

<p>Unit 2 Title: Risky Business!</p> <p>Lesson Title: Ready to Remain Safe Lesson 3 of 3</p> <p>Grade Level: 8</p> <p>Length of Lesson: 50 minutes</p> <p>Missouri Comprehensive School Counseling Big Idea: SE.3: Applying personal safety skills and coping strategies.</p> <p>Grade Level Expectation (GLE): SE.3.B.08: Apply strategies related to personal safety issues.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Story <i>Where are My Friends Now?</i></p> <p>List of <i>Risky Behaviors</i></p> <p><i>Personal Safety Plan</i> Template</p>

Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <p>8. Organize data, information and ideas into useful forms 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>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 the costs, benefits and other consequences of proposed solutions.</p>

X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.
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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 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.
Students will review risky behaviors and create a Personal Safety Plan.

Lesson Preparation

Essential Questions: What do you need to know to keep yourself safe?
Engagement (Hook): The facilitator reads the story *Where are my friends now?*

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The counselor reads the story <i>Where are my friends now?</i> and facilitates a discussion about the consequences of making decisions that are not in your best interest because of peer pressure, the need to remain popular or part of a particular group,	1. Students listen to story and respond with comments or questions.

<p>etc. Encourage group discussion about what could happen if decisions are made for or because of friends instead of what is best for you?</p> <p>2. Counselor reviews the list of risky behaviors and leads a discussion regarding the positive and negative consequences of decisions.</p> <p>3. The counselor encourages students to give examples of where they would go for help to resist or overcome risky behaviors. Discuss how students may access resources.</p> <p>4. Counselor passes out the <i>Personal Safety Plan</i> template and facilitates student discussion and interaction as the students create their plan.</p> <p>5. Counselor asks student volunteers to define and defend their plan.</p>	<p>2. Students review risky behaviors and discuss positive and negative consequences.</p> <p>3. Students share examples of where they would go for help with situations regarding risky behaviors. Students take home a copy of the district’s referral list.</p> <p>4. Students create a <i>Personal Safety Plan</i> to protect them from risky behaviors which may physically or mentally harm them and/or keep them from obtaining life goals.</p> <p>5. Students explain and defend their plans.</p>
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Teacher Follow-Up Activities

Individual plans are kept in the students’ portfolios and plans are made with the high school counselor(s) to do a follow-up the following year. In addition, counselor will invite guest speakers (law enforcement, health department, etc.) to share information regarding safety issues.

Counselor reflection notes (completed after the lesson)

Where Are My Friends Now?

Cassie drags herself out of bed and before she even opens her eyes she reaches for the pack of cigarettes on the nightstand. With bloodshot eyes, she fumbles for a lighter and relaxes as she inhales deeply. She hated the habit, one she acquired her junior year of high school when Tiffany had said, “Come on, don’t be such a drag, Little Miss Goody Two Shoes.” So to nix that awful nickname she had to join in...now she couldn’t quit.

Getting up from bed, she looked around the room. It was a far cry from the cool, modern apartment she had envisioned she would have when she went to college, but it was all she could afford. She hadn’t been successful in getting any job that paid more than minimum wage. If only she hadn’t listened to Kirk! “Come on, sweetie. Quit school and marry me. I’ll take care of you.”

Well, she had dropped out and even though she and Kirk had stayed together for two years, the marriage never happened and Kirk soon lost interest in her and moved out one day while she was out shopping.

And college? She had always wanted to be a fashion designer, living in a swanky apartment in New York City but when she dropped out, that dream ended. She had considered trying to earn her GED and entering a community college, but with no money that modified dream appeared to be out of her reach too.

It all seemed so depressing. Cassie just wasn’t sure she could handle her life anymore. She had made choices to satisfy others that were not good for her, but now there seemed no way to make things better. Stressed, she reached for a beer. Lately, alcohol was all that seemed to make things better... a little trick she had also learned from her friends.

Her friends? Where were they now? Cassie thought of Derek, Tiffany, Kirk and the gang. She never saw them anymore...but her choices because of them had left a lasting mark.

MY PERSONAL SAFETY PLAN

NAME: _____

I recognize my stressors! Things or situations that stress me include:

Things I have learned help me to alleviate stress are: _____

I will use _____ as my wall against risky behaviors.

My ultimate career goal is to _____

Things that might hinder my ability to reach that goal include: _____

Ways I can remain focused on reaching my goal include: _____

I make a promise to myself to make decisions that are good for me, help develop good character and will enable me to live a healthy, fulfilling life.

Student Signature



RISKY BEHAVIORS

Smoking

Alcohol use/abuse

Drug use

Promiscuity/unprotected sex

Chatting with strangers on the internet

Reckless driving/racing

Drunk driving

Riding with friends who have been drinking

Taking risky dares

Anorexia/Bulimia/Purging

Truancy

Dropping out of school

Missing curfew

Going to isolated places alone