vs. Coping Out</i> worksheet. As a group, students will give alternatives and consequences for each decision and present their results to the class.</p> <p>4. Counselor lists suggestions on the chart paper.</p> <p>5. Counselor concludes with a discussion reviewing the various ways to respond to life changing events.</p>	<p>3. Students move to groups. Students review, discuss, and develop possible alternatives and consequences on their problem (<i>Coping vs. Coping Out</i> worksheet) and present to the class.</p> <p>4. Students meet and present.</p> <p>5. Students participate in the review.</p>
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**Teacher Follow-Up Activities**

Teacher will review some of the coping strategies suggested on the chart paper. The chart will be posted in the classroom to review during stressful situations in the future.

**Counselor reflection notes (completed after the lesson)**

## Coping vs. Copping Out?

If you were facing the following situations, how would you cope?

1. A rumor was spread at your school that was not true and the people that you thought were your friends stopped talking and playing with you.

Coping vs. Copping out solution:

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2. In the middle of the year, your parents move to another house and you have to transfer to another school.

Coping vs. Copping out solution:

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3. A close relative is ill and dies.

Coping vs. Copping out solution:

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4. Your parent's work hours change. Since they work afternoons, you can no longer participate in the activities with your peers.

Coping vs. Copping out solution:

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5. Your teacher has a long-term illness. The class is in chaos.

Coping vs. Copping out solution:

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6. Your parents announce that you will have a new or adopted sister or brother soon.

Coping vs. Copping out solution:

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