

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

**Lesson Title:** Life ... Bring It On! **Lesson** 3 of 3

**Grade Level:** 8

**Length of Lesson:** 50 minutes

**Missouri Comprehensive School Counseling Domain:**  
SE.3: Applying personal safety skills and coping strategies.

**Grade Level Standard (GLS):**  
SE.3.C.08: Evaluate 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)**

Scissors, glue, markers  
Magazines  
Poster board  
Counselor Collage of their Coping Skills

**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 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	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed 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 design and present a collage representing personal strengths and coping skills.

**Lesson Formative Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**  
 Students will complete a collage and participate in classroom discussion.

**Lesson Preparation**

**Essential Questions:** What life events affect our lives? What skills does a person need to help manage life events?

**Engagement (Hook):** The instructor will disclose their personal coping strategies by sharing his/her own coping collage.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. The instructor will give each student a poster board and ask the student to artistically sign/write his/her name in the center.</li> <li>2. The student will brainstorm personal strengths that he/she believes he/she has to support the ability to make effective decisions.</li> <li>3. The instructor will ask the students to write their personal strengths on the poster board around their names</li> <li>4. The instructor guides the students to look in magazines to find photos, words, or visual art that expresses their traits.</li> <li>5. Students are asked to attach the clippings around their name as a visual presentation of the personal coping skills that they have listed.</li> <li>6. Students will share their art work in small groups (2-3), highlighting how they connected their self-perceptions with the clippings of their choice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student will follow instructions.</li> <li>2. Student will think of his/her personal strengths as elements that support his/her ability to make effective decisions.</li> <li>3. Student will follow instructions.</li> <li>4. Students will find visual representations of those traits and cut them out with scissors.</li> <li>5. Students will build a collage of clippings around his/her name.</li> <li>6. Students will discuss among themselves how they perceive themselves as decision-makers through a creative/artistic way.</li> </ol>

**Teacher Follow-Up Activities**

Students will display their work on the wall. The students will take photos of their art work and print them to include in their card file.

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