

**Unit #1 Title:** Personal Safety Skills and Coping Strategies

**Lesson Title:** Safe and Healthy Life Choices (Part I)      **Lesson #** 1 of 5

**Grade Level:** 9

**Length of Lesson:** 45-50 minutes

**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.  
SE.3.B.09: Identify and utilize resources available to address personal safety issues.  
SE.3.C.09: Identify resources to help individuals cope with life changes or events.

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

**Materials (include activity sheets and/ or supporting resources)**

List of local resources (e.g. Rape and Abuse Crisis Center), Alateen, etc.  
*Safe & Healthy Choices* worksheet

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

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
	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
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
X Health/Physical Education	7. Responses to emergency situations
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will identify 5 safe and healthy (or unsafe/unhealthy) choices in high school and list at least two factors that influence his/her decision to make healthy (or unhealthy) choices.

**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 analyze and assess life-changing events through a series of written questions.

**Lesson Preparation**

**Essential Questions:**

- How do safe and healthy choices affect our lives?
- Why is it hard to say no?

**Engagement (Hook):**

- Your best friend just told you he/she is thinking about suicide. What do you do?
- Where do you get help?

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"><li>1. Hand out <i>Safe and Healthy Life Choices</i> worksheet.</li><li>2. Upon completion, counselor will facilitate discussion of responses.</li><li>3. Review and provide resource materials from local agencies.</li></ol>	<ol style="list-style-type: none"><li>1. Students will complete the worksheet individually.</li><li>2. Students will discuss responses in small groups and with the whole class.</li><li>3. Students will receive information on local resources. In groups of 5-6, students will identify contact persons for the resources, which are available in the community.</li></ol>

**Teacher Follow-Up Activities**

Teacher will refer student to appropriate resources with student concerns.

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

## Safe & Healthy Choices

1. Five choices that can lead to safe and healthy – or to unsafe and unhealthy – decisions my peers and I will face in high school are:
2. Factors, which influence my decision to make healthy or unhealthy life choices, include the following:
3. What life changing events may occur in my life or in the lives of my peers?
4. Where can I receive assistance to help with specific life changing events?