

Unit 3 Title: It's Life... Deal With It!

Lesson Title: Lean Mean Coping Machine! **Lesson** 2 of 3

Grade Level: 7

Length of Lesson: 50 minutes

Missouri Comprehensive School Counseling Big Idea:
SE.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
SE.3.C.07: Apply coping skills to manage life-changing events.

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

Materials (include activity sheets and/ or supporting resources)

Your Choice Handout
SMART board, dry erase board, or other visual media
Writing Utensil

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"> 1. Develop questions and ideas to initiate and refine and oral research. 5. Comprehend and evaluate written, visual presentations and works. 8. Organize data, information and ideas into useful forms (including outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
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. 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 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 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.

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 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify five coping skills used to make decisions presented in <i>Your Choice</i> Handout.
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Lesson Formative Assessment (acceptable evidence):

<p>Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.</p> <p>Student comprehension will be assessed by observation of oral and written responses given during discussion and through the write up of coping skills and decision-making situations.</p>

Lesson Preparation

Essential Questions: “How do you go about making important decisions?”

Engagement (Hook): The instructor will engage students in discussion of the following questions:
 “What determines how important a decision is?”
 “How would you rely on your coping skills to help you deal with the pressure of making important decisions?”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The instructor will give the students a copy of the <i>Your Choice</i> Handout and ask them to choose five of the ten that they consider to be the most important.	1. Students choose the five decisions they consider to be the most important.
2. Students rank the five most important decisions, in the order of priority, with number 1 being the most important.	2. Students rank decisions in order of priority.
3. Instructor invites volunteers to share their ideas and justify their reasoning.	3. Students volunteer to share their ideas and defend their choices.
4. The instructor then asks students to consult their personal card file of coping skills (from 6 th grade) to find which skills they applied during this activity.	4. Students decide which skills they used in the activity and match with the decisions they chose.

Teacher Follow-Up Activities

The instructor will invite students to practice the skills they learned with the following scenario:

Your group of friends has all decided to skip school on a certain day. You want to belong to this group and are afraid of group retaliation if you don’t participate. However, you really don’t want to do this and know your parents will be very upset if you get caught. What would you do? How would you cope?

Counselor reflection notes (completed after the lesson)

Your Choice

Choose the five most important decisions you make and explain the reasons they are important for you.

1. To talk with your friends in front of school or look over your notes for math test first hour
2. To brush your teeth and wash your face or skip it and sleep longer
3. To cheat on your math test or do it on your own
4. To ride the bus home or walk with friends
5. To give your book report today or try to get out of it until tomorrow
6. To go to a party Saturday night with friends or to the baseball game with Dad
7. To watch a special on TV or study for your science test tomorrow
8. To rise early for a family gathering or sleep late
9. To bring lunch to school and save money or buy lunch at the school cafeteria
10. To wear something that looks cool (even if it is not appropriate for school) or to wear something comfortable

Rank the 5 most important decisions in order of 1 to 5, with 1 being the most important.

Decision # Reasons that the decision is important for you:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Now that you have made these decisions, consult your personal card file of coping skills from 6th grade. Find in your file which coping skills you applied during your decision making process. Write them down, matching the coping skills with the decision you made.

Decision	Coping skills from file
1	_____

2	_____

3	_____

4	_____

5	_____
