

Unit 1 Title: Decisions, Decisions, Decisions!

Lesson Title: If It's to Be, It's Up to Me! **Lesson 3 of 3**

Grade Level: 8

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.A.08: Recognize peer influence on risk-taking behaviors and consequences.

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

Materials (include activity sheets and/ or supporting resources)

Steps to Effective Problem Solving handout
Steps to Effective Decision Making handout
 Decorated shoe box with slot on top and a removable lid labeled “Pandora’s Problem Box”
 Blank paper (quartered) to use for students to write problems.
 3-ring Binder with display panel
 Dry erase board, SMART board, or other visual display
 Notebook paper
 1 sheet bright paper for binder cover

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. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 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	Goal 3: recognize and solve problems 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

	<p>solving problems</p> <ol style="list-style-type: none"> 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	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 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	<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
	Mathematics	
X	Social Studies	<ol style="list-style-type: none"> 4. 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		Goal Setting		

Lesson Measurable Learning Objectives:

The student will demonstrate the six steps to effective problem solving in response to one problem scenario presented by the counselor.

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>The lesson will be assessed by counselor observation of students’ oral responses with regard to decision-making, problem solving and refusal skills.</p>
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Lesson Preparation

Essential Questions: Why can it be hard to make decisions?

Engagement (Hook): The facilitator poses the following three brief scenarios and after each one asks the group, “What would you do?”

- A. Your friend has been drinking at a party. She wants to drive you home. What will you do?
- B. You visit one of your friends at her home. She offers you some beer from the refrigerator. You are not sure you want to drink alcohol. What will you do?
- C. They are passing a joint around at a party. Everyone has tried it. You are supposed to be the last one to try it. You do not want to smoke marijuana. What will you do?

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. The instructor poses the above questions and then asks the students to write down a problem that might be encountered by students their age. The instructor will provide students with blank quartered copy paper for this task and a decorated “Pandora’s Problem Box”.</p>	<p>1. Each student will think of possible problems their peers may encounter in social situations, write the problem down on paper, and place in “Pandora’s Problem Box”.</p>
<p>2. The instructor reviews problem solving steps and decision-making steps with students (See <i>Steps to Effective Problem Solving and Steps to Effective Decision-Making</i> handouts).</p>	<p>2. Students will participate in a review of the problem solving steps and decision-making steps.</p>
<p>3. The instructor passes “Pandora’s Problem Box” around the room and asks students to draw a problem out of the box and read the problem aloud to the class. The instructor will write the problem on the SMART board, dry erase board, or other visual.</p>	<p>3. Students draw a problem from the box and share it with the class.</p>
<p>4. Then the instructor will ask students to brainstorm possible solutions to the problem. All solutions will be written on the visual display under the problem. One problem is dealt with at a time.</p>	<p>4. Students brainstorm and engage in problem-solving as they share possible solutions.</p>
<p>5. The instructor asks students, “What would you do? What do you think is the most</p>	<p>5. Students will offer input as to what they believe is the most helpful or effective</p>

<p>helpful solution?” Students are asked to vote on the best solution.</p> <p>6. The instructor places an asterisk by the class’s choice as the most effective solution. A volunteer is asked to write down the problem along with the class choice of the most effective solution. These are placed in a 3-ring binder. Other volunteers are sought to design the display panel of the 3-ring binder (Solution Book).</p> <p>7. Repeat steps 3-5 for each problem pulled out of “Pandora’s Problem Box” as time allows.</p>	<p>solution by voting on their perceived “best” solution.</p> <p>6. A student volunteer writes down the problem and the most effective solution for inclusion in the 3-ring binder. Other student volunteers design a display panel for the “Solution Book.”</p>
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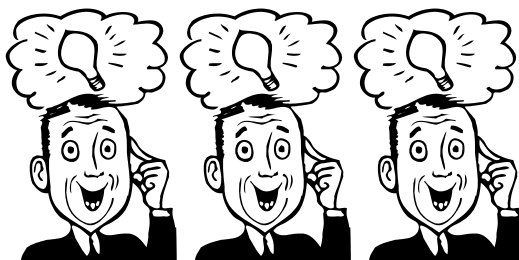
Teacher Follow-Up Activities

As a follow-up, teachers will be provided the following two scenarios that can be used on each of the next two days to encourage continued problem solving, decision-making and refusal skills development:

- 1. A popular group of students are harassing a particular student every day after school. You don’t think it’s fair. What can you do to help?**
- 2. Your friend’s father is drunk a lot. He usually hits him when he has been drinking. How can you help your friend?**

Once a month, a new problem can be pulled from “Pandora’s Problem Box” to review the skills taught in this lesson.

Counselor reflection notes (completed after the lesson)



STEPS TO EFFECTIVE PROBLEM SOLVING

1. Identify the problem.
2. Brainstorm possible solutions.
3. List the pros and cons of each possible solution.
4. Choose a solution and use it.
5. Evaluate the results.
6. If the results are not satisfactory, choose and use another solution.



STEPS TO EFFECTIVE DECISION-MAKING

1. Identify the decision to be made.
2. Brainstorm possible choices.
3. List the possible outcomes.
4. Make a decision.
5. Look at the results and make a new decision if possible or necessary.