

Unit 2 Title: Risky Business	Grade Level: 6, 7 and 8
Number of Lessons in Unit: 3	
Time Required for each lesson: 50 min	
Best time of year to implement this Unit: Any time.	
Lesson Titles:	
6 th Grade Lesson 1: Caution: Thin Ice!	
Materials/Special Preparations Required	
Story <i>Caution: Thin Ice</i>	
List of <i>Risky behaviors</i>	
<i>RISKO</i> Template	
Buttons, M & M's, cereal, or other Bingo markers	
SMART board, dry erase board, or other visual display	
7 th Grade Lesson 2: Putting on Armor	
Materials/Special Preparations Required	
Stories: <i>EMS Code Blue!</i> and <i>My Friend Shelbi</i>	
<i>Photocopied brick</i> for each student	
8 th Grade Lesson 3: Ready to Remain Safe	
Materials/Special Preparations Required	
<i>Personal Safety Plan Template</i>	
Story: <i>Where Are My Friends Now?</i>	
List of <i>Risky Behaviors</i>	
Missouri Comprehensive School Counseling Big Idea:	
SE.3: Applying Personal Safety Skills and Coping Strategies	
Grade Level Expectations (GLEs):	
SE.3.B.06: Identify behaviors that compromise personal safety of self and others. (DOK Level - 2)	
SE.3.B.07: Develop strategies to maintain personal safety. (DOK Level - 3)	
SE.3.B.08: Apply strategies related to personal safety. (DOK Level - 4)	
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 8. Organize data, information and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
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X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identity 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. 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem 8. Assess the 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"> 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. 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations 6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
X Social Studies	<ol style="list-style-type: none"> 6. Relationships of the individual and groups to institutions and cultural traditions.
Science	
X Health/Physical Education	<ol style="list-style-type: none"> 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
Fine Arts	

Unit Essential Questions:

What does safety mean to me?

Unit Measurable Learning Objectives:

The student will identify ten risky behaviors.

The student will determine one skill, tool, or person that will separate him or her from risky

behaviors.

The student will complete a personal safety plan including at least one stressor and one coping strategy.

Unit Instructional Strategies/Instructional Activities:

- Direct (Guided and Shared-reading, listening, viewing, thinking)
- Indirect (Case Studies, Concept Formation, Concept Mapping)
- Experiential (Games, Role-playing)
- Independent Study
- Interactive Instruction (Discussion, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will complete a Personal Safety Plan.

Brief Summary of Unit:

Students will review the steps of decision-making and problem-solving and use these skills to make good choices. Students will practice these skills through role playing and a game of RISKO. The final project will be a Personal Safety Plan outlining what they have learned and how they will use it.

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

1. Steps to Problem Solving
2. Steps to Decision-Making