

Unit #1 Title: Personal Safety Skills and Coping Strategies **Grade Level:** 9-12

Number of Lessons in Unit: 5 (2-9th grade lessons; 1 lesson each for 10th -12th grades)

Time Required for each lesson: 45-50 minutes

Best time of year to implement this Unit: Fall and/or Spring Semester

Lesson Titles:

9th Grade Lesson # 1: Safe and Healthy Life Choices (Part I)

Materials/Special Preparations Required:

Safe & Healthy Choices worksheet

List of local resources (e.g. Rape and Abuse Crisis Center, Alateen, etc.)

9th Grade Lesson # 2: Safe and Healthy Choices (Part II)

Materials/Special Preparation Required

Video Presentation or Presenter about making healthy choices

Presentation Review Assessment worksheet

10th Grade Lesson 3: Risk Taking Behaviors

Materials/Special Preparations Required

Video Presentation or Presenter about making healthy choices

Presentation Review Assessment worksheet

11th Grade Lesson # 4: Fatal Accident

Materials/Special Preparations Required

Docudrama or program provided by community emergency resources (e.g. highway patrol, police, fire department, hospital, etc)

Presentation Review Assessment worksheet

Presenters (e.g. highway patrolman, fireman, policeman, ambulance attendant, etc.)

12th Grade Lesson # 5: Community Wellness Fair

Materials/Special Preparations Required

List of community health and safety agencies

Envelopes and school letterhead

Thank-you notes

Tables

Chairs

Sign for each table to represent agency in attendance

Audio-visual equipment, as needed

Flyers announcing Wellness Fair

Hospitality Room with snacks for exhibitors

Newspaper article to promote community involvement

Wellness Fair Assessment worksheet

Missouri Comprehensive School Counseling Big Idea:
SE.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):

- SE.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices. (DOK Level - 2)
- SE.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior. (DOK Level - 3)
- SE.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others. (DOK Level - 4)
- SE.3.A.12: Utilize decision-making skills to make safe and healthy life choices. (DOK Level - 4)
- SE.3.B.09: Identify and utilize resources available to address personal safety issues. (DOK Level - 2)
- SE.3.B.10: Evaluate and review resources that address personal safety issues. (DOK Level - 3)
- SE.3.B.11: Demonstrate skills that reinforce a safe environment for all students. (DOK Level - 4)
- SE.3.B.12: Advocate for the personal safety of self and others. (DOK Level - 4)
- SE.3.C.09: Identify resources to help individuals cope with life changes or events. (DOK Level - 2)
- SE.3.C.10: Analyze and refine individual coping skills to manage life-changing events. (DOK Level - 3)
- SE.3.C.11: Apply individual coping skills to manage life-changing events. (DOK Level - 3)
- SE.3.C.12: Exhibit coping skills to manage life-changing events. (DOK Level - 4)

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

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 6. Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics 3. Data analysis, probability and statistic
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions
X	Science 2. Properties and principles of force and motion 3. Characteristics and interactions of living organisms. 8. Impact of science, technology and human activity on

		resources and the environment.
X	Health/Physical Education	1. Structures of, functions of, and relationships among human body systems. 3. Diseases and methods for prevention, treatment and control. 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Unit Essential Questions:

How do safe and healthy choices affect our lives?

Unit Measurable Learning Objectives:

The student will identify 5 safe and healthy (or unsafe and unhealthy) choices in high school and list at least two factors that influence his/her decision to make healthy (or unhealthy) choices.
The student will view and evaluate a presentation on healthy choices and write three related questions or thoughts he/she would like to explore further.
The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.
The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.
The student will participate in the planning of – and/or involvement in – a wellness fair.

Unit Instructional Strategies/Instructional Activities:

Direct (Lecture; Explicit Teaching; Demonstrations)
 Indirect
 Experiential (Simulations)
 Independent Study (Learning Centers)
 Interactive Instruction (Discussion; Interviewing; Conferencing)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Through simulation, students will demonstrate problem-solving and decision-making skills and advocate for healthy life choices.
Students will demonstrate positive coping skills in managing life events by utilization of community resources.

Brief Summary of Unit:

Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her wellbeing, or when a life situation requires a new way of coping.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Problem solving steps, and decision-making and refusal skills.