

<p><b>Unit 3 Title:</b> It's Life... Deal With It!</p> <p><b>Lesson Title:</b> The Hope to Cope: Coping Skills <span style="float: right;"><b>Lesson 1 of 3</b></span></p> <p><b>Grade Level:</b> 6</p> <p><b>Length of Lesson:</b> 50 minutes</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.06: Review and revise strategies to cope with life-changing 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>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</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> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research.</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works.</li> <li>8. Organize data (including personal card file), information and ideas into useful forms (including outlines) for analysis or presentation</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.</li> </ol>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>3. Exchange information, questions and ideas while recognizing the perspectives of others.</li> </ol>
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Identity problems and define their scope and elements</li> <li>2. Develop and apply strategies based on ways others have prevented or solved problems.</li> <li>3. Develop and apply strategies based on one's own experience in preventing or solving problems</li> <li>4. Evaluate the processes used in recognizing and solving problems</li> </ol>

	<ol style="list-style-type: none"> <li>5. Reason inductively from a set of specific facts and deductively from general premises.</li> <li>6. Examine problems and proposed solutions from multiple perspectives</li> <li>7. Evaluate the extent to which a strategy addresses the problem</li> <li>8. Assess costs, benefits and other consequences of proposed solutions</li> </ol>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions.</li> <li>7. Identify and apply practices that preserve and enhance the safety and health of self and others.</li> </ol>

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	<ol style="list-style-type: none"> <li>1. Speaking and writing standard English</li> <li>4. Writing formally and informally</li> <li>5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations</li> </ol>
	Mathematics	
X	Social Studies	<ol style="list-style-type: none"> <li>6. Relationships of the individual and groups to institutions and cultural traditions</li> </ol>
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will identify ten positive and negative coping skills.
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**Lesson Formative Assessment (acceptable evidence):**

<p><b>Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.</b></p> <p>Students will reflect on the positive and negative coping strategies.</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b> How does one weigh the value of positive and negative coping skills in life situations?</p> <p><b>Engagement (Hook):</b> The facilitator asks students, “How many of you have made a decision today?” Ask students to share some of the decisions they have made today. Acknowledge that</p>
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experiencing stress when making decisions is a part of everyday life. Stress is OK because it can charge you with a sense of responsibility. When one does not know how to monitor stress, this may impact the effectiveness of coping skills. Many decisions are made with very little thought, such as what to eat or what to wear. Other decisions require a well thought out line of reasoning, such as how to choose a college major or how to say “no” when the result will be upsetting a friend. Ask students if the decisions they make ever have a cost to them. Ask students how they coped with the stress caused by the cost.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<p>1. The instructor presents the idea that when a decision is made in life, we all experience different levels of stress. The instructor states that one should be aware of what causes positive and negative ways of coping with factors that can interfere in decision making.</p>	<p>1. Students respond accordingly with a show of hands if they have made any decisions that day, how much stress they experienced, and what they did to cope with the aftermath of the decision.</p>
<p>2. The instructor indicates that there are many times when we are faced with life situations that require more consideration and more effective decision-making. Sometimes decisions that we make have a cost to them. The instructor states to students that there are positive and negative coping skills that will help one in dealing with these costs.</p>	<p>2. Students respond by looking at some of the more difficult decisions they make as well as potential costs for them.</p>
<p>3. The instructor explains that the purpose in making decisions is to deal with a problem or an issue. Instructor passes out <i>Steps for Reacting to Stress</i> Handout with a list of coping skills related to the stress associated with decision making. As the instructor reads with students a list of ways of coping with stress, students are asked to indicate with a plus (+) sign those that they feel are positive ways to handle stress. The student is also asked to indicate those that they feel are negative ways to handle stress with a - sign.</p>	<p>3. Students will follow the instructor’s directions.</p>
<p>4. The instructor processes the responses with the students, writing these questions on the visual display and asking the students: a)</p>	<p>4. Students will listen and engage in discussion.</p>

<p>How are you doing? b) How many pluses? c) How many minuses? d) What do you need to do to lower the number of minuses as your usual coping skills? e) What kind of help would you look for to assist and support you?</p> <p>5. The instructor passes out index cards and asks the students to write skills that have been positive ways of coping with stress for them. The instructor asks the students to write coping skills that they have used that have have been negative ways of coping with stress. The following questions will guide the discussion: a) What does this personal card file of positive and negative coping skills look like now? b) If you were to rearrange any of the cards (positive or negative) in your file, what would you do?</p>	<p>5. Students will participate in class discussion, build their personal file of coping skills and reflect on the number of positive and negative coping skills and what this means in the decision-making process.</p>
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**Teacher Follow-Up Activities**

The instructor will periodically discuss with the class how they have been applying their coping skills in their daily decision-making situations, emphasizing the importance of creating new and positive coping skills while replacing the negative coping skills.

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

## STEPS FOR REACTING TO STRESS

You encounter stressful situations on a regular basis. Stress will be a normal part of the decision-making process. As you read this list of ways of coping with stress, choose those that you feel are positive ways to handle stress and put a + (plus) in front of it. Choose those that you feel are negative ways to handle stress and put a – (minus) in front of it.

1. Over-eating and under-eating
2. Discuss the problem and possible solution with a friend
3. Eat well as a part of your daily routine
4. Talk a lot or say very little
5. Take time to relax
6. Ignore the problem and pretend it will go away by itself
7. Act angry and irritable
8. Give up and do nothing to solve the problem
9. Withdraw from people and spend a lot of time alone
10. Try alcohol or drugs to cope with the problem

Go over the list a second time and circle the reactions that best describe your usual way to cope with stress.

Count your pluses. Count your minuses. Answer the following questions:

- How are you doing?  
How many pluses?  
How many minuses?
- What do you need to do to lower the number of minuses as your usual coping skills?
- What kind of help would you look for to assist and support you?

Now let's build a personal card file of positive and negative ways to handle stress. Write on some cards the coping skills that you have used that have been positive ways of coping with stress. Write on other cards the coping skills that have used that have been negative ways of coping skills with stress.