

Unit 3 Title: It's Life... Deal With It!	Grade Levels: 6-8
Number of Lessons in Unit: 3	
Time Required for each lesson: 50 minutes	
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
6 th Grade Lesson 1: The Hope to Cope: Coping Skills	
Materials/Special Preparations Required:	
Index Cards	
Small file box for each student	
Writing Utensil	
SMART board, dry erase board, or other visual display	
<i>Steps for Reacting to Stress</i> Handout	
7 th Grade Lesson 2: Lean Mean Coping Machine!	
Materials/Special Preparations Required:	
<i>Your Choice</i> Handout	
SMART board, dry erase board, or other visual display	
Writing Utensil	
8 th Grade Lesson 3 Life ... Bring It On!	
Materials/Special Preparations Required:	
Scissors, glue, markers	
Magazines	
Poster board	
Counselor Collage of their Coping Skills	
Missouri Comprehensive School Counseling Big Idea:	
SE.3: Applying personal safety skills and coping strategies.	
Grade Level Expectations (GLEs):	
SE.3.C.06: Review and revise strategies to cope with life-changing events. (DOK Level -3)	
SE.3.C.07: Apply coping skills to manage life-changing events. (DOK Level - 4)	
SE.3.C.08: Evaluate coping skills to manage life-changing events. (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)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works.
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	<p>8. Organize data (including personal card file), information and ideas into useful forms (including outlines) for analysis or presentation</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.</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 experience in preventing or solving problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p> <p>5. Reason inductively from a set of specific facts and deductively from general premises.</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</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> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others.</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</p> <p>4. Writing formally and informally.</p> <p>5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations</p>
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

How does one weigh the value of positive and negative coping skills?
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Unit Measurable Learning Objectives:

The student will identify ten positive and negative coping skills.
The student will identify five coping skills used to make decisions presented in *Your Choice* Handout.
The student will design and present a collage representing personal strengths and coping skills.

Unit Instructional Strategies/Instructional Activities:

Direct (Drill & Practice; Compare & Contrast; Didactic Questions; Demonstrations; Guided & Shared- reading, listening, viewing, thinking)
 Indirect (Problem Solving; Reflective Discussion)
 Experiential
 Independent Study (Reports; Learning Activity)
 Interactive Instruction (Brainstorming; Discussion)

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.

Assessment of this unit will be completed by a final evaluation of student work, i.e. student card file, prioritizing activity and artistic presentation.

Brief Summary of Unit:

In this unit students will review, apply and evaluate their personal coping skills related to making major life-changing decisions. Students will do this through the process of compiling an index card file of coping strategies, a prioritizing activity and by constructing an artistic presentation representing their personal coping styles.

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

Steps in the decision-making process.