

Missouri Comprehensive School Counseling Social/Emotional Development Curriculum Index

SE 3: Applying Personal Safety Skills and Coping Strategies

| Grade | Unit Title | # of Lessons and Lesson Titles | SE 3 Lesson GLEs |
|-----------------|---|---|--|
| K | What are Safe and Healthy Life Choices? | 1. What is Comfortable and Uncomfortable Touch? | SE.3.A.0K: Identify safe and healthy choices at home and school. |
| | | 2. What are Safe and Unsafe Drugs/Medicines/ Objects? | SE.3.B.0K: Identify safe/unsafe situations. |
| K | Life Changing Events | 1. How Families Change | SE.3.C.0K: Identify different life changes or events. |
| | | 2. Other Changes (Life Changing Events Outside of the Family) | SE.3.C.0K: Identify different life changes or events. |
| 1 st | Following Personal Safety Rules | 1. My Feelings | SE.3.A.01: Identify steps of problem solving and decision making for personal safety. SE.3.B.01: Identify personal safety strategies. |
| | | 2. What is Comfortable (good) and Uncomfortable (bad) Feelings? | SE.3.A.01: Identify steps of problem solving and decision making for personal safety. SE.3.B.01: Identify personal safety strategies. |
| | | 3. Healthy Touches and Private Touches | SE.3.A.01: Identify steps of problem solving and decision making for personal safety. SE.3.B.01: Identify personal safety strategies. |
| 1 st | How Life-Changing Events Affect My Life | 1. The Changing Times of My Life | SE.3.C.01: Recognize the effects of life changes or events related to self. |
| | | 2. The Changing Times of the Future | SE.3.C.01: Recognize the effects of life changes or events related to self. |
| 2 nd | What are safe and healthy choices, and how do I keep myself safe? | 1. STAR Deputies | SE.3.A.02: Practice the steps of problem solving and decision making for personal safety. SE.3.B.02: Apply personal safety strategies as they relate to different situations. |
| | | 2. STAR Deputies, Unite! | SE.3.A.02: Practice the steps of problem solving and decision making for personal safety. |

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|-----------------|--|---|---|
| | | | SE.2.B.02: Apply personal safety strategies as they relate to different situations. |
| 2 nd | How does one cope with life-changing events? | 1. Stressed Out Sally | SE.3.C.02: Recognize the effects of life changes or events related to self and others. |
| | | 2. Sally's Super Day | SE.3.C.02: Recognize the effects of life changes or events related to self and others. |
| 3 rd | What Are Safe And Healthy Choices And How Do I Keep Myself Safe? | 1. Don't Tease Me! | SE.3.A.03: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school. SE.3.B.03: Identify issues that impact personal safety. |
| | | 2. Can You Erase the Damage? | SE.3.A.03: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school. SE.3.B.03: Identify issues that impact personal safety. |
| 3 rd | How Does One Cope With Life Changing Events? | 1. What to do? What to do?(Part 1) | SE.3.C.03: Identify coping skills for managing life changes or events. |
| | | 2. What to do? What to do?(Part 2) | SE.3.C.03: Identify coping skills for managing life changes or events. |
| 4 th | Keeping Myself Safe By Making Safe and Healthy Choices | 1. What are Bullying and Harassment? (Part 1) | SE.3.A.04: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations. SE.3.B.04: Describe different types of violence and harassment, and identify strategies for intervention. |
| | | 2. What are Bullying and Harassment? (Part 2) | SE.3.A.04: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations. SE.3.B.04: Describe different types of violence and harassment, and identify strategies for intervention. |
| 4 th | How Does One Cope With Life Changing | 1. Conflict Mediation Part 1: Getting Ready | SE.3.C.04: Utilize coping skills for managing life |

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| Grade | Unit Title | # of Lessons and Lesson Titles | SE 3 Lesson GLEs |
|-------------------|--|---|---|
| | Events? | | changes or events. |
| | | 2. Conflict Mediation Part 2: Practice | SE.3.C.04: Utilize coping skills for managing life changes or events. |
| 5 th | Keeping Myself Safe By Making Safe and Healthy Choices | 1. Dealing with Peer Influence: What are Bullying and Harassment? | SE.3.A.05: Evaluate peer influence on problem-solving and decision-making skills. SE.3.B.05: Apply personal safety strategies as they relate to violence and harassment. |
| | | 2. How Much Does Smoking Really Cost? | SE.3.A.05: Evaluate peer influence on problem-solving and decision-making skills. SE.3.B.05: Apply personal safety strategies as they relate to violence and harassment. |
| 5 th | Keeping Myself Safe By Making Safe and Healthy Choices | 1. Using I-Messages | SE.3.C.05: Evaluate various coping skills for managing life changes or events. |
| | | 2. Coping or Copping Out? | SE.3.C.05: Evaluate various coping skills for managing life changes or events. |
| 6-8 th | Decisions, Decisions, Decisions! | 1. 6 th Opportunity Knocks, But It Costs, Too! | SE.3.A.06: Identify problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations. |
| | | 2. 7 th To Give In or Not to Give In - That Is the Question! | SE.3.A.07: Utilize effective problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations. |
| | | 3. 8 th If It's to Be, It's Up to Me | SE.3.A.08: Recognize peer influence on risk-taking behaviors and consequences. |

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| 6-8 th | Risky Business | 1. 6 th Caution: Thin Ice! | SE.3.B.06: Identify behaviors that compromise personal safety of self and others. |
| | | 2. 7 th Putting on Armor | SE.3.B.07: Develop strategies to maintain personal safety. |
| | | 3. 8 th Ready to Remain Safe | SE.3.B.08: Apply strategies related to personal safety issues. |
| 6-8 th | It's Life...Deal With It! | 1. 6 th The Hope to Cope: Coping Skills | SE.3.C.06: Review and revise strategies to cope with life-changing events. |
| | | 2. 7 th Lean Mean Coping Machine! | SE.3.C.07: Apply coping skills to manage life-changing events. |
| | | 3. 8 th Life...Bring It On! | SE.3.C.08: Evaluate coping skills to manage life-changing events. |
| 9-12 th | Personal Safety Skills and Coping Strategies | 1. 9 th Safe and Healthy Life Choices (Part 1) | 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. |
| | | 2. 9 th Safe and Healthy Life Choices (Part 2) | 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 that can help manage life changes or events. |

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| | | 3. 10 th Risk Taking Behaviors | SE.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior. SE.3.B.10: Evaluate and review resources that address personal safety issues. SE.3.C.10: Analyze and refine coping skills to manage life-changing events. |
| | | 4. 11 th Fatal Accident | SE.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others. SE.3.B.11: Demonstrate skills that reinforce a safe environment for all students. SE.3.C.11: Apply individual coping skills to manage life-changing events. |
| | | 5. 12 th Community Wellness Fair | SE.3.A.12: Utilize decision-making skills to make safe and healthy life choices. SE.3.B.12: Advocate for the personal safety of self and others. SE.3.C.12: Exhibit coping skills to manage life-changing events. |

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| Unit #1 Title: What are Safe and Healthy Life Choices? | Grade Level: K |
| Number of Lessons in Unit: 2 | |
| Time Required for each lesson: 30 minutes | |
| Lesson Titles: | |
| Lesson 1: What is Comfortable and Uncomfortable Touch? | |
| Materials/Special Preparations Required: | |
| Activity Sheet 1 | |
| Activity Sheet 2 | |
| Activity Sheet3 | |
| <i>Comfy Touch</i> Song | |
| Scissors | |
| Paste | |
| Crayons | |
| Assorted stuffed animals or puppets | |
| Lesson 2: What are Safe and Unsafe Drugs/Medicines/Objects? | |
| Materials/Special Preparations Required: | |
| Activity Sheet 1 | |
| Activity Sheet 2 | |
| Two paper bags | |
| A large sheet of paper or bulletin board | |
| One permanent marker | |
| Safety pins or tape | |
| Stapler | |
| Missouri Comprehensive School Counseling Big Idea: | |
| SE.3: Applying Personal Safety Skills and Coping Strategies. | |
| Grade Level Expectations (GLEs): | |
| SE.3.A.0K: Identify safe and healthy choices at home and school. (DOK Level - 1) | |
| SE.3.B.0K: Identify safe/unsafe situations. (DOK Level - 1) | |
| American School Counselor Association (ASCA) Mindsets and Behaviors: | |
| Social/Emotional Development | |

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 |
| | Goal 3: Recognize and solve problems |
| X | Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety 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 | 6. Participating in formal and informal presentations and discussions of issues and ideas. |
| Mathematics | |
| Social Studies | |
| Science | |
| Health/Physical Education | |
| Fine Arts | |

Unit Essential Questions:

Why is safety important?

Unit Measurable Learning Objectives:

The student will identify four comfortable touches and four uncomfortable touches.
 The student will correctly sort two safe/healthy or unsafe/unhealthy scenarios into the appropriate place on the display area.

Unit Instructional Strategies/Instructional Activities:

Direct (Explicit Teaching; Compare & Contrast; Guided & Shared – reading, listening, viewing, thinking)
 Indirect (Problem Solving)
 Experiential (Games)
 Independent Study
 Interactive Instruction (Brainstorming; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Lesson 1: Students will complete an activity page that allows each student to demonstrate his/her ability to identify safe and unsafe touch by cutting and pasting situation cards in either a Safe Comfortable Touch column or an Unsafe Uncomfortable Touch column.

 Lesson 2: Students will demonstrate their understanding of safe and unsafe drugs/medicines/objects by sorting cards that have safe/healthy or unsafe/unhealthy statements/scenarios on them (25 items) into a safe paper bag and an unsafe bag. Or students can place them on the correct part of the chart or poster.

Brief Summary of Unit:

This unit introduces the concepts of safe/comfortable and unsafe/uncomfortable touch, safe and unsafe drugs/medicines/objects, and the problem-solving model for staying safe: Say no; Get away; Tell someone you trust. Activities include a cutting and pasting activity that allows students to choose between safe and unsafe touch and a sorting activity that allows students to

choose between safe and unsafe items and a take home page with the staying safe problem-solving model.

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

Students will need to know the meaning of safe and unsafe terminology.

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| <p>Unit #1 Title: What are Safe and Healthy Life Choices?</p> <p>Lesson Title: What is Comfortable and Uncomfortable Touch? Lesson 1 of 2</p> <p>Grade Level: K</p> <p>Length of Lesson: 30 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.A.0K: Identify safe and healthy choices at home and school.</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)

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| <p>Assorted stuffed animals or puppets</p> <p>Activity Sheet 1</p> <p>Activity Sheet 2</p> <p>Activity Sheet 3</p> <p><i>Comfy Touch</i> Song</p> <p>Scissors</p> <p>Paste</p> <p>Crayons</p> <p>Assorted stuffed animals or puppets</p> |
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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 |
| | Goal 3: Recognize and solve problems |
| X | Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety 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 | 6. Participating in formal and informal presentations and discussions of issues and ideas. |
| | Mathematics | |
| | Social Studies | |
| | Science | |
| | Health/Physical Education | |
| | Fine Arts | |

Enduring Life Skill(s)

| | | | | | |
|---|-------------------------|--|--------------|---|-----------------|
| | Perseverance | | Integrity | X | Problem Solving |
| X | Courage (self-advocacy) | | Compassion | | Tolerance |
| X | Respect (for self) | | Goal Setting | | |

Lesson Measurable Learning Objectives:

The student will identify four comfortable touches and four uncomfortable touches.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Performance Task: Students will complete an activity page that allows each student to demonstrate his/her ability to identify safe and unsafe touch by cutting and pasting situation cards in either a Safe/Comfortable Touch column or an Unsafe/Uncomfortable Touch column.

Lesson Preparation

Essential Questions: Why is safety important?

Engagement (Hook): “I have brought some friends to class today to help us talk about comfortable and uncomfortable touch.” (Pass around some stuffed animals and let the students show how to give/receive a comfortable touch.)

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|---|---|
| <p>1. Counselor: “Students, today I have brought some friends to class to help us talk about comfortable and uncomfortable feelings.” (Counselor introduces the stuffed animals or puppets to the class.)</p> <p>2. Counselor asks the class the following question: “What does it feel like when somebody that you love and trust hugs you like we are hugging the stuffed animals?”</p> <p>Counselor: “Let’s call this a comfortable touch. Can you repeat that?”</p> <p>3. Counselor: “What people do you feel comfortable being touched by?”</p> <p>4. Counselor: “What kinds of touches make you feel sad, or scared, or mad, or embarrassed, or uncomfortable, or</p> | <p>1. Students watch and listen as counselor introduces the animals/puppets.</p> <p>2. Students might answer: “It feels good, happy, warm, safe... etc.”</p> <p>Students repeat the phrase “comfortable touch.”</p> <p>3. Students might answer: “My mom, dad, grandma, teacher, sister, doctor, etc.”</p> <p>4. Students might say: “A hug that lasts to long; a hug or touch from someone I don’t know; a touch that is too hard; tickling that</p> |

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| <p>confused? (Counselor may want to show a poster with pictures of these feelings to help students who do not have the feelings vocabulary to express themselves.)</p> <p>Counselor: “We call these kinds of touches uncomfortable touches. Students, can you say – uncomfortable touches?”</p> <p>5. Counselor: “What could you do to keep yourself safe, if someone was giving you an uncomfortable touch?”</p> <p>6. Counselor distributes the student take-home page and explains the problem-solving model for keeping safe: Say no; Get away; Tell someone you trust. Counselor tells the students to remember that it is never their fault if someone touches them inappropriately and that they should never be asked to keep something that makes them feel badly a secret.</p> <p>7. Counselor: “Let’s sing a song about comfortable and uncomfortable touch.” (Song can also be chanted or done in echo fashion for non-singers.)</p> <p>8. Counselor: “Let’s see what we have learned today about comfortable and uncomfortable touches by completing a cutting, choosing and pasting activity.” (Counselor passes out activity pages and glue and scissors. Counselor facilitates a step-by-step completion of the evaluation tool.)</p> <p>9. Counselor summarizes lesson concepts by allowing students to hold up their completed evaluation tools and explain to the class which touch pictures he/she put in the happy face column and which touch pictures he/she put in the sad face column.</p> | <p>is too rough; someone touching my private places...etc.”</p> <p>Students repeat the phrase, “uncomfortable touches.”</p> <p>5. Students might say, “Run away; tell them to stop; tell your mom; etc.”</p> <p>6. Students internalize the concepts by looking at the take home page as the counselor explains the steps.</p> <p>7. Students internalize the lesson concepts by singing the song and doing the actions. The <i>Comfy Song</i> is included in the lesson.</p> <p>8. Students complete the evaluation tool by cutting and pasting the pictures of comfortable touches in the happy face column and pasting the pictures of the uncomfortable touches in the sad face column.</p> <p>9. Students individually tell what touch pictures they pasted in each column. (<u>Variations on Evaluation Tool</u>: Students might be asked to complete the evaluation tool individually or in teams of two or teacher may choose to complete one evaluation tool at the front of the room and allow students to tell the counselor which columns to place the touches in.)</p> |
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| <p>10. Counselor may choose to close the lesson by singing the song again or by asking the students to post their evaluations on the wall. Students would be encouraged to show and discuss the steps to keeping safe with their parents.</p> | <p>10. Students participate in the final activity of the lesson.</p> |
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Teacher Follow-Up Activities

1. Teacher might choose to sing the lesson song with students during daily opening or calendar time.
2. Teacher might choose to display the students' take-home coloring page with the steps for keeping safe on a class bulletin board.
3. Teacher might choose to follow up by reading books to the class that correspond to the lesson concepts.

Counselor reflection notes (completed after the lesson)

Activity Sheet 1 -Directions: Cut and Paste cards form Activity Sheet 2 onto this Activity Sheet (1) in the appropriate column.

| Safe Comfortable Touch |  | Unsafe Uncomfortable Touch |  |
|---------------------------------------|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

Activity Sheet 2 (Unit I, Lesson 1) Directions: Cut and Paste onto the columns on Activity Sheet 1.

1. A hug that feels just right from Mom.



2. A hug that lasts too long.



3. A kiss that feels just right from Dad.



4. Tickling that is too rough.



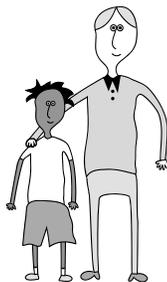
5. Sitting on Grandpa's lap for a story.



6. When private places are touched by someone who makes you feel uncomfortable. (The places that are covered by your swimming suit.)



7. A handshake or pat on the back from a teacher or friend.



8. A touch from a stranger that makes you feel scared.

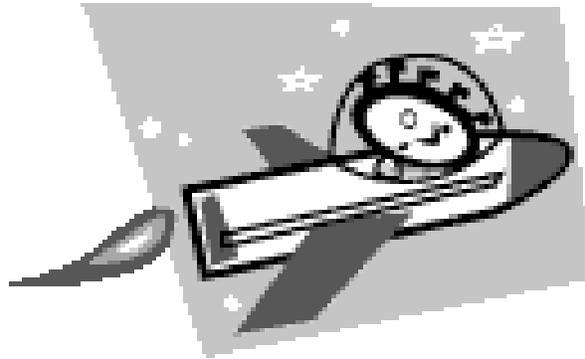


Activity Sheet 3 (Unit I, Lesson 1)

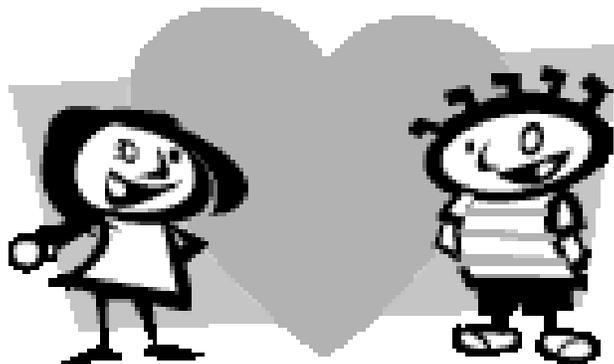
1. Say
“No”



2. Get
Away



3. Tell
Someone
You Trust



SONG: “Comfy Touch” (Sung to the tune of Twinkle, Twinkle, Little Star)

Written by: Kathy Keller

Touching, hugging, kissing too,
Makes a comfy, happy you.
Comfy touch feels warm and safe
Comfy touch from a familiar face.
Touching, hugging, kissing too,
Makes a comfy, happy you.

When touch, or hug, or kisses too,
Make an uncomfy, unhappy you.
You know what you need to do.
Say, “No”, Get away, Tell someone too.
If touching makes you scared or blue,
You now know just what to do.

Unit #1 Title: What are Safe and Healthy Life Choices?

Lesson Title: What are Safe and Unsafe Drugs/Medicines/Objects? **Lesson 2 of 2**

Grade Level: K

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
SE.3.B.0K: Identify safe/unsafe situations.

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

Materials (include activity sheets and/ or supporting resources)

Two paper bags. (not included)
 Activity Sheet 1
 Activity Sheet 2
 Two paper bags
 A large sheet of paper or bulletin board
 One permanent marker
 Safety pins or tape
 Stapler

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 |
| | Goal 3: Recognize and solve problems |
| X | Goal 4: Make decisions and act as responsible members of society 7 identify and apply practices that preserve and enhance the safety of self and others. |

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

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| | Mathematics | |
| | Social Studies | |
| | Science | |
| | Health/Physical Education | |
| | Fine Arts | |

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will correctly sort two safe/health or unsafe/unhealthy scenarios in the appropriate place on the display area.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.

Assessment can be question answer, performance activity, etc.

Students will demonstrate their understanding of safe and unsafe drugs/medicines/objects by sorting cards that have safe/healthy or unsafe/unhealthy statements/scenarios on them (25 items) into a safe paper bag and an unsafe bag.

Lesson Preparation

Essential Questions: How do I keep myself safe and healthy?

Engagement (Hook): Show students two paper bags with the two identifying labels on them. One bag has a picture of a healthy/happy/safe child, and the other bag has a picture of an unhealthy/unhappy/unsafe child. Ask the students what is different about the two pictures?

Procedures

Instructor Procedures/Instructional Strategies:

1. Counselor: “Students, I wonder if you could help me figure out what might be making the child in this picture unhappy, unhealthy or unsafe? (Counselor shows the students the bags with the picture of the hurt child.)
2. Counselor: “I was thinking about what might be making this child unhappy or unhealthy or unsafe and I came up with some guesses. I wrote them on these cards. The problem is I got them mixed up with the cards that I wrote explaining why the boy in the other picture looks happy, healthy and safe. Can you help me sort them out?”
3. Counselor: “Okay, the first one says (read first card). Which boy do you think would feel this way? Is this a safe/healthy

Student Involvement/Instructional Activities:

1. Students might say: “He looks like he got hurt. Maybe he fell down. He might be being bullied; He might have been touched by a stranger, etc.”
2. Students will most likely respond by saying, “Yes.”
3. Students select the appropriate sack.

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| <p>choice or an unsafe/unhealthy choice? (Student volunteer places the card in the correct sack.)</p> <p>4. Counselor proceeds by reading all the cards following the procedure in step 3.</p> <p>5. When all cards have been sorted, Counselor takes the cards out of the two sacks and puts them into one sack and asks each student to reach into the sack without looking and select a card.</p> <p>6. Counselor: “First we decided together how to sort the cards into the sacks and now we will see if each of you can decide for yourself where the card should go. Please stand one at a time and I will read your card so that you can decide which end of the room your card/you should go to and then you can walk to that side of the room and stand there so that we can see your card. One side of the room is for safe/healthy/happy choices and the other side of the room is for unsafe/unhealthy/unhappy choices. If you need help deciding you can ask someone in the class to help you decide.” <u>Variation:</u> Use two ropes or strings to create two circles on the floor for two areas to sort students.</p> <p>7. After students have completed the game, the counselor helps students to tape or glue them on the bulletin board or large piece of paper on the wall under either the heading “Healthy, Happy, Safe Choices” or a heading that reads “Unhealthy, Unhappy, Unsafe Choices.”</p> <p>8. Counselor may close the lesson by asking the students to echo the safe/healthy/happy choice cards as he/she reads them.</p> | <p>4. Students continue to select the appropriate sack.</p> <p>5. Students reach into the bag with cards and pulls out a card.</p> <p>6. Students will stand one at a time so that Counselor can read the student’s card. Students will first try to individually decide which side of the room they should walk too in order to sort safe from unsafe cards. If student has difficulty determining the sort, the student may ask a classmate to help. Student will walk to one side of the room or the other depending upon the sort.</p> <p>7. Students place the cards in the appropriate place on the display area.</p> <p>8. Students echo the safe/happy/healthy choice cards.</p> |
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Teacher Follow-Up Activities

1. Teacher may choose to repeat the echo activity with the card display.
2. Teacher may choose to read related books.

Counselor reflection notes (completed after the lesson)

Activity Sheet 1 (Unit I, Lesson 2) Directions: Attach labels to two paper bags.

SAFE/HEALTHY



UNSAFE/UNHEALTHY



Activity Sheet 2 (Unit I, Lesson 2) Directions: Read cards and sort them into two bags labeled Safe/Healthy or Unsafe/Unhealthy. Safe cards are marked with an **S**, and Unsafe with a **U**.

| | | | | |
|--|--|--|--|---|
| U 1. Picking up a Needle. | U 2. Eating candy found on the ground. | U 3. Eating pills found in medicine cabinet. | U 4. Taking candy or food from a stranger. | U 5. Drinking from bottles found in the home that are poison. |
| S 6. Getting a shot by the Doctor. | S 7. Eating candy given by parent or trusted adult. | S 8. Taking pills or medicines given by parent or trusted adult. | S 9. Eating the food that a parent or trusted adult sets on the table. | S 10. Eating candy that my teacher gives me. |
| U 11. Drinking from bottles in the medicine cabinet. | U 12. Swallowing pills that my friend gives me. | U 13. Helping someone you do not know find a lost puppy. | U 14. Running too fast on the pavement. | U 15. Standing too close to another student who is swinging. |
| S 16. Walking and playing with hands to self. | S 17. Walking slowly and obeying playground rules. | S 18. Wearing your seatbelt while in the car. | S 19. Following teacher directions on safety at school. | S 20. Listening to the teacher when she gives directions. |
| U 21. Kicking or hitting others. | U 22. Getting in a car with someone you do not know. | U 23. Not wearing a seatbelt in the car. | U 24. Standing on the school bus. | U 25. Not listening to the teacher when she gives directions. |
| S 26. | U 27. | S 28. | U 29. | U 30. |

Add your own safe/healthy or unsafe/unhealthy scenarios on numbers 26-30.

COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and Psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. 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 well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

| <p>UNIT DESCRIPTION: What are Safe and Healthy Life Choices? This unit introduces the concepts of safe/comfortable and unsafe/uncomfortable touch, safe and unsafe drugs/medicines/objects, and the problem-solving model for staying safe: Say no; Get away; Tell someone you trust. Activities include a cutting and pasting activity that allows students to choose between safe and unsafe touch and a sorting activity that allows students to choose between safe and unsafe items and a take home page with the staying safe problem-solving model.</p> | | <p>SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30 minutes each</p> | | | | |
|--|--|--|----|------|---------------|---------|
| <p>ESSENTIAL QUESTIONS: 1. Why is safety important?</p> | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLEs | SE | CCSS | OTHER ASCA | DOK |
| 1. The student will identify four comfortable touches and four uncomfortable touches. | | SE.3.A.0K: Identify safe and healthy choices at home and school SE.3.B.0K: Identify safe/unsafe situations. | | | SE | Level 1 |
| 2. The student will correctly sort two safe/healthy or unsafe/unhealthy scenarios into the appropriate place on the display area. | | SE.3.A.0K | | | SE | Level 1 |
| <p>ASSESSMENT DESCRIPTIONS*: Students will complete an activity page that allows each student to demonstrate his/her ability to identify safe and unsafe touch by cutting and pasting situation cards in either a Safe Comfortable Touch column or an Unsafe Uncomfortable Touch column. Students will demonstrate their understanding of safe and unsafe drugs/medicines/objects by sorting cards that have safe/healthy or</p> | | | | | | |

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| unsafe/unhealthy statements/scenarios on them (25 items) into a safe paper bag and an unsafe bag. And/or helping place them on the correct part of the chart or poster. | | | | | |
| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) | | | | |
| | <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction | | | | |
| 1 | See Lessons: Lesson 1: What is Comfortable and Uncomfortable Touch? | | | | |
| 2 | Lesson 2: What are Safe and Unsafe Drugs/Medicines/Objects? | | | | |
| Obj. # | INSTRUCTIONAL ACTIVITIES: (What Students Do) | | | | |
| 1 | See Lessons: Lesson 1: What is Comfortable and Uncomfortable Touch? | | | | |
| 2 | Lesson 2: What are Safe and Unsafe Drugs/Medicines/Objects? | | | | |
| | <u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Explicit Teaching (LS.1) <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1, 2) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 2) | <u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving (Ls. 2) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure | <u>Experiential:</u> <input type="checkbox"/> Field TriSE <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games (Ls. 2) <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys | <u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers | <u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory GrouSE <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 2) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial GrouSE <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing |
| UNIT RESOURCES: (include internet addresses for linking) | | | | | |
| Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ | | | | | |

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|--|-----------------------|
| Unit #2 Title: Life-Changing Events | Grade Level: K |
| Number of Lessons in Unit: 2 | |
| Time Required for each lesson: 30 minutes | |
| Best time of year to implement this Unit: Anytime | |
| Lesson Titles: | |
| Lesson 1: How Families Change | |
| Materials/Special Preparations Required: | |
| Paper and drawing materials. | |
| Optional – Counselor may choose to display pictures of the ways that families change to aid in the discussion. | |
| Lesson 2: Other Changes (Life Changing Events Outside of the Family) | |
| Materials/Special Preparations Required: | |
| Paper and drawing materials | |
| <i>I Can Change</i> song | |
| A picture of a family moving to another home and a picture of a child starting school for the first time. | |
| Missouri Comprehensive School Counseling Big Idea: | |
| SE.3: Applying Personal Safety Skills and Coping Strategies. | |
| Grade Level Expectation (GLE): | |
| SE.3.C.0K: Identify different life changes or events. (DOK Level - 1) | |
| American School Counselor Association (ASCA) Mindsets and Behaviors: | |
| Social/Emotional Development | |

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 |
| | Goal 3: Recognize and solve problems |
| X | Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety 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 | 6. Participating in formal and informal presentations and discussions of issues and ideas. |
| Mathematics | |
| Social Studies | |
| Science | |

| | | |
|--|---------------------------|--|
| | Health/Physical Education | |
| | Fine Arts | |

Unit Essential Questions:

Why do families change?

Unit Measurable Learning Objectives:

The student will identify one way their family has changed and one way another student’s family has changed.
 The student will identify one way that his/her life has changed since he/she started kindergarten.

Unit Instructional Strategies/Instructional Activities:

- Direct (Compare & Contrast)
- Indirect (Concept Formation)
- Experiential
- Independent Study
- Interactive Instruction (Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will draw pictures of their families.
 Students will “Show and Tell” about their families with emphasis on how their families might have changed.
 Students will draw a picture of something they had to change when he/she started kindergarten.

Brief Summary of Unit:

In lesson one, students are given the opportunity to share how their families may have changed and participate in a discussion addressing the following concepts: Change is a natural part of life. Change may require coping skills. In lesson two, students will share their stories about life-changing events as prompted by drawing a picture of the changes he/she has made as a result of being a kindergarten student for the first time.

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

Knowledge that people come from different types of families.

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| <p>Unit #2 Title: Life-Changing Events</p> <p>Lesson Title: How Families Change Lesson 1 of 2</p> <p>Grade Level: K</p> <p>Length of Lesson: 30 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.C.0K: Identify different life changes or events.</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)

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| <p>Paper and drawing materials</p> <p>Optional – Counselor may choose to bring pictures of the ways that families change to aid in the discussion.</p> |
|--|

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 |
| | Goal 3: Recognize and solve problems |
| X | Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety 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 | 6. Participating in formal and informal presentations and discussions of issues and ideas. |
| Mathematics | |
| Social Studies | |
| Science | |
| Health/Physical Education | |
| Fine Arts | |

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify one way their family has changed and one way another student’s family has changed.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will draw a picture of their families and “Show and Tell” changes that have occurred within their families.

Lesson Preparation

Essential Questions: How do families change?

Engagement (Hook): Counselor begins drawing examples of changing families on the board for students to guess (i.e. new baby, moving, divorce, separation due to military departures) “Today, we are going to draw our families.”

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|---|---|
| <ol style="list-style-type: none"> 1. Counselor distributes paper and drawing materials and instructs students to draw a picture of their family. 2. When students have finished, the counselor will say, “Students, thank you for doing such a nice job on your family picture. I would like for each of you to tell the rest of us about your family. Tell us who the people are and tell us if there have been any changes in your family. Families change. Maybe a baby has been born in your family. Maybe a relative has died in your family. Maybe parents have separated or divorced. Maybe your mom or dad got a different job, or you moved to a different place. Maybe an older sister or brother has married or moved away or gone to college. <u>NOTE:</u> The counselor will facilitate a discussion of how change is a natural part of life and some changes require adjustments (coping skills) during student presentations. 3. Counselor will say, “Today we listened to our friends tell us about their families and changes that have happened in their families. Do you remember some of the changes that | <ol style="list-style-type: none"> 1. Each student draws a family picture. 2. Each student will participate in a “Show and Tell” about his/her family, being prompted by counselor to talk about any changes that have occurred in his/her family. 3. Students will review the changes that occur in families. |

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| our friends talked about? | |
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Teacher Follow-Up Activities

1. Teacher may choose to read related books about new babies, new jobs for parents, new houses, death, loss, or divorce.
2. Counselor/Teacher may identify the need for some students to join a counselor lead small group dealing with the issues of grief, loss, and divorce.
3. Teacher may choose to display the students' families alongside stories the students have written about their families.

Counselor reflection notes (completed after the lesson)

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| <p>Unit #2 Title: Life-Changing Events</p> <p>Lesson Title: Other Changes (Life-Changing Events outside of the Family) Lesson 2 of 2</p> <p>Grade Level: K</p> <p>Length of Lesson: 30 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.C.0K: Identify different life changes or events.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p> |
|---|

Materials (include activity sheets and/ or supporting resources)

| |
|---|
| <p>Paper and drawing materials</p> <p><i>I Can Change</i> song</p> <p>A picture of a family moving to another home and a picture of a child starting school for the first time.</p> |
|---|

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 |
| | Goal 3: Recognize and solve problems |
| X | Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety 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 | 6. Participating in formal and informal presentations and discussions of issues and ideas. |
| Mathematics | |
| Social Studies | |
| Science | |
| Health/Physical Education | |
| Fine Arts | |

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify one way that his/her life has changed since he/she started kindergarten.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will draw a picture of something they had to change when they started kindergarten and share it with the class.

Lesson Preparation

Essential Questions: What are life-changing events?

Engagement (Hook): Counselor will show students pictures of life-changing events. A family moving to a new place. A child starting a new school for the first time at the kindergarten level.

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|---|---|
| 1. Counselor will say, “Students, today we will be talking about change. I brought two pictures that show change.” | 1. Students listen. |
| 2. Counselor shows students the picture of people moving and asks, “What do you see happening in this picture?” | 2. Students might say, “A family is moving to a new place.” |
| 3. Counselor asks, “What kinds of changes do you think the family will experience? What will be different for them?” | 3. Students respond. |
| 4. Counselor will say, “What do you think the family will have to do to adjust, get used to, or be happy with their new house?” Counselor would explain/assure students that change is a natural part of life and that there are always steps that can be taken to adjust to change and return to some type of normalcy. | 4. Students respond. |
| 5. Counselor will show students picture number two of a child starting kindergarten for the first time and ask, “What do you see happening in this picture?” | 5. Students will look at second picture and respond. |
| 6. Counselor asks, “What do you think will be different for the child? How do you think | 6. Students respond. |

| | |
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| <p>his life will change now that he is going to school?”</p> <p>7. Counselor says, “Great job students. You are really thinking about this. Do you remember changes <u>you</u> had to make when you started kindergarten this year?” (Counselor may want to list the changes on the board or draw pictures of the changes on the board as students discuss them.)</p> <p>8. Counselor distributes paper and drawing materials.</p> <p>9. Counselor will leave the class with the concept that change is a natural part of life and that most of the time adjustments can be made in order to bring life back as close to normal as possible. Change is a challenge that allows us to learn new things. These concepts will be shared with the students using the lesson song, “I Can Change.”</p> | <p>7. Students respond.</p> <p>8. Students draw a picture of something that changed in their life when they started school. Students will share their pictures with the class, with special emphasis on changes that the student has experienced.</p> <p>9. Students listen while Counselor explains the lessons concepts. Students will sing the “I Can Change” lesson song (copy at the end of this lesson).</p> |
|---|--|

Teacher Follow-Up Activities

1. Teacher can sing *I Can Change* lesson song with students throughout the week.
2. Teacher can bring in current event pictures of how events change our lives (natural disasters, re-location, births, deaths, etc.).
3. Teacher can ask students to draw a picture, write or tell a story about how they were able to change to meet a new situation.

Counselor reflection notes (completed after the lesson)

Lesson Song: "I Can Change" (Sung to the tune of Three Blind Mice)

Written by: Kathy Keller

I can change. (Counselor sings)

I can change. (Students sing)

Do new things. (Counselor sings)

Do new things. (Students sing)

I can come to school on time. (Together)

I can learn to read and rhyme. (Together)

I can be polite and kind. (Together)

I can change. (Counselor sings)

I can change. (Students sing)

I can change. (Counselor sings)

I can change. (Students sing)

Learn new ways. (Counselor sings)

Learn new ways. (Students sing)

I can learn to tie my shoes. (Together)

I can learn to count by twos. (Together)

I can learn to work not snooze. (Together)

I can change. (Counselor sings)

I can change. (Students sing)

I can change. (Counselor sings)

I can change. (Students sing)

Watch me change. (Counselor sings)

Watch me change. (Students sing)

I can make change good or bad. (Together)

I decide if I'm happy or sad. (Together)

Change is a challenge that makes me glad. (Together)

Things do change. (Counselor sings)

I'm okay with change. (Students sing)

Family Moving



Child Starting School



COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and Psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. 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 well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

| <p>UNIT DESCRIPTION: Life-Changing Events In lesson one, students are given the opportunity to share how their families may have changed and participate in a discussion addressing the following concepts: Change is a natural part of life. Change may require coping skills. In lesson two, students will share their stories about life-changing events as prompted by drawing a picture of the changes he/she has made as a result of being a kindergarten student for the first time.</p> | | <p>SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30 minutes each</p> | | | | |
|---|---|---|----|------|---------------|---------|
| <p>ESSENTIAL QUESTIONS: 1. Why do families change?</p> | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLEs | SE | CCSS | OTHER ASCA | DOK |
| 1. The student will identify one way their family has changed and one way another student’s family has changed. | | SE.3.C.0K: Identify different life changes or events. | | | SE | Level 1 |
| 2. The student will identify one way that his/her life has changed since he/she started kindergarten. | | SE.3.C.0K | | | SE | Level 1 |
| <p>ASSESSMENT DESCRIPTIONS*: Students will draw pictures of their families. Students will “Show and Tell” about their families with emphasis on how their families might have changed. Students will draw a picture of something they had to change when he/she started kindergarten</p> | | | | | | |
| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) | | | | | |

| | | | | | |
|---|--|---|---|---|---|
| | <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction | | | | |
| 1 2 | See Lessons: Lesson 1: How Families Change Lesson 2: Other Changes | | | | |
| INSTRUCTIONAL ACTIVITIES: (What Students Do) | | | | | |
| 1 2 | See Lessons: Lesson 1: How Families Change Lesson 2: Other Changes | | | | |
| | <u>Direct:</u> Structured Overview Lecture Explicit Teaching Drill & Practice Compare & Contrast (Ls. 1) Didactic Questions Demonstrations Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2) | <u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation (Ls. 1, 2) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure | <u>Experiential:</u> <input type="checkbox"/> Field TriSE <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys | <u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers | <u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 2) <input type="checkbox"/> Laboratory GrouSE <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial GrouSE <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing |
| UNIT RESOURCES: (include internet addresses for linking) | | | | | |
| Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ | | | | | |

| | |
|---|-----------------------|
| Unit 1 Title: Following Personal Safety Rules | Grade Level: 1 |
| Number of Lessons in Unit: 3 | |
| Time Required for each lesson: 30 minutes | |
| Best time of year to implement this Unit: Anytime | |
| Lesson Titles: | |
| Lesson 1: My Feelings | |
| Materials/Special Preparations Required: | |
| Feelings Game Cards and <i>Feelings Thermometer</i> worksheets | |
| SMART Board or chart paper and markers | |
| Lesson 2: What are Comfortable (good) and Uncomfortable (bad) Feelings? | |
| Materials/Special Preparations Required: | |
| <i>Personal Safety Presentation to Students</i> | |
| 2 letters for parents | |
| Handout for parents | |
| Safety Rule poster | |
| Lesson 3: Healthy Touches and Private Touches | |
| Materials/Special Preparations Required: | |
| Role-Play Cards | |
| Safety Rule Poster | |
| Pictures of a boy and girl in their swimsuits | |
| Handout of adults students can trust | |
| <i>Who Are Some Adults You Can Trust</i> Activity Sheet | |
| Missouri Comprehensive School Counseling Big Idea: | |
| SE.3: Applying Personal Safety Skills and Coping Strategies. | |
| Grade Level Expectations (GLEs): | |
| SE.3.A.01: Identify steps of problem solving and decision making for personal safety. (DOK Level 1) | |
| SE.3.B.01: Identify personal safety strategies. (DOK Level 1) | |
| American School Counselor Association (ASCA) Mindsets and Behaviors: | |
| Social/Emotional Development | |

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

| | |
|--------------------------|--|
| <input type="checkbox"/> | Goal 1: Gather, analyze and apply information and ideas |
| <input type="checkbox"/> | Goal 2: Communicate effectively within and beyond the classroom |
| <input type="checkbox"/> | 2. Review and revise communications to improve accuracy and clarity |
| <input type="checkbox"/> | 3. Exchange information, questions and ideas while recognizing the perspectives of |

| | |
|---|---|
| | others |
| | Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one’s own experience in preventing or solving problems |
| X | Goal 4: Make decisions and act as responsible members of society 2. Recognize 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 | 6. Participating in formal and informal presentations and discussions of issues and ideas. |
| Mathematics | |
| Social Studies | |
| Science | |
| Health/Physical Education | 2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) |
| Fine Arts | |

Unit Essential Questions:

How do you know when you are in danger?

Unit Measurable Learning Objectives:

The student will identify 4 basic feelings everyone has and demonstrate by role playing how one feeling looks.
 The student will identify the 3 problem solving safety rules.
 The student will identify at least 3 adults he/she can trust.
 The student will demonstrate how to use the 3 safety rules for one role play scenario.

Unit Instructional Strategies/Instructional Activities:

Direct (Compare & Contrast; Guided & Shared)
 Indirect
 Experiential (Games; Role Playing)
 Independent Study
 Interactive Instruction (Role Playing; Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will be able to identify the three problem solving safety rules and use them during a role-play.

Brief Summary of Unit:

This unit introduces the concepts of comfortable and uncomfortable feelings and touches. The lessons help students to identify different feelings. The students will learn the three problem solving safety rules for personal safety.

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

Students will have some knowledge of different types of feelings.
Students will have knowledge of the three problem solving safety rules introduced in kindergarten if they participated in the lesson. Rules will be reviewed in this unit.

| |
|--|
| <p>Unit 1 Title: Following Personal Safety Rules</p> <p>Lesson Title: My Feelings Lesson: 1 of 3</p> <p>Grade Level: 1 (This lesson can be adapted to other grade levels K-5)</p> <p>Length of Lesson: 30-40 minutes</p> <p>Missouri Comprehensive School Counseling Big Idea: SE.3: Applying Personal Safety Skills and Coping Strategies</p> <p>Grade Level Expectations (GLEs): SE.3.A.01: Identify steps of problem solving and decision making for personal safety. SE.3.B.01: Identify personal safety strategies.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p> |
|--|

Materials (include activity sheets and/ or resources)

| |
|---|
| <p>Feelings cards (attached) <i>Feelings Thermometer</i> worksheet (copies for each student) SMART Board or chart paper and markers</p> |
|---|

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

| | |
|---|---|
| | Goal 1: Gather, analyze and apply information and ideas |
| X | Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others |
| X | Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one’s own experience in preventing or solving problems |
| X | Goal 4: Make decisions and act as responsible members of society 2. Recognize 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 | 6. Participating in formal and informal presentations and discussions of issues and ideas |
| | Mathematics | |
| | Social Studies | |
| | Science | |
| X | Health/Physical Education | 2. Principles and practices of physical and mental |

| | | |
|--|-----------|---|
| | | health (such as personal health habits, nutrition, stress management) |
| | Fine Arts | |

Enduring Life Skill(s):

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

Lesson Measurable Learning Objectives:

The student will identify four basic feelings everyone has and demonstrate how one feeling looks by role playing.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will be able to identify the four basic feelings in a feelings game and demonstrate how each looks while it is being experienced.

Lesson Preparation:

Essential Questions: How does someone feel when someone is not in a safe place or situation? How might someone react when put in an unsafe situation?

Engagement (Hook): Draw a feelings thermometer on the board. Share with students that we all have a feelings thermometer or meter inside us. The thermometer helps us figure out how we feel when something happens to us. Give each student a Feelings Thermometer Sheet. Explain the directions on the sheet. The counselor reads sheet to the students and has the students complete the Feelings Thermometer Sheet. Students share and discuss their feelings briefly.

Procedures:

| | |
|--|--|
| <p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Draw a feelings thermometer on the board. Share with students that we all have a feelings thermometer or meter inside us. The thermometer helps us figure out how we feel when something happens to us. Give each student a <i>Feelings Thermometer</i> worksheet. Explain the directions on the sheet. The counselor reads sheet to the students and has the students complete the <i>Feelings Thermometer</i> worksheet. Students share and discuss their feelings briefly. Help students become aware that | <p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students participate in completing feelings thermometer sheets. |
|--|--|

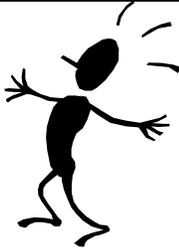
| | |
|--|---|
| <p>each of them feels differently in those situations.</p> <ol style="list-style-type: none"> 2. After the sheet is completed the counselor asks the students if they can identify the four basic feelings that everyone has at different times or in situations (happy, sad, mad, scared). 3. The counselor writes the four basic feelings on the board. Students brainstorm what each feeling means. 4. The counselor tells the students that all other feelings that they have can fall in the same category as one of the feelings on the board. (Example: lonely is a sad feeling so you would write lonely under the sad category.). Some feelings may fall into two categories. 5. The counselor instructs the students that they're going to play the Feelings Game. The instructor cuts up the cards and uses the feelings cards to help students understand different feelings. <ol style="list-style-type: none"> a. The counselor asks students to volunteer to come forward and draw a card. The student identifies the feeling privately and role-plays for the other students to guess the feeling. b. After role-playing the student or counselor selects a classmate to share time when they felt that way. c. That student selects a different classmate to identify the category it would fall under. The counselor would write the feeling under the right category. d. Continue until all cards have been used. Make sure different students are | <ol style="list-style-type: none"> 2. Students respond (happy, sad, mad and scared). 3. Students brainstorm ideas. Example: A person is happy when something good happens like a birthday. A person feels sad when someone dies. A person feels mad when another person hits them. A person might feel scared when they are in a dark room. 4. Students listen to teacher examples. 5. Students are selected to carry out the steps of the Feelings Game. <ol style="list-style-type: none"> a. Students role-play the feelings. b. Another student identifies a time they felt that way. c. A student identifies the feelings category of happy, sad, mad or scared. |
|--|---|

Feelings Thermometer

Mark each column to indicate your feelings about each statement

| | | | |
|---|---|---|---|
|  |  |  | How I feel playing with my friends |
| | | | How I feel when I lose a game |
| | | | How I feel working by myself |
| | | | How I feel when someone says something mean to me |
| | | | How I feel when I finish my work |
| | | | How I feel when someone sits next to me |
| | | | How I feel when I have to do my chores |
| | | | How I feel when I am at home |

Cut cards for Feelings Game.

| | |
|--|--|
|  Angry |  Frustrated |
|  Confused |  Surprised |
|  Depressed |  Loved |
|  Frightened |  Funny |

| | |
|---|---|
| <p>Make up your own.</p>  | <p>Make up your own.</p>  |
| <p>Make up your own.</p>  | <p>Make up your own.</p>  |
| <p>Make up your own.</p>  | <p>Make up your own.</p>  |
| <p>Make up your own.</p>  | <p>Make up your own.</p>  |

Unit 1 Title: Following Personal Safety Rules

Lesson Title: What are Comfortable (good) and Uncomfortable (bad) Feelings and Situations? **Lesson:** 2 of 3

Grade Level: 1 (This lesson can be adapted to other grade levels K-5)

Length of Lesson: 30-40 minutes

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

Grade Level Expectations (GLEs):
SE.3.A.01: Identify steps of problem solving and decision making for personal safety.
SE.3.B.01: Identify personal safety strategies.

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

Materials (include activity sheets and/ or resources)

Safety Rule Poster (attached)
Personal Safety Presentation to Students
 2 Parent letters (before and after the presentation)
 Handout for Parents: Keeping Your Child Safe

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

| | |
|---|---|
| | Goal 1: Gather, analyze and apply information and ideas |
| X | Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others |
| X | Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one’s own experience in preventing or solving problems |
| X | Goal 4: Make decisions and act as responsible members of society 2. Recognize 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 | 6. Participating in formal and informal presentations and discussions of issues and ideas |
| Mathematics | |
| Social Studies | |
| Science | |

| | | |
|---|---------------------------|--|
| X | Health/Physical Education | 2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) |
| | Fine Arts | |

Enduring Life Skill(s):

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

Lesson Measurable Learning Objectives:

The student will identify the 3 problem solving safety rules.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Students will be able to identify the three problem solving safety rules in group discussion.

Lesson Preparation:

Essential Questions: How does someone feel when they are not in a safe place or situation? How might someone react when put in an unsafe situation?

Engagement (Hook): Puppets demonstrate comfortable (good) and uncomfortable (bad) touches (1. Getting a hug from someone they love; 2. Getting a hug from a stranger; 3. Getting a back rub for a loved one they trust; 4. Getting a back rub from someone they don't know very well.)

Procedures:

| | |
|--|--|
| <p>Instructor Procedures/Instructional Strategies:</p> <p><i>* The counselor should review the Personal Safety Presentation to Students sheet before teaching lessons two and three in this unit. Modify the information to meet students' needs.</i></p> <p>1. The counselor reminds the students that we all have a feeling thermometer and then reviews the four feelings discussed in the last lesson. Using puppets, demonstrate comfortable and uncomfortable touches (1. Getting a hug from someone they love; 2. Getting a hug from a stranger; 3. Getting a back rub for a loved one they trust; 4. Getting a back rub from someone they</p> | <p>Student Involvement/Instructional Activities:</p> <p>1. Students listen, and watch puppet demonstration.</p> |
|--|--|

| | |
|--|---|
| <p>don't know very well.)</p> <ol style="list-style-type: none"> 2. After talking about the different feelings the counselor asks students if there are things people do to make them feel good (comfortable) or bad (uncomfortable). 3. Discuss gut feelings, belly button warnings, and/or a confused feeling. Give examples: If someone tries to get you to steal something what would your gut feeling tell you to do? Is this a good thing or bad thing to do? You don't feel safe when talking to a stranger. What does your gut feeling tell you to do? 4. What can you do if another child or adult makes you feel uncomfortable or tries to put you in an unsafe or uncomfortable situation? 5. Sometime a child may come in contact with an adult who tries to lure (trick) children away from a safe place or do something that makes them feel unsafe/uncomfortable. Share the safety rules handout with students. <i>Here are some problem-solving steps to help you when you don't feel comfortable or safe.</i> <ul style="list-style-type: none"> • Say "No" in a Big Voice! • Get away To a Safe Place. • Tell someone you trust. 6. The counselor uses the puppets used earlier in the lesson and role-plays one of the situations above where they implement the steps listed on the handout. (Getting a hug from a stranger. Getting a back rub from someone they don't know very well. Not feeling safe when talking to a stranger or someone they know.). Make sure you note that it is not always a stranger who makes children feel uncomfortable. Sometimes it could be someone the child knows or even loves. The counselor asks | <ol style="list-style-type: none"> 2. Students identify the four feelings (happy, sad, angry, scared). 3. Students brainstorm ideas. 4. Students share gut feelings they would have about the situations. 5. Students brainstorm ideas (get away, tell someone you trust, talk to a friend, ask for help). Students review the steps on the handout. 6. Students identify times they might use the problem solving steps when put in an uncomfortable or unsafe situation. |
|--|---|

| | |
|--|--|
| students to identify times they might use the safety steps. | |
| 7. The counselor tells students they will continue discussing this topic and other information during the next guidance class. | 7. Students listen. |
| 8. Send home the parent letter with parent handout on the back <i>How To Help Your Child Stay Safe</i> . The counselor or teacher may want to send a letter home before the safety unit is presented. See sample letter. | 8. Students take the letter home and other information home. |

Teacher Follow-Up Activities:

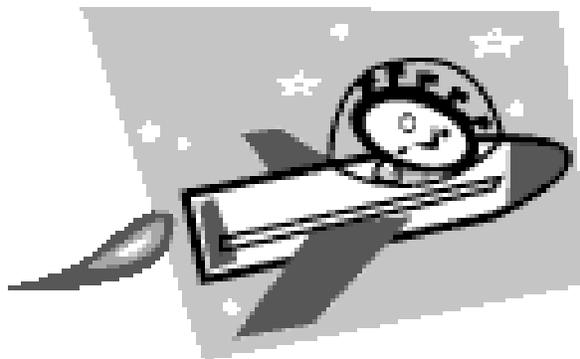
The teacher will post the safety rules in the classroom and review when appropriate.

Counselor reflection notes (completed after the lesson):

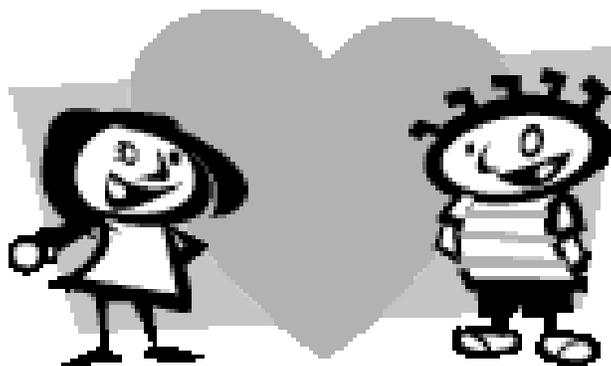
1. Say “No”
in a Big
Voice.



2. Get
Away
to a safe
place.



3. Tell
Someone
You Trust.



Can be adapted K-5th grade. The counselor should review this sheet before sharing the second and third lessons of the personal safety unit. Modify the information to meet the appropriate age level. The counselor can adapt this to meet students' needs.

Personal Safety Presentation to Students

This information was adapted from Columbia Public Schools Sexual Abuse Prevention Program Information.

Below are important points to discuss when presenting personal safety information to students.

- Discuss comfortable (good), uncomfortable (bad) touches, feelings or situations.
- Discuss confusing touch such as tickling. Tickling can be fun or uncomfortable.
- Discuss healthy touch – Healthy touches can come from a medical person, parents helping you change, bathe, check private parts of your body for rashes or put medicine on. These are usually quick touches and always have purpose.
- Discuss feelings meter (gut feelings). Example: “Belly Button Radar”, Belly Button Warning, “Gut Feeling”
- It’s not the child’s fault.
- Why do adults use threats and bribes?
- Discuss sexual harassment or other types of harassment.
- Discuss where the private parts of your body are. These are parts of your body where your swimsuit covers.
- Share that most adults want a child to grow up to be happy and healthy, but once in a while a child may come in contact with someone who tries to make them feel uncomfortable.
- Always respect the body rights and personal space of others.
- Discuss what the words abuser or molester mean. This type of information should be shared at the judgment of the instructor.
- Share that an abuser could be a man or woman. Strangers can be abusers, however, most of the time it is someone that the child knows and maybe even loves.
- Abusers are not always adults. It could be an older child, teenager or someone his or her own age.
- Discuss the difference between a good secret and bad secret.
- Review safety rules for staying home alone.
- Review the three problem solving safety rules (1. Say “NO!”; 2. Get away to a safe place; 3. Tell an adult you trust.)
- How do you say no? (Assertiveness, broken record techniques, etc.)
- Who are trusted adults you can tell? Ask students to share ideas.



Handout for Parents



Keeping Your Child Safe

- 1) Teach children they have the right to say “No,” their body is their own.
- 2) Teach children to recognize different types of comfortable and uncomfortable touches.
- 3) Teach children to tell someone they trust. Help children identify those people.
- 4) Teach children to trust their own feelings about what is comfortable & uncomfortable.
- 5) Help children discover where their resources are: family, teachers, principals, counselors, trusted friends ...
- 6) Review the three problem solving safety rules:
 - a. Say “NO” in a big voice.
 - b. Get away to a safe place.
 - c. Tell an adult you trust.

This lesson can be adapted to meet the needs of K-5th grade.

Suggestion: Sample letter to send home before the personal safety and body rights unit is presented. Copy the handout for parents on the back "*Keeping Your Child Safe.*"

Dear Parent,

This fall the counselor will present two classroom presentations and discussions about safe and unsafe situations. During these lessons we talk about comfortable (good) and uncomfortable (bad) feelings, situations and touches. We also talk about what children can do if someone tried to touch them in an uncomfortable way. Children are encouraged to remember three main safety rules:

- 1. SAY NO IN A LOUD VOICE.**
- 2. GET AWAY TO A SAFE PLACE.**
- 3. TELL A GROWN-UP WHO CAN HELP.**

To reinforce these lessons, you might ask your child to tell you the meaning of comfortable (good) and uncomfortable (bad) feelings, situations and touches. Encourage your child to identify the adults that she/he could talk with about a problem. Besides you and your immediate family, these people may include a baby-sitter, aunt, grandparent, teacher, adult friend, or neighbor. Attached you will find a sheet that will give you ideas of how to help your child feel safe. Please contact me if you have questions or concerns about the presentation.

Sincerely,

School Counselor

Suggestion: Sample letter to send home after the personal safety and body rights unit is presented. Copy the handout for parents on the back "*Keeping Your Child Safe.*"

Dear Parent,

Today at school your child participated in the first of two classroom presentations and discussions about safe and unsafe situations. The second presentation will take place next week. During these lessons we talk about comfortable (good) and uncomfortable (bad) feelings, situations and touches. We also talk about what children can do if someone tried to touch them in a bad way. Children are encouraged to remember three main safety rules:

- 1. SAY NO IN A LOUD VOICE.**
- 2. GET AWAY TO A SAFE PLACE.**
- 3. TELL A GROWN-UP WHO CAN HELP.**

We also made a list of many people a child can tell, who will help.

To reinforce these lessons, you might ask your child to tell you the meaning of comfortable (good) and uncomfortable (bad) feelings, situations and touches. Encourage your child to identify the adults that she/he could talk with about a problem. Besides you and your immediate family, these people may include a baby-sitter, aunt, grandparent, teacher, adult friend, or neighbor. Attached you will find a sheet that will give you ideas of how to help your child feel safe. Please contact me if you have questions or concerns.

Sincerely,

School Counselor

Unit 1 Title: Following Personal Safety Rules

Lesson Title: Healthy Touches and Private Touches **Lesson:** 3 of 3

Grade Level: 1

Length of Lesson: 30-40 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.01: Identify steps of problem solving and decision making for personal safety.
PS.3.B.01: Identify personal safety strategies.

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or resources)

Role-playing cards
Safety Rule Poster
Pictures of a boy and girl in their swimsuits
Who are some adults you can trust? Handout

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

| | |
|---|---|
| | Goal 1: Gather, analyze and apply information and ideas |
| X | Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others |
| X | Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one’s own experience in preventing or solving problems |
| X | Goal 4: Make decisions and act as responsible members of society 2. Recognize 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 | 6. Participating in formal and informal presentations and discussions of issues and ideas |
| Mathematics | |
| Social Studies | |
| Science | |

| | | |
|---|---------------------------|--|
| X | Health/Physical Education | 2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) |
| | Fine Arts | |

Enduring Life Skill(s):

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

Lesson Measurable Learning Objectives:

The student will identify at least 3 adults he/she can trust.
 The student will demonstrate how to use the 3 safety rules for 1 role play.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 The student will demonstrate the three safety rules in a role-play.

Lesson Preparation

Essential Questions: How does someone react when they don't feel safe?
Engagement (Hook): Pass out the Safety Rules Sheet and review. Role-play a couple of different situations where students might use these steps.

Procedures:

| | |
|--|--|
| <p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Review the <i>Safety Rules</i> from the last lesson. Also, review the meaning of gut feelings or belly button warnings from last lesson. Have students role play related situations. 2. The counselor asks students if there are touches people give them that make them feel comfortable, uncomfortable, or confused. | <p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students listen and share ideas, then role-play situations where they would use the safety rules. 2. Students share different kinds of touches that make them feel comfortable, uncomfortable or confused: <ul style="list-style-type: none"> • Comfortable - nice hugs, nice kiss from someone they care about or love, pat on the back, etc. • Uncomfortable - hit, kick, pinch, slap, private touch - where your swim suit covers • Confusing -tickle, a hug that is too tight, etc. |
|--|--|

| | |
|--|---|
| <p>3. Lead a brief discussion on what a person can do when they receive an uncomfortable touch. Tell students there is also a touch called “private touches.” This is a touch that someone might get in the private part of their body where their swimsuit covers. Show a picture of a boy and girl in their swimsuits.</p> <p>4. Discuss healthy reasons a person might need to touch the private parts of your body (doctor, parents checking a sore or rash, parents bathing, dressing or changing younger children, rashes, putting medicine in a private area of the body). NOTE: Private touches are usually quick touches and always have a purpose.</p> <p>5. Remind students that you did share in lesson two that most adults want them to grow up to be happy and healthy, but once in a while there may be someone (adult, teenager, someone their own age) who might do something to make them feel uncomfortable and they need to know what to do. Also, it’s not always a stranger who makes children feel uncomfortable. Sometimes it could be someone the child knows or even loves.</p> <p>6. Review additional information from the <i>Personal Safety Presentation to Students</i> sheet in lesson 2.</p> <p>7. Ask students who are some adults you can go to for help if you feel uncomfortable or unsafe? Give students the “<i>Who Are Some Adults You Can Trust?</i>” Handout</p> <p>8. Use the role-playing cards to practice the safety rules when in uncomfortable or dangerous situations.</p> <ul style="list-style-type: none"> • Say “No” in a Big Voice! • Get away To a Safe Place. • Tell someone you trust. | <p>3. Students review the picture of the children in their swimsuit. If students laugh explain that sometimes students laugh when talking about private areas because it’s uncomfortable to talk about sometimes. Don’t embarrass the student laughing. There could be a personal reason they feel uncomfortable.</p> <p>4. Students share ideas for healthy touches.</p> <p>5. Students listen.</p> <p>6. Students listen and share ideas.</p> <p>7. Students will review the handout and the draw in their own person they can trust on the sheet.</p> <p>8. Students review the safety rules. Different students are selected to role-play different situations from the role playing cards.</p> |
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Teacher Follow-Up Activities

The teacher will continue to reinforce the personal safety rules when appropriate in the classroom.

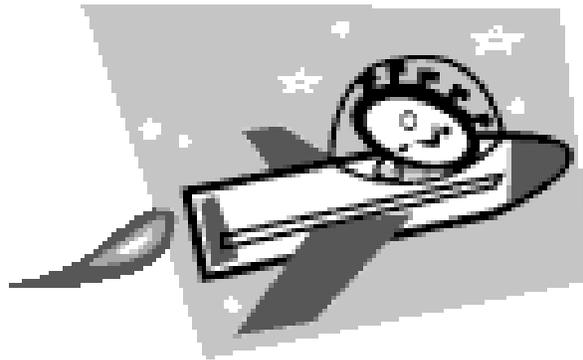
Counselor reflection notes (completed after the lesson)

Safety Rules

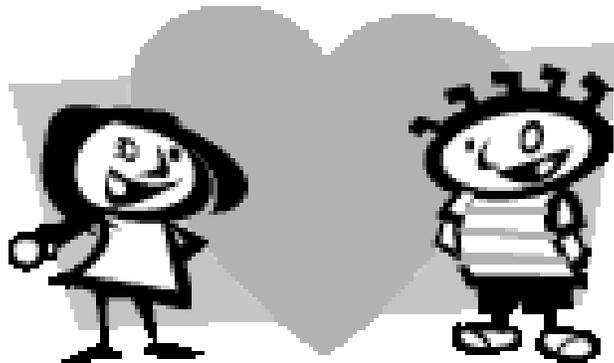
1. Say “No”
in a Big
Voice.



2. Get
Away
to a safe
place.



3. Tell
Someone
You Trust.



Role Play Cards

| | |
|---|--|
| <p>A person you don't know very well puts his or her arm around you and it feels uncomfortable.</p> | <p>A classmate pushes you down on the playground.</p> |
| <p>A person you know puts his or her hand on your leg and it feels uncomfortable.</p> | <p>A family member gives you a hug and it feels comfortable.</p> |
| <p>Someone is standing too close to you and is talking right in your face.</p> | <p>A student at school hits you.</p> |
| <p>Make up your own.</p> | <p>Make up your own.</p> |

Who are some adults you can trust?

Grandparents



Doctor or Nurse



Teacher



Mom



Principal



Dad

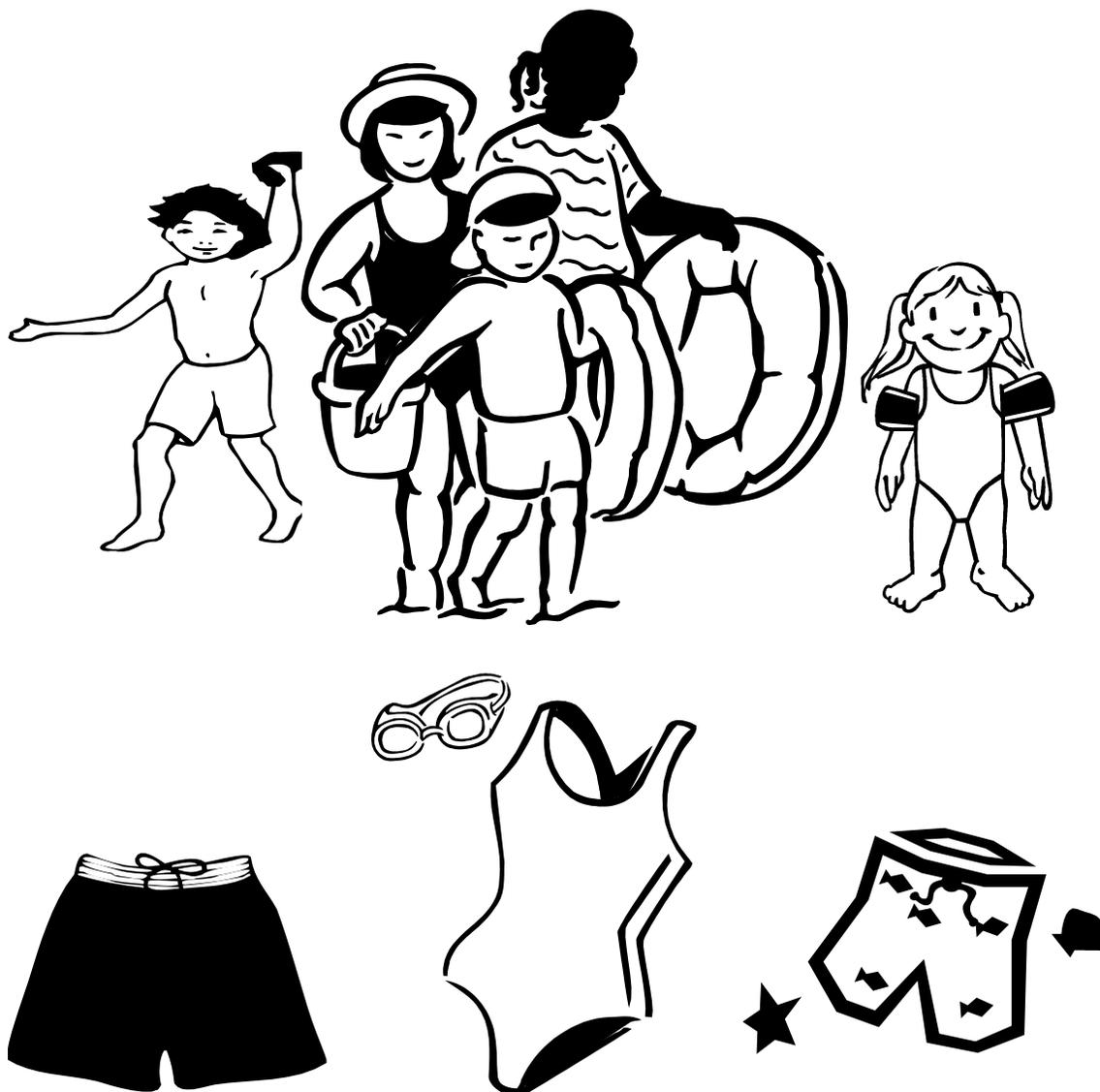


Girl/Boy Scout Leader



Your ideas... 

The private parts of your body are where your swimsuit covers.



COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and Psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. 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 well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

| <p>UNIT DESCRIPTION: Following Personal Safety Rules This unit introduces the concepts of comfortable and uncomfortable feelings and touches. The lessons help students to identify different feelings. The students will learn the three problem solving safety rules for personal safety.</p> | | <p>SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30 minutes each</p> | | | | |
|---|--|--|----|------|---------------|---------|
| <p>ESSENTIAL QUESTIONS: 1. How do you know when you are in danger?</p> | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLEs | SE | CCSS | OTHER ASCA | DOK |
| 1. The student will identify 4 basic feelings everyone has and demonstrate by role playing how one feeling looks. | | SE.3.A.01: Identify steSE of problem solving and decision making for personal safety. SE.3.B.01: Identify personal safety strategies. | | | SE | Level 1 |
| 2. The student will identify the 3 problem solving safety rules. | | SE.3.A.01 | | | SE | Level 1 |
| 3. The student will identify at least 3 adults he/she can trust. | | SE.3.A.01 | | | SE | Level 1 |
| 4. The student will demonstrate how to use the 3 safety rules for one role play scenario. | | SE.3.A.01 | | | SE | Level 1 |
| <p>ASSESSMENT DESCRIPTIONS: Students will be able to identify the three problem solving safety rules and use them during a role-play.</p> | | | | | | |

| | | | | | |
|---|---|---|--|---|---|
| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) | | | | |
| | <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction | | | | |
| 1 2 3 4 | See Lessons: Lesson 1 My Feelings Lesson 2 What are Comfortable (good) and Uncomfortable (bad) Feelings? Lesson 3 Healthy Touches and Private Touches | | | | |
| Obj. # | INSTRUCTIONAL ACTIVITIES: (What Students Do) | | | | |
| 1 2 3 4 | See Lessons: Lesson 1 My Feelings Lesson 2 What are Comfortable (good) and Uncomfortable (bad) Feelings? Lesson 3 Healthy Touches and Private Touches | | | | |
| | <u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls.1) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 2, 3) | <u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure | <u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games (Ls. 1) <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 2, 3) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys | <u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers | <u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 3) <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 2, 3) <input type="checkbox"/> Laboratory GroupSE <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial GroupSE <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing |
| UNIT RESOURCES: (include internet addresses for linking) | | | | | |
| Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ | | | | | |

| | |
|---|-----------------------|
| Unit #2 Title: How Life-Changing Events Affect My Life | Grade Level: 1 |
| Number of Lessons in Unit: 2 | |
| Time Required for each lesson: 30 minutes | |
| Best time of year to implement this Unit: Anytime | |
| Lesson Titles: | |
| Lesson 1: The Changing Times of My Life | |
| Materials/Special Preparations Required: | |
| <i>A Year in the Life of a Tree</i> Activity Sheet | |
| <i>My Timeline: Life Changes Story</i> Activity Sheet | |
| Puppets | |
| Lesson 2: The Changing Times of The Future | |
| Materials/Special Preparations Required: | |
| <i>Wish Sheet</i> , Activity Sheet | |
| <i>STAR Problem Solving</i> Chart | |
| Magic wand and cape | |
| Markers, crayons, pencil | |
| Puppet (male or female or both) | |
| Missouri Comprehensive School Counseling Big Idea: | |
| SE.3: Applying Personal Safety Skills and Coping Strategies. | |
| Grade Level Expectation (GLE): | |
| SE.3.C.01: Recognize the effects of life changes or events related to self. (DOK Level - 1) | |
| American School Counselor Association (ASCA) Mindsets and Behaviors: | |
| Social/Emotional Development | |

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 |
| | Goal 3: Recognize and solve problems |
| X | Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety 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 | 6. Participating in formal and informal presentations and discussions of issues and ideas. |
| Mathematics | |
| Social Studies | |

| | | |
|--|---------------------------|--|
| | Science | |
| | Health/Physical Education | |
| | Fine Arts | |

Unit Essential Questions:

Why is change important?

Unit Measurable Learning Objectives:

The student will identify six life changes he/she has experienced.
 The student will draw a picture of one life changing event.

Unit Instructional Strategies/Instructional Activities:

- Direct (Demonstrations; Guided & Shared – Reading, Listening, Viewing, Thinking)
- Indirect (Problem Solving; Reflective Discussion)
- Experiential (Focused Imaging)
- Independent Study (Learning Activity Packages)
- Interactive Instruction (Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will be able to share coping strategies for dealing with change in their life.
 1st Lesson - Students will complete a timeline story of their changing events in their life from birth to 1st grade. Students will share timeline stories and talk about how the changes affect their life.
 2nd Lesson – Students will complete a wish for one year into the future activity sheet. This sheet will help students share a change that they anticipate in the next year. Coping strategies are given for each idea.

Brief Summary of Unit:

The students will participate in two lessons. The first lesson will help students to identify life-changing events in their life from birth to first grade. They will share how they handled the changes. The second lesson will share possible life changing events for the students during this next year of their life. Strategies for handling the changes will be discussed. Students will learn how to use the STAR Model for solving problems and coping with life changes.

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

Students need to understand change is going to happen in their lives and that it is important to have coping skills or resources to help them handle change.

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| <p>Unit #2 Title: How Life-Changing Events Affect My Life</p> <p>Lesson Title: The Changing Times of My Life Lesson 1 of 2</p> <p>Grade Level: 1</p> <p>Length of Lesson: 30 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.C.01: Recognize the effects of life changes or events related to self.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p> |
|--|

Materials (include activity sheets and/ or supporting resources)

| |
|---|
| <p><i>A Year in the Life of a Tree</i> Activity Sheet <i>My Timeline: Life Changes Story</i> Activity Sheet Puppets</p> |
|---|

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 |
| | Goal 3: Recognize and solve problems |
| X | Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety of self and others. |

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| | Mathematics | |
| | Social Studies | |
| | Science | |
| | Health/Physical Education | |
| | Fine Arts | |

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

Students will identify six life changes he/she has experienced.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.

Assessment can be question answer, performance activity, etc.

Each student will complete a timeline of life changing events in their life from birth until the present time.

Lesson Preparation

Essential Questions: How does it affect you when something changes at home? How does it affect you when something changes at school?

Engagement (Hook): Show the students a picture of four trees (show it as a picture). The picture is titled: A year in the life of a tree. What is happening in the life of the tree in these four pictures? What is happening in picture 1, 2, 3 and 4? Do we go through changes in our life that affect us like the tree? The students discuss the changes they recognize in pictures. Possible answers: The tree is planted. It grows taller. The tree blooms. The tree loses its leaves each year.

How does the tree’s life compare to our life as a human? We are born. We grow taller. Our body changes.

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|--|---|
| <p>1. Introduce two puppets. The puppets talk about how life is different for them now in first grade compared to when they were babies.</p> | <p>1. Students respond. They discuss the different changes (bathing, dressing, diapers, eating, crawling, walking, etc.) Parents had to help me bathe. <u>vs.</u> Now I can bathe myself. Parents helped me get dressed <u>vs.</u> Now I can dress myself. I stayed at home/went to daycare. <u>vs.</u> Now I go to school...</p> |
| <p>2. How did some of these changes affect your life from then until now?</p> | <p>2. Students brainstorm ideas. Possible ideas: I crawled when I was younger. Now I can walk and run. I stayed at home/went to daycare and now I go to school. Other ideas are shared.</p> |
| <p>3. The puppets say to the students...think about your life changes and brainstorm</p> | <p>3. Students brainstorm and complete their story.</p> |

| | |
|---|---|
| <p>what they might be. The instructor gives the students a timeline story sheet to complete. Make your own timeline story of the changes you have had in your life so far.</p> <p>4. After the stories are completed the instructor gives students a chance to share and discuss how each change affected their life.</p> | <p>4. Students share stories and how the life changes affected their life.</p> <p>Examples:</p> <ul style="list-style-type: none">a. When I was 4 my little brother was born. I was no longer the youngest in my family. I liked being an older brother.b. When I was 5 I started school. I missed my mom.c. When I was 6 my grandma died. I was sad. |
|---|---|

Teacher Follow-Up Activities

The students will share their timeline stories with their teacher. The teacher posts the stories in the classroom or sends them home with the students to share the stories with their parents.

Counselor reflection notes (completed after the lesson)

A Year in the Life of a Tree

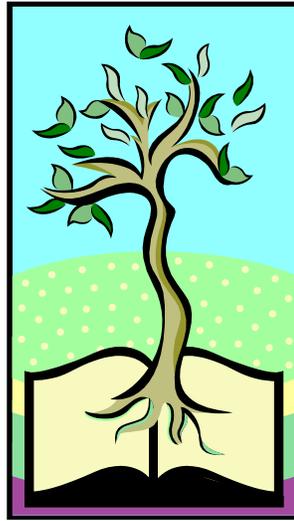
What changes does a tree go through during the year?

What changes does a tree go through during its lifetime?

1.



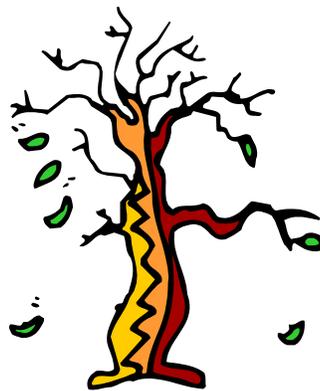
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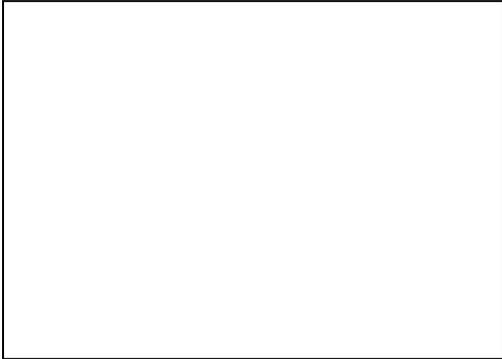
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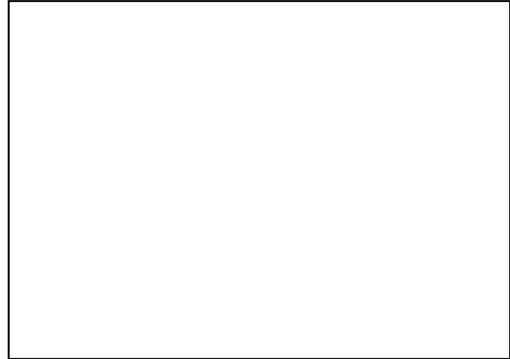
My Timeline: Life Changes Story

Write your age at the top of each picture and draw a picture of your life change that happened at that time.

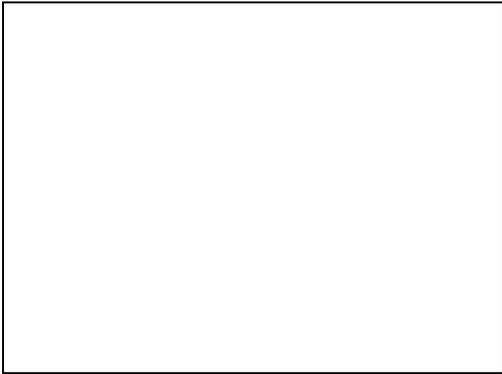
My life change at age _____.



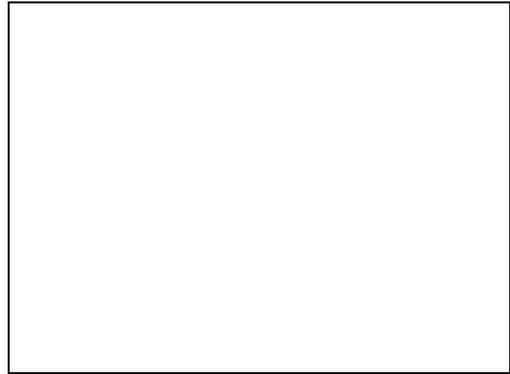
My life change at age _____.



My life change at age _____.



My life change at age _____.



My life change at age _____.



My life change at age _____.



| | |
|--|----------------------|
| Unit #2 Title: How Life-Changing Events Affect My Life | |
| Lesson Title: The Changing Times of The Future | Lesson 2 of 2 |
| Grade Level: 1 | |
| Length of Lesson: 30 minutes | |
| Missouri Comprehensive School Counseling Big Idea: SE.3: Applying Personal Safety Skills and Coping Strategies | |
| Grade Level Expectation (GLE): SE.3.C.01: Recognize the effects of life changes or events related to self. | |
| American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development | |

Materials (include activity sheets and/ or supporting resources)

| |
|---|
| <p><i>Wish Sheet</i>, Activity Sheet <i>STAR Problem Solving Chart</i> Magic wand and cape Markers, crayons, pencil Puppet (male or female or both)</p> |
|---|

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 |
| | Goal 3: Recognize and solve problems |
| X | Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety of self and others. |

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

| Academic Content Area(s) | Specific Skill(s) |
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| Social Studies | |
| Science | |
| Health/Physical Education | |
| Fine Arts | |

Enduring Life Skill(s)

| | | | | | |
|--|--------------|---|------------|---|-----------------|
| | Perseverance | | Integrity | X | Problem Solving |
| | Courage | X | Compassion | | Tolerance |

| | | | | | |
|---|---------|--|--------------|--|--|
| X | Respect | | Goal Setting | | |
|---|---------|--|--------------|--|--|

Lesson Measurable Learning Objectives:

Students will draw a picture of one life-changing event.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.

Assessment can be question answer, performance activity, etc.

Performance Task: Students will draw a picture of a life-changing event that might happen to them during this next year. They will share their event and how they think it might affect their life. The class will share ideas with the class that might help them handle the event.

Lesson Preparation

Essential Questions: How does it affect you when something changes at home? How does it affect you when something changes at school?

Engagement (Hook): The instructor comes to class with a cape and carrying a magic wand. Wear a hat or a crown. If you are more comfortable you can use a puppet or a picture of a wizard or fairy godmother.

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|---|---|
| 1. The instructor asks if you were to have a wish for the future what would it be? | 1. Students share their wish. |
| 2. Think about your life timelines from last week. What were some of the changes that took place in your life? | 2. Students respond. |
| 3. The instructor introduces a puppet friend and says this is Freddie (or Fran) and their wish is to jump one-year into the future to next school year. The instructor steps onto the magic carpet and waves the wand and pretends to help Freddie jump one year into the future. He is now in second grade. What are some of the possible changes that Freddie might face in his life since he is a year older (positive and difficult)? | 3. Students share ideas. Possible answers: He might experience some of the following...getting older, new teacher, new baby brother or sister, make a new friend, moving, new pet, learning new math skills, learn how to read better, school is harder, more work, you're smarter, have to miss your favorite shows because you have more homework, changes in his family or friend, more chores at home, etc. |
| 4. The instructor steps back onto the carpet and says let's bring Freddie back to the present. | 4. Students listen. |

| | |
|---|---|
| <p>5. The instructor gives the students a wish sheet for the future. The students are instructed to draw a picture of a wish they have for one year into the future or something they think might happen to them. The instructor may want to show the tree picture from the last lesson to remind students of the changes in a trees life during a year’s time.</p> <p>6. When completed students are asked to bring their pictures and sit down and make a circle around the magic carpet. The counselor introduces a quick problem solving method. Students are given an opportunity to share their picture for the future and how they think the event might affect their life.</p> <p>7. The instructor will use the STAR Model for Problem Solving. This model is used help students brainstorm problem solving ideas and coping strategies for change. Stop – What changing is happening? Think – is this a good thing or a bad thing? Act – What will help me deal with this change? Review – How is this going to affect my life?</p> | <p>5. Students will complete the picture.</p> <p>6. Students share their ideas. When the students share their ideas the puppet or students come up with ideas on how the student might cope with change using the STAR Problem Solving Model described in step seven. Ideas on how to cope with the change. Example: I will have a new teacher next year. You can work hard and listen then your teacher will think you are a good student. If your math work is harder you can study more. If you make a new friend you will have more friends. You might have more chores so you should get them done faster so you don’t have to miss your favorite television shows and your parents would be proud of you.</p> <p>7. Students will use the STAR Model with the instructor’s guidance when sharing their ideas on the activity sheet.</p> |
|---|---|

Teacher Follow-Up Activities

The teacher might want to make a book entitled “ Mrs. _____ Class Wishes or Predictions for the Future. Read the book as a class and then put the book in the classroom library.

Counselor reflection notes (completed after the lesson)

A Year in the Life of a Tree

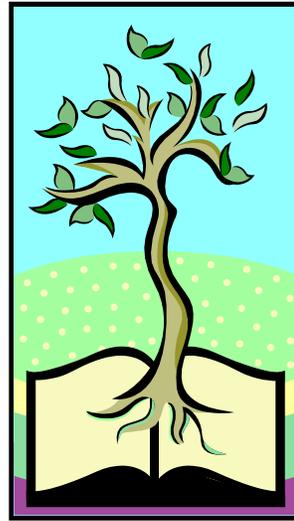
What changes does a tree go through during the year?

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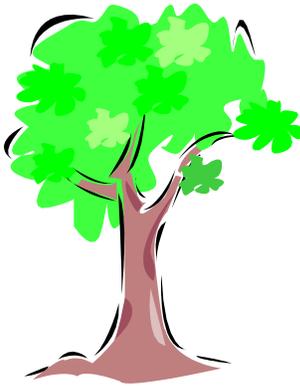
1.



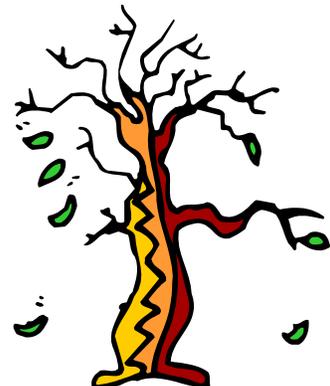
2.



3.



4.





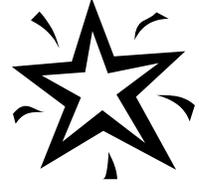
Wish Sheet

Life Changes...My predictions or wish for one year into my future.

Draw a picture of one life-changing event that you think might happen to you during this next year.

My name is _____ I will be _____ years old.

A large, empty rectangular box with a black border, intended for drawing a picture of a life-changing event.



STAR Model of Problem Solving to help with changes.



Stop

What is the change or event in my life that is happening?



Think

Is this a good thing or a bad thing? What do I need to do?



Act

What will help me deal with this change? Decide and take action.



Review

How is this affecting my life or going to affect my life?

COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. 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 well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

| <p>UNIT DESCRIPTION: How Life-Changing Events Affect My Life The students will participate in two lessons. The first lesson will help students to identify life-changing events in their life from birth to first grade. They will share how the handled the changes. The second lesson will share possible life changing events for the students during this next year of their life. Strategies for handling the changes will be discussed. Students will learn how to use the STAR Model for solving problems and coping with life changes.</p> | | <p>SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30 minutes each</p> | | | | |
|--|---|--|----|------|------------|---------|
| <p>ESSENTIAL QUESTIONS: 1. Why is change important?</p> | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLEs | PS | CCSS | OTHER ASCA | DOK |
| 1. The student will identify six life changes he/she has experienced. | | SE.3.C.01: Recognize the effects of life changes or events related to self. | | | SE | Level 1 |
| 2. The student will draw a picture of one life changing event. | | SE.3.C.01 | | | SE | Level 1 |
| <p>ASSESSMENT DESCRIPTIONS*: Students will complete a timeline story of their changing events in their life from birth to 1st grade. Students will share timeline stories and talk about how the changes affect their life. Students will complete a wish for one year into the future activity sheet. This sheet will help students share a change that they anticipate in the next year. Coping strategies are given for each idea.</p> | | | | | | |
| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) | | | | | |
| | <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect | | | | | |

| | | | | | |
|---|--|--|--|---|---|
| | <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction | | | | |
| 1 | See Lessons: Lesson 1 The Changing Times of My Life | | | | |
| 2 | Lesson 2 The Changing Times of The Future | | | | |
| Obj. # | INSTRUCTIONAL ACTIVITIES: (What Students Do) | | | | |
| 1 | See Lessons: Lesson 1 The Changing Times of My Life | | | | |
| 2 | Lesson 2 The Changing Times of The Future | | | | |
| | Direct: Structured Overview Lecture Explicit Teaching Drill & Practice Compare & Contrast Didactic Questions Demonstrations(Ls. 2) Guided & Shared - reading, listening, viewing, thinking (Ls. 2) | Indirect: <input checked="" type="checkbox"/> Problem Solving (Ls. 2) _____ Case Studies _____ Reading for Meaning _____ Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure | Experiential: _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling <input checked="" type="checkbox"/> Focused Imaging (Ls. 2) _____ Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 1, 2) _____ Model Building _____ Surveys | Independent Study _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports <input checked="" type="checkbox"/> Learning Activity _____ Packages (Ls. 1) _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers | Interactive Instruction _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 2) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing |
| UNIT RESOURCES: (include internet addresses for linking) | | | | | |
| Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ | | | | | |

| | |
|---|------------------------------|
| <p>Unit #1 Title: What Are Safe And Healthy Choices, And How Do I Keep Myself Safe?</p> | <p>Grade Level: 2</p> |
| <p>Number of Lessons in Unit: 2</p> | |
| <p>Time Required for each lesson: 30-40 minutes each</p> | |
| <p>Best time of year to implement this Unit: anytime</p> | |
| <p>Lesson Titles:</p> | |
| <p>Lesson 1: STAR Deputies</p> | |
| <p style="padding-left: 20px;">Materials/Special Preparations Required:</p> | |
| <p style="padding-left: 40px;"><i>STAR Badge</i> for instructor</p> | |
| <p style="padding-left: 40px;"><i>STAR Badge</i> for each student</p> | |
| <p style="padding-left: 40px;"><i>STAR Model of Problem Solving</i> worksheet for each student</p> | |
| <p style="padding-left: 40px;">Dry erase board, smart board, chart paper, other</p> | |
| <p style="padding-left: 40px;">Markers</p> | |
| <p style="padding-left: 40px;">Pencils</p> | |
| <p style="padding-left: 40px;">Drawing materials</p> | |
| <p style="padding-left: 40px;">Scissors</p> | |
| <p>Lesson 2: STAR Deputies, Unite!</p> | |
| <p style="padding-left: 20px;">Materials/Special Preparations Required:</p> | |
| <p style="padding-left: 40px;"><i>STAR Model of Problem Solving</i> (one copy per group OR one per student)</p> | |
| <p style="padding-left: 40px;"><i>Safety Situations</i> worksheet (cut into strips)</p> | |
| <p>Missouri Comprehensive Social Counseling Big Idea:</p> | |
| <p>SE.3: Applying personal safety skills and coping strategies.</p> | |
| <p>Grade Level Expectations (GLEs):</p> | |
| <p>SE.3.A.02: Practice the steps of problem solving and decisions making for personal safety. (DOK Level - 3)</p> | |
| <p>SE.3.B.02: Apply personal safety strategies as they relate to different situations. (DOK Level - 4)</p> | |
| <p>American School Counselor Association (ASCA) Mindsets and Behaviors:</p> | |
| <p>Social/Emotional Development</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>7. Evaluate the accuracy of information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> <p>8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students,</p> |
|---|---|

| | |
|---|---|
| | workers, citizens, and consumers |
| X | <p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 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 | <p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify 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 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"> 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 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 (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas |
| | Mathematics | |
| | Social Studies | |
| | Science | |
| X | Health/Physical Education | <ol style="list-style-type: none"> 2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use) |
| | Fine Arts | |

Unit Essential Questions:

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|--|
| How do our responses affect future events? |
|--|

Unit Measurable Learning Objectives:

The student will work within a group to solve one problem from a scenario using the STAR Model.

The student will participate in a group skit demonstrating all four steps of the STAR process appropriately.

Unit Instructional Strategies/Instructional Activities:

- Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
- Indirect (Problem Solving; Reflective Discussion; Concept Formation; Concept Mapping)
- Experiential (Simulations; Role-playing)
- Independent Study
- Interactive Instruction (Discussion; Cooperative Learning; Structured Controversy)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will work in groups and present a skit on how to solve a variety of safety situations.

Students will demonstrate how our reactions affect future events.

Brief Summary of Unit:

In lesson one; students will review the STAR model of problem solving and work together to solve safety problems. During lesson two, the students will role-play/perform a skit showing how they would solve safety problems based on a variety of situations.

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

Students will review the STAR method to solving problems.

Students will need basic knowledge of how to work together in groups.

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|---|
| <p>Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe?</p> <p>Lesson Title: STAR Deputies Lesson 1 of 2</p> <p>Grade Level: 2</p> <p>Length of Lesson: 30-40 minutes</p> <p>Missouri Comprehensive School Counseling Big Idea: SE.3: Applying personal safety skills and coping strategies.</p> <p>Grade Level Expectations (GLEs): SE.3.A.02: Practice the steps of problem solving and decisions making for personal safety. SE.3.B.02: Apply personal safety strategies as they relate to different situations.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p> |
|---|

Materials (include activity sheets and/ or supporting resources)

| |
|--|
| <p>STAR badge for instructor Copies of worksheet, <i>STAR Model of Problem-Solving</i>, for each student Copies of STAR badge for each student Dry erase board, Smartboard, chart paper, other Markers, pencils, drawing materials, scissors</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>7. Evaluate the accuracy of information and ideas into useful forms (including charts, graphs, outlines) 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>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>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 costs, benefits, and other consequences of proposed solutions</p> |
| X | <p>Goal 4: Make decisions and act as responsible members of society</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and</p> |

| | |
|--|--------|
| | 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 (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) |
| | Mathematics | |
| | Social Studies | |
| | Science | |
| X | Health/Physical Education | 2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) |
| | Fine Arts | |

Enduring Life Skill(s)

| | | | | | |
|---|--------------|--|--------------|---|-----------------|
| | Perseverance | | Integrity | X | Problem Solving |
| X | Courage | | Compassion | | Tolerance |
| | Respect | | Goal Setting | X | Responsibility |

Lesson Measurable Learning Objectives:

The student will work within a group to solve one problem from a scenario using the STAR Model.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will work within a group to solve one problem from a scenario using the STAR Model.

Lesson Preparation

Essential Questions: Why do we have problems?

Engagement (Hook): Walk in with a STAR badge on saying that you are the STAR sheriff on problem solving and you need some STAR deputies to make sure people make safe choices.

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|---|---|
| 1. Tell students they need to be trained as STAR deputies. Review the <i>STAR Model of Problem Solving</i> worksheet. Use an example such as “What would you do if an older kid told you he would beat you up if you didn’t give him your lunch money?” to practice using the STAR model. | 1. Students answer questions on the Smartboard (or other visual aid)/worksheet. |
| 2. “Now, you are going to practice with a group of deputies.” Hand out STAR worksheet. | 2. Students get into small groups and each has a different colored marker and a STAR problem solving worksheet. |
| 3. “You are out on the playground and someone gets a cut on his head and is bleeding. What do you do, deputies? Fill in the blanks.” | 3. Each student contributes to answer the questions. |
| 4. Facilitate a discussion of the playground scenario and methods used to implement the STAR model. | 4. Students contribute their answers to the questions. |
| 5. “You have gained your STAR deputy badges.” Hand out badge patterns. Allow students to color and cut out their badges. | 5. Students color and cut out STAR deputy badges. |
| 6. “Next week, we will role-play solving problems. Are there any questions before we move on?” | 6. Students ask appropriate questions. |

Teacher Follow-Up Activities

Remind students to use the problem-solving model when they are faced with an unsafe situation.

Counselor reflection notes (completed after the lesson)

STAR Model of Problem Solving



Stop

What is the problem?



Think

What are some choices?

What might happen with these choices?



Act

Decide and take action

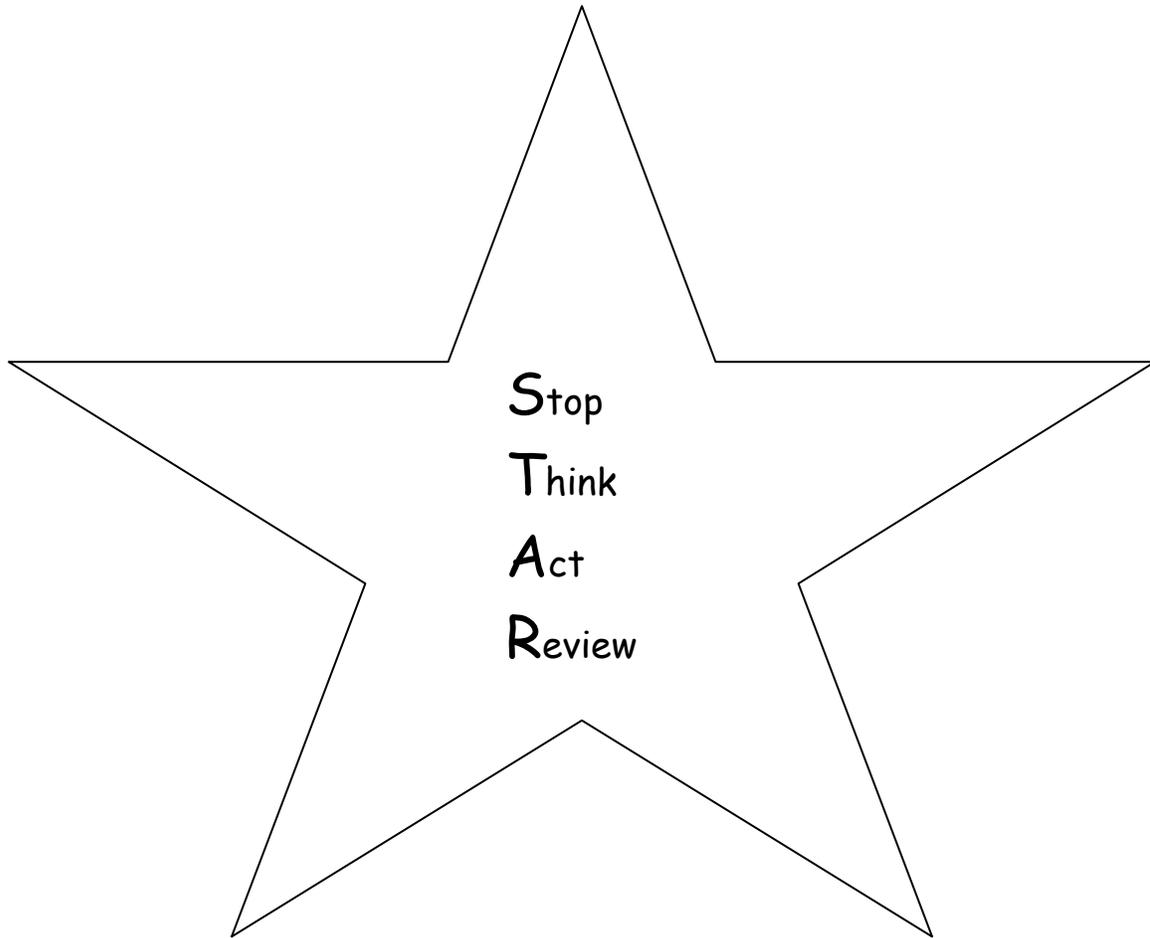


Review

How did it work?

Do I need to try again?

STAR Badge



| | |
|--|----------------------|
| Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe? | |
| Lesson Title: STAR Deputies, Unite! | Lesson 2 of 2 |
| Grade Level: 2 | |
| Length of Lesson: 30-40 minutes | |
| Missouri Comprehensive School Counseling Big Idea: SE.3: Applying personal safety skills and coping strategies. | |
| Grade Level Expectations (GLEs): SE.3.A.02: Practice the steps of problem solving and decisions making for personal safety. SE.2.B.02: Apply personal safety strategies as they relate to different situations. | |
| American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development | |

Materials (include activity sheets and/ or supporting resources)

| |
|--|
| <i>STAR Model of Problem-Solving</i> (one copy per group <u>or</u> one copy per student) |
| <i>Safety Situations</i> worksheet (cut into strips) |

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

| | |
|---|---|
| X | Goal 1: Gather, analyze and apply information and ideas 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 |
| X | Goal 3: Recognize and solve problems 1. Identify 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 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 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 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 (including grammar, usage, punctuation, spelling, capitalization) 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 (such as violence, tobacco, alcohol, and other drug use) |
| Fine Arts | |

Enduring Life Skill(s)

| | | | | | |
|---|--------------|--|--------------|---|-----------------|
| | Perseverance | | Integrity | X | Problem Solving |
| X | Courage | | Compassion | X | Tolerance |
| X | Respect | | Goal Setting | X | Responsibility |

Lesson Measurable Learning Objectives:

The student will participate in a group skit demonstrating all four steps the STAR process appropriately.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students participate in the performance activity by presenting their skits.

Lesson Preparation

Essential Questions: Why is it important to know how to solve a problem?
Engagement (Hook): “Who earned their STAR deputy badge last week? I need you to unite and solve some situations.”

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|---|--|
| <ol style="list-style-type: none"> After introducing lesson with hook, divide students into small groups and give each group a safety situation and a <i>STAR Model of Problem-Solving</i> worksheet. Tell the students that their mission is to solve this safety problem using the STAR model and | <ol style="list-style-type: none"> Students get into groups and read their safety situation. Groups say, “STAR deputies, unite!” |

| | |
|--|--|
| <p>act it out with their group. “Are you up to the task?” “If you are say, ‘STAR deputies, unite!’”</p> <p>3. Counselor checks on each group’s progress, giving them a timeline to wrap things up.</p> <p>4. Once groups seem to be finished with their work, allow each to present their skit.</p> <p>5. At the end, thank them for their work. Say, “STAR deputies unite!”</p> | <p>3. Groups work together to develop a skit about their safety situation using the STAR problem-solving model.</p> <p>4. Each group presents their skit as the others watch.</p> <p>5. Students say, “STAR deputies unite!”</p> |
|--|--|

Teacher Follow-Up Activities

Remind students to use the problem-solving model when they are faced with situations.

Counselor reflection notes (completed after the lesson)

STAR Model of Problem Solving



Stop

What is the problem?



Think

What are some choices?

What might happen with these choices?



Act

Decide and take action



Review

How did it work?

Do I need to try again?

Safety Situations

1. You are at home. Your mom is in the shower, and your dad is at work. Someone knocks at the door and says she is delivering a package. What do you do?

2. You and a friend are walking down the street. A car driving by slows down. The driver asks if you have seen a black and white dog. What do you do?

3. A group of friends get together. One person brings a pack of cigarettes. Your friends start to smoke and ask you to join in. What do you do?

4. You are in the bathroom at school. An older kid starts picking on a younger kid, saying that he is going to hurt him. What do you do?

5. You are on the playground. Another kid is climbing over the fence to get a ball that is rolling close to the street. What do you do?

6. Some kids on the bus are drinking something that smells funny. They seem to be having a good time, and ask if you want some. What do you do?

COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. 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 well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

| <p>UNIT DESCRIPTION: What Are Safe and Healthy Choices, and How Do I Keep Myself Safe?</p> <p>In lesson one, students will review the STAR model of problem solving and work together to solve safety problems. During lesson two, the students will role-play/perform a skit showing how they would solve safety problems based on a variety of situations.</p> | | <p>SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30 – 40 minutes each</p> | | | | |
|---|--|---|----|------|---------------|---------|
| <p>ESSENTIAL QUESTIONS: 1. How do our responses affect future events?</p> | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLEs | PS | CCSS | OTHER ASCA | DOK |
| 1. The student will work within a group to solve one problem from a scenario using the STAR Model. | | SE.3.A.02: Practice the steps of problem solving and decisions making for personal safety. SE.3.B.02: Apply personal safety strategies as they relate to different situations. | | | SE | Level 3 |
| 2. The student will participate in a group skit demonstrating all four steps the STAR process appropriately. | | SE.3.A.02 | | | SE | Level 4 |
| <p>ASSESSMENT DESCRIPTIONS: Students will work in groups and present a skit on how to solve a variety of safety situations.</p> | | | | | | |

| | | | | | |
|---|---|--|---|--|---|
| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) | | | | |
| | <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction | | | | |
| 1 2 | See Lessons: Lesson # 1: STAR Deputies Lesson # 2: STAR Deputies, Unite! | | | | |
| Obj. # | INSTRUCTIONAL ACTIVITIES: (What Students Do) | | | | |
| 1 2 | See Lessons: Lesson # 1: STAR Deputies Lesson # 2: STAR Deputies, Unite! | | | | |
| | <u>Direct:</u> Structured Overview Lecture Explicit Teaching Drill & Practice Compare & Contrast Didactic Questions Demonstrations Guided & Shared - reading, listening, viewing, thinking (Ls. 2) | <u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving (Ls. 1, 2) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 2) <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation (Ls. 2) <input checked="" type="checkbox"/> Concept Mapping (Ls. 2) <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure | <u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls. 1) <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 2) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys | <u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity <input type="checkbox"/> Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers | <u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1, 2) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Structured Controversy (Ls. 1, 2) <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing |
| UNIT RESOURCES: (include internet addresses for linking) | | | | | |
| Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ | | | | | |

| | |
|--|---|
| Unit #2 Title: How does one cope with life-changing events? | Grade Level: 2 |
| Number of Lessons in Unit: 2 | Time Required for each lesson: 30 minutes each |
| Best time of year to implement this Unit: Anytime | |
| Lesson Titles: | |
| Lesson 1: Stressed Out Sally | |
| Materials/Special Preparations Required | |
| Story- " <i>Stressed Out Sally</i> "-one for each student | |
| Blank paper | |
| Pencils | |
| Markers or highlighters | |
| Lesson 2: Sally’s Super Day | |
| Materials/Special Preparations Required | |
| Story- " <i>Sally’s Super Day</i> "-one for each student | |
| Chart paper | |
| Markers | |
| Missouri Comprehensive School Counseling Big Idea: | |
| SE.3: Applying personal safety skills and coping strategies | |
| Grade Level Expectation (GLE): | |
| SE.3.C.02: Recognize the effects of life changes or events related to self and others. (DOK Level - 1) | |
| 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 6. Discover and evaluate patterns and relationships in information, ideas and structures 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 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace |
| X | Goal 3: Recognize and solve problems 1. Identify 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 |

| | |
|---|--|
| | <p>4. Evaluate the processes used in recognizing and solving problems</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 costs, benefits and other consequences of proposed solutions</p> |
| X | <p>Goal 4: Make decisions and act as responsible members of society</p> <p>3. Analyze the duties and responsibilities of individuals in societies</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others</p> |

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

| Academic Content Area(s) | | Specific Skill(s) |
|---------------------------------|---------------------------|---|
| X | Communication Arts | <p>5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p> |
| | Mathematics | |
| | Social Studies | |
| | Science | |
| X | Health/Physical Education | <p>2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)</p> <p>7. Responses to emergency situations</p> |
| | Fine Arts | |

Unit Essential Questions:

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| Why does life change? What if everything always stayed the same? |
|--|

Unit Measurable Learning Objectives:

| |
|---|
| The student will identify at least one problem-solving suggestion for a provided scenario. Using Think-Pair-Share, the student will demonstrate the ability to empathize. |
|---|

Unit Instructional Strategies/Instructional Activities:

| |
|--|
| <input checked="" type="checkbox"/> Direct (Didactic Questions; Guided and Shared-Reading, Listening, Viewing, Thinking) |
| <input checked="" type="checkbox"/> Indirect (Reflective Discussion) |
| <input checked="" type="checkbox"/> Experiential (Storytelling) |
| <input type="checkbox"/> Independent Study |
| <input checked="" type="checkbox"/> Interactive Instruction (Brainstorming; Discussion; Think, Pair, Share) |

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.

Students examine and produce examples of what is—and what is not—in their control.

Students will practice showing empathy when others are facing life-changing events.

Brief Summary of Unit:

In lesson 1, students examine a fictitious story about someone who has had a bad day because of her choices. Students are given the opportunity to see how she can change the outcome of her day by changing her behaviors, choices and what is and is not in her control. During lesson two, students will learn about life-changing events that are out of their control and practice empathizing with others based on those events.

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

Students should exhibit an understanding of responsibility and ability to listen to others.

| |
|---|
| <p>Unit 2 Title: How does one cope with life-changing events?</p> <p>Lesson Title: Stressed Out Sally Lesson: 1 of 2</p> <p>Grade Level: 2</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive School Counseling Big Idea: SE.3: Applying personal safety skills and coping skills</p> <p>Grade Level Expectation (GLE): SE.3.C.02: Recognize the effects of life changes or events related to self and others.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p> |
|---|

Materials (include activity sheets and/ or supporting resources)

| |
|---|
| <p>Story – “<i>Stressed Out Sally</i>” – One copy for each student Blank paper, pencils and markers or highlighters</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>6. Discover and evaluate patterns and relationships in information, ideas and structures</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>2. Review and revise communications to improve accuracy and clarity</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p> <p>6. Apply communication techniques to the job search and to the workplace</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>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 costs, benefits and other consequences of proposed solutions</p> |
| X | <p>Goal 4: Make decisions and act as responsible members of society</p> <p>3. Analyze the duties and responsibilities of individuals in societies</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others</p> |

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

| Academic Content Area(s) | Specific Skill(s) |
|---------------------------------|--|
| X Communication Arts | 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas |
| Mathematics | |
| Social Studies | |
| Science | |
| X Health/Physical Education | 2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) |
| Fine Arts | |

Enduring Life Skill(s)

| | | | | | |
|---|--------------|--|--------------|---|-----------------|
| | Perseverance | | Integrity | X | Problem Solving |
| | Courage | | Compassion | X | Tolerance |
| X | Respect | | Goal Setting | X | Responsibility |

Lesson Measurable Learning Objectives:

The student will identify at least one problem-solving suggestion for a provided scenario.

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 respond to questions about the story of *“Stressed Out Sally”*.

Lesson Preparation

Essential Questions:
Why does life change? What if everything always stayed the same?

Engagement (Hook):
Sally is having a bad day. She needs your help so tomorrow goes better.
Read *“Stressed Out Sally”* to the students.

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities; |
|---|--|
| 1. After reading story, ask students what problems Sally had. | 1. Students will supply answers. |

| | |
|---|---|
| <ol style="list-style-type: none"> 2. “Which ones were in her control?” Give each student a copy of “<i>Stressed Out Sally</i>” story and have students underline what Sally was in control of, using markers or highlighters. 3. Discuss responsibility and taking responsibility for your actions. 4. Discuss proper communication, talking about feelings, anger management techniques, conflict resolution, etc. 5. Say to the students, “Let’s go back to “<i>Stressed out Sally</i>” and rewrite her day so tomorrow will go better.” | <ol style="list-style-type: none"> 2. Students will underline things Sally could control. 3. Students contribute to discussion. 4. Students contribute to discussion. 5. Students will help rewrite “<i>Stressed Out Sally</i>” by supplying suggestions to help her day go better. |
|---|---|

Teacher Follow-Up Activities

Teachers may question students when they are upset:
 “Is it in your control?” “What can you do about it?” “How can you cope?”

Counselor reflection notes (completed after the lesson)

Stressed Out Sally

Written by Jennifer Boyer

Sally got up late this morning because she forgot to set her alarm clock. She yelled at her mom for not getting her up on time. Since she got up so late, she was not able to eat breakfast before having to get to school. On her way out the door running to the bus, she forgot her homework on the table. Because of this, she had to stay in at recess to finish her homework. When her friend came in from recess, she was angry with Sally because Sally was not outside to play with her. They got into a fight and didn't speak the rest of the day. During lunch, Sally spilled her milk all over herself, got angry, and threw her tray on the floor. When she lined up to go back to class, the boy behind her accidentally bumped into her. Sally got so angry that she punched him in the stomach. A teacher saw this and sent her to the principal's office. Sally was given a detention for fighting. By the time Sally got home, she was very angry. She saw her brother playing with her favorite game and yanked it away and yelled at him. Her father grounded her for a week because of her behavior. At dinner, the family was having meatloaf, and Sally hated meatloaf. She told her mom she hated her for fixing the meatloaf. After dinner, she was sent to her room to finish her homework and think about her day. She had a lot of homework, but did not do it all. She decided to go to bed early.

| |
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| <p>Unit #2 Title: How does one cope with life-changing events?</p> <p>Lesson Title: Sally’s Super Day Lesson: 2 of 2</p> <p>Grade Level: 2</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive School Counseling Big Idea: SE.3: Applying personal safety skills and coping skills</p> <p>Grade Level Expectation (GLE): SE.3.C.02: Recognize the effects of life changes or events related to self and others.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p> |
|---|

Materials (include activity sheets and/ or supporting resources)

| |
|---|
| <p>Story – “<i>Sally’s Super Day</i>” (one copy for each student)</p> <p>Chart paper, markers</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>6. Discover and evaluate patterns and relationships in information, ideas and structures</p> |
| X | <p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>2. Review and revise communications to improve accuracy and clarity</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>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 costs, benefits and other consequences of proposed solutions</p> |
| X | <p>Goal 4: Make decisions and act as responsible members of society</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others</p> |

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 |

| | | |
|---|---------------------------|--|
| | Social Studies | |
| | Science | |
| X | Health/Physical Education | 2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 7. Responses to emergency situations |
| | Fine Arts | |

Enduring Life Skill(s)

| | | | | | |
|---|--------------|---|--------------|---|-----------------|
| | Perseverance | | Integrity | X | Problem Solving |
| | Courage | X | Compassion | X | Tolerance |
| X | Respect | | Goal Setting | X | Responsibility |

Lesson Measurable Learning Objectives:

Using Think-Pair-Share, the student will demonstrate the ability to empathize.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Observe student ability to empathize with others during the activity.

Lesson Preparation

Essential Questions:

How do you cope with life-changing events?
How can you help others in need of support for life-changing events?

Engagement (Hook):

Remember Sally? Your suggestions helped! Here is how her day went yesterday.
Read “*Sally’s Super Day*”.

Procedures

| | |
|--|---|
| <p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. “Remember Sally, the girl who was having the stressed out day? Your suggestions helped! Here is a description of how her day went yesterday.” Read “<i>Sally’s Super Day</i>”. The story is included at the end of the lesson. 2. Make a chart with two columns. Label one “in control” and label the other one “not in control.” Ask students which things Sally is in control of, and which things she is not in control of. List them on the chart in the | <p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students listen to the story. 2. Students contribute answers. |
|--|---|

| | |
|---|--|
| <p>appropriate columns. Students can also add other things to the list from their own lives.</p> <p>3. We know her grandmother’s death was not in her control. What can she do to cope?</p> <p>4. Discuss listening skills and putting yourself in another’s shoes (empathy). Ask students, “What could you do to help Sally today?” Make sure answers are appropriate. Help supply answers as needed.</p> <p>5. Have students’ pair up and practice saying empathic words to Sally. Circulate to make sure they are saying helpful things and are on task.</p> | <p>3. Students offer suggestions.</p> <p>4. Students think about good things to do/say, and things that would not be helpful.</p> <p>5. Students practice.</p> |
|---|--|

Teacher Follow-Up Activities

Help students learn to empathize when life-changing events arise.

Counselor reflection notes (completed after the lesson)

Sally's Super Day

Written by: Jennifer Boyer

Sally got up on time and was in a good mood because she had plenty of time to get ready for the day. Her mom was waiting in the kitchen for her with a healthy breakfast. She told her mom, "Good morning," and gave her a big hug. She rode the bus to school and greeted her teacher when she got to the classroom. Since her homework was finished, she got to go outside during recess and play with her best friend. Sally was excited to get to the lunchroom, because they were having tacos, and she liked tacos. She accidentally spilled milk on herself, and asked to go to the restroom to clean up. When lining up, she bumped into the boy in front of her. She said, "Excuse me," but the boy started yelling at her to watch where she was going. He got sent to the principal's office. She went back to the classroom and worked hard to get all her assignments finished so she didn't have any homework. When she got home, she was in a really good mood. Her brother was playing with her favorite game and she joined him. She didn't really like what they were having for dinner, but she ate it politely. After dinner, she helped clean up the kitchen before sitting down to read her library book. As Sally was getting ready to go to bed, the phone rang. It was her aunt, calling to say that her grandmother had died.

What an end to a super day!

What can Sally do now? What would you say to her?

COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. 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 well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

| <p>UNIT DESCRIPTION: How does one cope with life-changing events? In lesson one, students examine a fictitious story about someone who has had a bad day because of her choices. Students are given the opportunity to see how she can change the outcome of her day by changing her behaviors, choices and what is and is not in her control. During lesson two, students will learn about life-changing events that are out of their control and practice empathizing with others based on those events.</p> | | <p>SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30 – 40 minutes each</p> | | | | |
|--|--|--|----|------|---------------|---------|
| <p>ESSENTIAL QUESTIONS: 1. Why does life change? What if everything always stayed the same?</p> | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLEs | PS | CCSS | OTHER ASCA | DOK |
| 1. The student will identify at least one problem-solving suggestion for a provided scenario. | | SE.3.C.02: Recognize the effects of life changes or events related to self and others. | | | SE | Level 1 |
| 2. Using Think-Pair-Share, the student will demonstrate the ability to empathize | | SE.3.C.02 | | | SE | Level 1 |
| <p>ASSESSMENT DESCRIPTIONS:</p> <ol style="list-style-type: none"> Students examine and produce examples of what is—and what is not—in their control. Students will practice showing empathy when others are facing life-changing events. | | | | | | |
| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) | | | | | |
| | <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential | | | | | |

| | | | | | |
|---|---|---|---|---|--|
| | <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction | | | | |
| 1 | See Lessons: Lesson #1: Stressed Out Sally | | | | |
| 2 | Lesson #2: Sally's Super Day | | | | |
| Obj. # | INSTRUCTIONAL ACTIVITIES: (What Students Do) | | | | |
| 1 | See Lessons: Lesson #1: Stressed Out Sally | | | | |
| 2 | Lesson #2: Sally's Super Day | | | | |
| | <u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input checked="" type="checkbox"/> Didactic Questions (Ls. 2) <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2) | <u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1, 2) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure | <u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input checked="" type="checkbox"/> Storytelling (Ls. 1, 2) <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys | <u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers | <u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 2) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 2) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing |
| UNIT RESOURCES: (include internet addresses for linking) | | | | | |
| Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ | | | | | |

| | |
|---|-----------------------|
| Unit #1 Title: What Are Safe And Healthy Choices And How Do I Keep Myself Safe? | Grade Level: 3 |
| Number of Lessons in Unit: 2 | |
| Time Required for each lesson: 30 minutes | |
| Best time of year to implement this Unit: Anytime | |
| Lesson Titles: | |
| Lesson 1: Don't Tease Me! | |
| Materials/Special Preparations Required | |
| Work with a classroom teacher to create a scenario in which you tease and pester him/her | |
| Dry erase, SmartBoard or chart paper and markers | |
| Lesson 2: Can You Erase the Damage? | |
| Materials/Special Preparations Required | |
| Large sheet of butcher paper | |
| Marker | |
| Sheet of paper for each student | |
| Tape | |
| Missouri Comprehensive School Counseling Big Idea: | |
| SE.3: Applying personal safety skills and coping strategies. | |
| Grade Level Expectations (GLEs): | |
| SE.3.A.03: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school. (DOK Level - 4) | |
| SE.3.B.03: Identify issues that impact personal safety. (DOK Level - 1) | |
| American School Counselor Association (ASCA) Mindsets and Behaviors: | |
| Social/Emotional Development | |

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

| | |
|---|---|
| | Goal 1: Gather, analyze and apply information and ideas |
| X | Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others |
| X | Goal 3: Recognize and solve problems 1. Identify 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 |

| | |
|---|--|
| | 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 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 | 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 | 2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) |
| Fine Arts | |

Unit Essential Questions:

Why is respect important?

Unit Measurable Learning Objectives:

The student will contribute an example of at least one hurtful behavior/statement and one reason for a hurtful behavior/statement to group discussion.
The student will identify three “kind” things to say to others that will replace the “mean” things the group brainstorms.

Unit Instructional Strategies/Instructional Activities:

Direct (Compare & Contrast; Guided & Shared-reading, listening, viewing, thinking)
 Indirect (Reflective Discussion)
 Experiential
 Independent Study
 Interactive Instruction (Brainstorming; Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will provide kind comments to replace mean comments.

Brief Summary of Unit:

In lesson one, students will learn why people tease and bully others, and ways to appropriately communicate their needs. During lesson two, they will participate in a demonstration of how words cannot be erased once they are said.

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

The students should demonstrate the ability to articulate their feelings.

| |
|--|
| <p>Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe?</p> <p>Lesson Title: Don't Tease Me! Lesson 1 of 2</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive School Counseling Big Idea: SE.3: Applying personal safety skills and coping strategies.</p> <p>Grade Level Expectations (GLEs): SE.3.A.03: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school. SE.3.B.03: Identify issues that impact personal safety.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p> |
|--|

Materials (include activity sheets and/ or supporting resources)

Work with a classroom teacher to create a scenario in which you tease and pester him/her.
Dry erase board, SmartBoard, or chart paper and markers

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

| | |
|---|---|
| | Goal 1: Gather, analyze and apply information and ideas |
| X | Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others |
| X | Goal 3: Recognize and solve problems 1. Identify 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 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 |
| | 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 | 2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) |
| | Fine Arts | |

Enduring Life Skill(s)

| | | | | | |
|---|--------------|--|--------------|---|-----------------|
| | Perseverance | | Integrity | X | Problem Solving |
| X | Courage | | Compassion | X | Tolerance |
| X | Respect | | Goal Setting | X | Responsibility |

Lesson Measurable Learning Objectives:

The student will contribute an example of at least one hurtful behavior/statement and one reason for a hurtful behavior/statement to group discussion.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
 Assessment can be question answer, performance activity, etc.
 Students will contribute to group discussion.

Lesson Preparation

Essential Questions: What situations cause students to be, or feel, unsafe? How can I make safe and healthy choices at school?

Engagement (Hook): Based on your plan with the cooperating teacher, enter the classroom and begin teasing them. Get in the teacher’s personal space, and begin teasing and otherwise pestering the teacher.

Procedures

| | |
|--|---|
| <p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> When students act surprised, ask, “What is the problem?” Ask students to brainstorm times when they felt unsafe at school (physically or emotionally). Write them down on the board or chart paper. Explain that many times people do things | <p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students watch, and then try to describe what the problem is. Students should be able to answer questions about what they believe the teacher thought and felt during the skit. Did they appear to feel worried, scared, unsafe, etc. Students brainstorm and offer suggestions. Students listen and discuss why others may |
|--|---|

| | |
|--|--|
| <p>because they want something (attention, a better seat, to play, to look cool, etc.) but don't always know the best way to handle it. Why do students use these behaviors (those listed from brainstorming)? Write reasons next to the behaviors.</p> <p>4. Ask students if they ever did any of these behaviors and ask for examples. "How did that work for you? Did you get what you wanted?"</p> <p>5. "What are other ways to get what you want?" List student responses on board, SmartBoard or chart paper.</p> <p>6. "Sometimes, no matter how kind you are, you still do not get what you want. How can you handle this?" List student responses. "During the next week, practice positive behaviors that we have talked about today. Watch out for those statements or actions that will hurt the feelings of those around you."</p> | <p>act this way.</p> <p>4. Students provide examples and answer the questions.</p> <p>5. Students contribute ideas such as: "Tell people how you feel." "Ask for what you want." "Wait your turn," etc.</p> <p>6. Students answer counselor questions and offer suggestions. Students agree to practice desired behaviors.</p> |
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Teacher Follow-Up Activities

Remind students to use appropriate ways to get what they want.

Counselor reflection notes (completed after the lesson)

| | |
|--|-----------------------|
| Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe? | |
| Lesson Title: Can You Erase the Damage? | Lesson: 2 of 2 |
| Grade Level: 3 | |
| Length of Lesson: 30 minutes | |
| Missouri Comprehensive School Counseling Big Idea: SE.3: Applying personal safety skills and coping strategies. | |
| Grade Level Expectations (GLEs): SE.3.A.03: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school. SE.3.B.03: Identify issues that impact personal safety. | |
| American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development | |

Materials (include activity sheets and/ or supporting resources)

| |
|---|
| Large sheet of butcher paper, marker, sheet of paper for each student, tape |
|---|

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

| | |
|---|---|
| | Goal 1: Gather, analyze and apply information and ideas |
| X | Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others |
| X | Goal 3: Recognize and solve problems 1. Identify 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 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 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 | 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 | |
| | Health/Physical Education | |
| | Fine Arts | |

Enduring Life Skill(s)

| | | | | | |
|---|--------------|---|--------------|---|-----------------|
| | Perseverance | | Integrity | X | Problem Solving |
| X | Courage | X | Compassion | X | Tolerance |
| X | Respect | | Goal Setting | | Responsibility |

Lesson Measurable Learning Objectives:

The student will identify three “kind” statements to say to others to replace the “mean” comments the group brainstorms.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Observation and ability to define caring comments to say to others.

Lesson Preparation

Essential Questions: Why is it important to treat people the way you want to be treated? Can you ever undo the damage caused by mean words and teasing?
Engagement (Hook): “Today - and today only - you are going to get to say mean things to me without me correcting you. You must use words that are appropriate for school.”

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|--|--|
| 1. Put up large piece of butcher paper. Ask students to say mean things, without using bad words. Write these down on the butcher paper. | 1. Students share their mean comments. |
| 2. Talk about the damage words like these can cause in friendship. Discuss how people feel when they hear such negative comments. | 2. Students respond to counselor suggestions. |
| 3. “Now, we are going to try to repair the damage. Hand out a sheet of paper to each student and ask him or her to write down something nice to say instead. | 3. Students write down kind words on their paper. |
| 4. Ask students to read one of their positive | 4. Students share their ideas and tape their |

| | |
|--|--|
| statements. Once he/she has finished, each student will tape the statement over the mean words on the butcher paper. | written statements on the butcher paper. |
| 5. When all students are finished, talk about how there are still words that can be seen on the paper. “Can you ever erase the damage once the words are out?” | 5. Students respond to counselor’s question. Students may share times when mean words were said to them and how it felt. |

Teacher Follow-Up Activities

Teacher will follow up, asking students to say or write three kind things for each mean or hurtful thing they say to someone.

Counselor reflection notes (completed after the lesson)

Course Description:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. 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 well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

| <p>UNIT DESCRIPTION: What Are Safe and Healthy Choices and How Do I Keep Myself Safe? In lesson one, students will learn why people tease and bully others, and ways to appropriately communicate their needs. During lesson two, they will participate in a demonstration of how words cannot be erased once they are said.</p> | | <p>SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30 minutes each</p> | | | | |
|--|---|---|----|------|---------------|--------------------|
| <p>ESSENTIAL QUESTIONS: 1. Why is respect important?</p> | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVE | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLEs | PS | CCSS | OTHER ASCA | DOK |
| 1. The student will contribute an example of at least one hurtful behavior/statement and one reason for a hurtful behavior/statement to group discussion. | | SE.3.A.03: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school. | | | SE | Level 4 |
| | | SE.3.B.03: Identify issues that impact personal safety. | | | | Level 1 |
| 2. The student will identify three “kind” things to say to others to replace the “mean” things the group brainstorms. | | SE.3.A.03 SE.3.B.03 | | | SE | Level 4 Level 1 |
| <p>ASSESSMENT DESCRIPTIONS*: Students will provide kind comments to replace mean comments.</p> | | | | | | |
| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) | | | | | |
| | ___x_ Direct | | | | | |

| | | | | | |
|---|--|--|---|---|--|
| | <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction | | | | |
| 1 2 | See Lessons: Lesson #1: “Don’t Tease Me” Lesson #1: “Can You Erase the Damage” | | | | |
| Obj. # | INSTRUCTIONAL ACTIVITIES: (What Students Do) | | | | |
| 1 2 | See Lessons: Lesson #1: “Don’t Tease Me” Lesson #1: “Can You Erase the Damage” | | | | |
| | <u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1, 2) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 2) | <u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure | <u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys | <u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers | <u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1, 2) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing |
| UNIT RESOURCES: (include internet addresses for linking) | | | | | |
| Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ | | | | | |

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| <p>Unit #2 Title: How Does One Cope With Life Changing Events?</p> <p>Grade Level: 3</p> <p>Number of Lessons in Unit: 2</p> <p>Time Required for each lesson: 30 minutes</p> <p>Best time of year to implement this Unit: Anytime</p> <p>Lesson Titles:</p> <p>Lesson 1: What to do? What to do? Part One Materials/Special Preparations Required Children’s book, such as <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> or <i>P.J. Funnybunny and the Very Bad Bunny</i>. <i>Life Changing Situations</i> sheet Pencils Chart paper Markers</p> <p>Lesson 2: What to do? What to do? Part Two Materials/Special Preparations Required Student notes from Lesson 1 Any props necessary for skits <i>What to Do Solution Sheet</i> –one for each student Pencils</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.C.03: Identify coping skills for managing life changes or events. (DOK Level - 1)</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p> |
|--|

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

| | |
|---|--|
| X | Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures |
| 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 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace |

| | |
|---|--|
| X | <p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify 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 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 (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas |
| Mathematics | |
| Social Studies | |
| Science | |
| X Health/Physical Education | <ol style="list-style-type: none"> 2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 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 can I adapt to change?

Unit Measurable Learning Objectives:

The student will identify at least one emotion associated with a life-changing event.
 The student will work cooperatively to determine at least one coping skill for dealing with a life change scenario.

Unit Instructional Strategies/Instructional Activities:

Direct (Guided & Shared-reading, listening, viewing, thinking)
 Indirect (Problem Solving; Reflective Discussion)
 Experiential (Simulations; Role-playing)

Independent Study
 Interactive Instruction (Role Playing; Peer Partner Learning; Cooperative Learning; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will identify at least one emotion associated with life changes. Students will work with group members to demonstrate at least one coping skill utilized in response to one life change scenario.

Brief Summary of Unit:

In small groups, students will work together to determine how to best cope with a life-changing event.

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

Knowing what life-changing events are

How to work in groups

Unit 2 Title: How does one cope with life-changing events?

Lesson Title: What To Do? What To Do? Part One **Lesson** 1 of 2

Grade Level: 3

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
SE.3.C.03: Identify coping skills for managing life changes or events.

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

Materials (include activity sheets and/ or supporting resources)

Children’s book, such as *Alexander and the Terrible, Horrible, No Good, Very Bad Day* or *P.J. Funnybunny and the Very Bad Bunny*, *Life Changing Situations* sheet (cut into separate situation strips), pencils, chart paper and markers

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

| | |
|---|--|
| X | Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures |
| 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 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace |
| X | Goal 3: Recognize and solve problems 1. Identify 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 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 (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas |
| | Mathematics | |
| | Social Studies | |
| | Science | |
| X | Health/Physical Education | 2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 7. Responses to emergency situations |
| | Fine Arts | |

Enduring Life Skill(s)

| | | | | | |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | | Integrity | X | Problem Solving |
| X | Courage | X | Compassion | X | Tolerance |
| X | Respect | | Goal Setting | X | Responsibility |

Lesson Measurable Learning Objectives:

| |
|--|
| <p>The student will identify at least one emotion associated with a life-changing event. The student will work cooperatively to determine at least one coping skill for dealing with a life change scenario.</p> |
|--|

Lesson Formative Assessment (acceptable evidence):

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|---|
| <p>Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Students will identify at least one emotion associated with life changes. Students will work with group members to determine at least one coping skill utilized in response to a life change scenario.</p> |
|---|

Lesson Preparation

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|---|
| <p>Essential Questions: How can you cope with a life-changing event?</p> <p>Engagement (Hook): Read a story about a character who has to deal with frustration or other emotions, such as <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> or <i>P. J. Funnybunny and the Very Bad Bunny</i>.</p> |
|---|

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|--|--|
| <ol style="list-style-type: none"> 1. Discuss examples of life-changing events, using the fictional character as a reference. What was out of the character’s control? What could that character control? 2. Divide students into small groups. Give each group a piece of chart paper and a different colored marker. Give each group a life-changing situation slip. They will brainstorm ways to deal with the situation and record responses on the chart paper. Groups will begin preparing a skit to present their ideas to the remaining class members. 3. Circulate around the room ensuring that they are all on task. Warn students when they are close to wrap-up time. 4. Remind students that they will present their ideas during the next lesson. | <ol style="list-style-type: none"> 1. Students listen and participate in discussion. 2. Students get into groups to read their scenarios and to brainstorm how to handle the situations. If time allows, students may begin developing skits. 3. Students will continue to formulate plan for coping with a life change scenario and develop a skit to illustrate their ideas. 4. Students finish up and go back to their seats. |

Teacher Follow-Up Activities

Remind students of the things they can – and cannot – control. Work with students to develop effective coping skills when life-changing events occur.

Counselor reflection notes (completed after the lesson)

Lesson 1 Materials

Life-Changing Situations

1. Missy has been begging her parents for a dog for months. For her birthday, her parents surprised her with a puppy. Now Missy is responsible for the puppy's care. **What to do? What to do?**

2. Jeremiah's mother just had a new baby boy. He's excited about having a new baby in the family, but worries about sharing time with his parents. **What to do? What to do?**

3. Perla's dad just got remarried, and his stepmom does things very differently than her mom does. Perla has already gotten in trouble for not putting her clothes away correctly. **What to do? What to do?**

4. Frankie's brother, Julius, just returned from college for winter break. He feels excited that Julius is home; however, he has to share his little brother's room so that Julius has a place to sleep.
What to do? What to do?

5. Sunny has been looking forward to playing a game with her best friend at recess. When she gets outside, she finds out that her friend wants to play with a student who just started school today. **What to do? What to do?**

6. When Josh comes home from school, he finds out that his little brother trashed his room while he was gone. He even broke Josh's favorite toy. **What to do? What to do?**

| |
|---|
| <p>Unit 2 Title: How does one cope with life-changing events?</p> <p>Lesson Title: What to do? What to Do? Part Two Lesson: 2 of 2</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30 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.C.03: Identify coping skills for managing life changes or events.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p> |
|---|

Materials (include activity sheets and/ or supporting resources)

Student notes from Lesson 1, any props necessary for skits, copies of *What to Do Solution Sheet* for each student, pencils

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

| | |
|---|---|
| X | <p>Goal 1: Gather, analyze and apply information and ideas</p> <p>5. Comprehend and evaluate written, visual and oral presentations and works</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures</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>2. Review and revise communications to improve accuracy and clarity</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p> <p>6. Apply communication techniques to the job search and to the workplace</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>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 costs, benefits and other consequences of proposed solutions</p> |
| X | <p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others</p> |

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 (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 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 (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations |
| Fine Arts | |

Enduring Life Skill(s)

| | | | | | |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | | Integrity | X | Problem Solving |
| X | Courage | X | Compassion | X | Tolerance |
| | Respect | X | Goal Setting | X | Responsibility |

Lesson Measurable Learning Objectives:

The student will answer the question “what I learned” for at least two life-changing event scenarios.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will perform skits and record ideas for problem solving in various situations.

Lesson Preparation

Essential Questions:

How can people learn how to cope with a life-changing event?

Engagement (Hook): Review story from last session. “What advice would you give to [the character’ name] to make his/her day better?”

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|---|--|
| 1. Remind students that in the last lesson they were given life-changing situations to practice coping skills and problem solving. “Now it is your turn to show how to cope.” | 1. Students will respond to counselor prompts and prepare to demonstrate their coping skill skits to classmates. |
| 2. Hand a solution sheet to each student and | 2. Students prepare for activity. |

| | |
|---|--|
| <p>explain they will write down ideas for problem solving and coping in life-changing situations as they watch the skits that are presented.</p> <ol style="list-style-type: none">3. Have each group present skits. Once the group has finished, ask group members what coping skills the skit showed.4. Give each group a power clap after they present. (Count 1, 2, 3 and everybody claps once)5. Discuss with students the notes they made on their solution sheets. | <ol style="list-style-type: none">3. Student groups present skits. Classmates watch, listen, and record responses.4. Students receive power claps.5. Students finish solution sheets and use for discussion. |
|---|--|

Teacher Follow-Up Activities

Give feedback to students on their coping skills when life-changing events occur.

Counselor reflection notes (completed after the lesson)

Name: _____

Date: _____

What to Do Solution Sheet

Situation 1: Missy has been begging her parents for a dog for months. For her birthday, her parents surprised her with a puppy. Now Missy is responsible for the puppy's care.

What did she do?

Situation 2: Jeremiah's mother just had a new baby boy. He's excited about having a new baby in the family, but worries about sharing time with his parents.

What did he do?

Situation 3: Perla's dad just got remarried, and his stepmom does things very differently than her mom does. Perla has already gotten in trouble for not putting her clothes away correctly.

What did she do?

Situation 4: Frankie's brother, Julius, just returned from college for winter break. He feels excited that Julius is home; however, he has to share his little brother's room so that Julius has a place to sleep.

What did he do?

Situation 5: Sunny has been looking forward to playing a game with her best friend at recess. When she gets outside, she finds out that her friend wants to play with a student who just started school today.

What did she do?

Situation 6: When Josh came home from school, he found out that his little brother trashed his room while he was gone. He even broke Josh's favorite toy.

What did he do?

Course Description:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. 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 well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

| UNIT DESCRIPTION: How Does One Cope With Life Changing Events? In small groups, students will work together to determine how best to cope with a life-changing event. They will plan and present a skit on this situation and make notes on coping skills to use in various situations. | | SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30 minutes each | | | | |
|---|--|--|----|------|---------------|---------|
| ESSENTIAL QUESTIONS: 1. How can I adapt to change? | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLEs | PS | CCSS | OTHER ASCA | DOK |
| 1. The student will identify at least one emotion associated with a life-changing event. | | SE.3.C.03: Identify coping skills for managing life changes or events. | | | SE | Level 1 |
| 2. The student will work cooperatively to demonstrate at least one coping skill for dealing with a life change scenario. | | SE.3.C.03: | | | SE | Level 1 |
| ASSESSMENT DESCRIPTIONS*: Students will work in groups to determine coping skills to use with life-changing events. They will perform skits for each other and write what they learned from each presentation. | | | | | | |
| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) | | | | | |
| | <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction | | | | | |
| 1 | See Lessons: Lesson #1: What to do? What to do? Part I | | | | | |
| 2 | Lesson #2: What to do? What to do? Part II | | | | | |
| Obj. # | INSTRUCTIONAL ACTIVITIES: (What Students Do) | | | | | |
| 1 | See Lessons: Lesson #1: What to do? What to do? Part I | | | | | |

| | | | | | |
|---|--|---|--|---|---|
| 2 | Lesson #2: What to do? What to do? Part II | | | | |
| | <p><u>Direct:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 2) | <p><u>Indirect:</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Problem Solving (Ls. 2) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 2) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure | <p><u>Experiential:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls. 1) <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing(Ls. 2) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys | <p><u>Independent Study</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers | <p><u>Interactive Instruction</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing (Ls. 1) <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input checked="" type="checkbox"/> Peer Partner Learning (Ls. 1) <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1) <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 2) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing |
| <p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p> | | | | | |

Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices. **Grade Level:** 4

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: What are bullying and harassment? Part 1

Materials/special preparations Required:

What is Bullying? Survey
What is Bullying? Note-Taking worksheet
Writing utensils
STAR poster
Student Safety Rules poster
Teacher Notes and Key
Definitions sheet
Scenarios for Group Discussion sheet
Star Model of Problem Solving sheet

Lesson 2: What are bullying and harassment? Part 2

Materials/special preparations Required:

What is Bullying? Survey
What is Bullying? Note-Taking worksheet
Writing utensils
STAR poster
Student Safety Rules poster
Teacher Notes and Key
Definitions sheet
Scenarios for Group Discussion sheet
Star Model of Problem Solving sheet

Missouri Comprehensive School Counseling Big Idea:

SE.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):

SE.3.A.04: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations. (DOK Level-4)

SE.3.B.04: Describe different types of violence and harassment, and identify strategies for intervention. (DOK Level-3)

American School Counselor Association (ASCA) Mindsets and Behaviors:

Social/Emotional Development

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

| | |
|----------|--|
| X | <p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 5. Comprehend and evaluate written, visual, and oral presentation and works 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information, questions, and ideas while recognizing the perspectives of others |
| X | <p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral, and visual presentations for a variety of purpose and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others |
| X | <p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems |
| X | <p>Goal 4: Make decisions and act as responsible members of society and others</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions |

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

| Academic Content Area(s) | Specific Skill(s) |
|---------------------------------|---|
| X | <p>Communication Arts</p> <ol style="list-style-type: none"> 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas |
| | <p>Mathematics</p> |
| | <p>Social Studies</p> |
| | <p>Science</p> |
| X | <p>Health/Physical Education</p> <ol style="list-style-type: none"> 1. Structures of, functions of, and relationship among human body systems. 5. Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use.) |
| | <p>Fine Arts</p> |

Unit Essential Questions:

| |
|---|
| How do you respect yourself and others? |
|---|

Unit Measurable Learning Objectives:

| |
|--|
| <p>The student will answer and review ten true and false questions about bullying.</p> <p>The student will identify the type of bullying in one scenario and develop two solutions for the scenario.</p> |
|--|

Unit Instructional Strategies/Instructional Activities:

| |
|---|
| <input checked="" type="checkbox"/> Direct (Demonstrations; Guided and Shared-reading, listening, viewing, thinking) |
| <input type="checkbox"/> Indirect |
| <input checked="" type="checkbox"/> Experiential (Surveys) |
| <input checked="" type="checkbox"/> Independent Study (Learning Logs; Reports; Research Projects; Assigned Questions) |
| <input checked="" type="checkbox"/> Interactive Instruction (Discussion; Cooperative Learning; Problem Solving) |

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will use the STAR problem solving method to solve a bullying scenario.

Brief Summary of Unit:

Lesson 1 – Students will learn about the four types of bullying and a definition of harassment. They will use the STAR problem solving method to solve real life scenarios.

Lesson 2 – Students will use the STAR problem solving method to solve real life scenarios.

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

Students will review the STAR method to solving problems and the “Say No” method of dealing with dangers. Students will need basic knowledge of how to work together in groups.

| |
|--|
| <p>Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.</p> <p>Lesson Title: What Are Bullying And Harassment? Part 1 Lesson 1 of 2</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive School Counseling Big Idea: SE.3: Applying personal safety skills and coping strategies.</p> <p>Grade Level Expectations (GLEs): SE.3.A.04: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations. SE.3.B.04: Describe different types of violence and harassment, and identify strategies for intervention.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p> |
|--|

Materials (include activity sheets and/ or supporting resources)

| |
|---|
| <p><i>What is Bullying?</i> Survey <i>What is Bullying?</i> Note-Taking worksheet Writing utensils STAR poster Student Safety Rules poster Teacher Notes and Key Definitions sheet Scenarios for Group Discussion sheet (for Lesson 2) Star Model of Problem Solving sheet (for Lesson 2)</p> |
|---|

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 |
| 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 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others |
| X | Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved 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 | 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas |
| Mathematics | |
| Social Studies | |
| Science | |
| Health/Physical Education | |
| Fine Arts | |

Enduring Life Skill(s)

| | | | | | |
|---|--------------|--|--------------|---|-----------------|
| | Perseverance | | Integrity | X | Problem Solving |
| X | Courage | | Compassion | | Tolerance |
| | Respect | | Goal Setting | X | Responsibility |

Lesson Measurable Learning Objectives:

The student will answer and review the ten true and false questions about bullying.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete a *What is Bullying?* Survey and notes on bullying.

Lesson Preparation

Essential Questions: Why is bullying a problem?

Engagement (Hook): Students receive a *What is Bullying?* Survey to complete at the beginning of the class.

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|---|--|
| <p>Session 1</p> <p>1. Counselor hands out the <i>What is Bullying?</i> Survey and gives students a few minutes to complete.</p> <p>2. Counselor distributes <i>What is Bullying?</i> Note-Taking worksheet.</p> | <p>Session 1</p> <p>1. Students complete the survey.</p> <p>2. Students look at the <i>What is Bullying?</i> Note-Taking worksheet.</p> |

| | |
|---|---|
| <p>3. Counselor first asks students to give their definitions or examples of what a bully is and then she/he shows the supplied definition.</p> <p>4. Counselor follows up with each of the other definitions:</p> <ul style="list-style-type: none">• Target• Witness/Reporter• Harassment• Types of bullying<ul style="list-style-type: none">○ Physical○ Emotional○ Verbal○ Sexual <p>5. Counselor wraps up the class by looking at the survey and going over it to see if students have changed their minds about their answers.</p> <p>6. Counselor collects the survey and note-taking worksheets and keeps them for the second lesson.</p> | <p>3. Students take notes.</p> <p>4. Students take notes on each of the definitions given.</p> <p>5. Students review survey answers and discuss the correct answers.</p> <p>6. Students turn in their survey and note-taking worksheets to the counselor.</p> |
|---|---|

Teacher Follow-Up Activities

Use information from the *What Is Bullying?* materials when needed to address issues in the classroom.

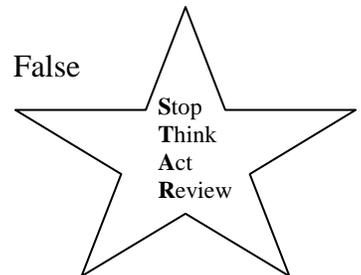
Counselor reflection notes (completed after the lesson)

Survey:

What is Bullying?

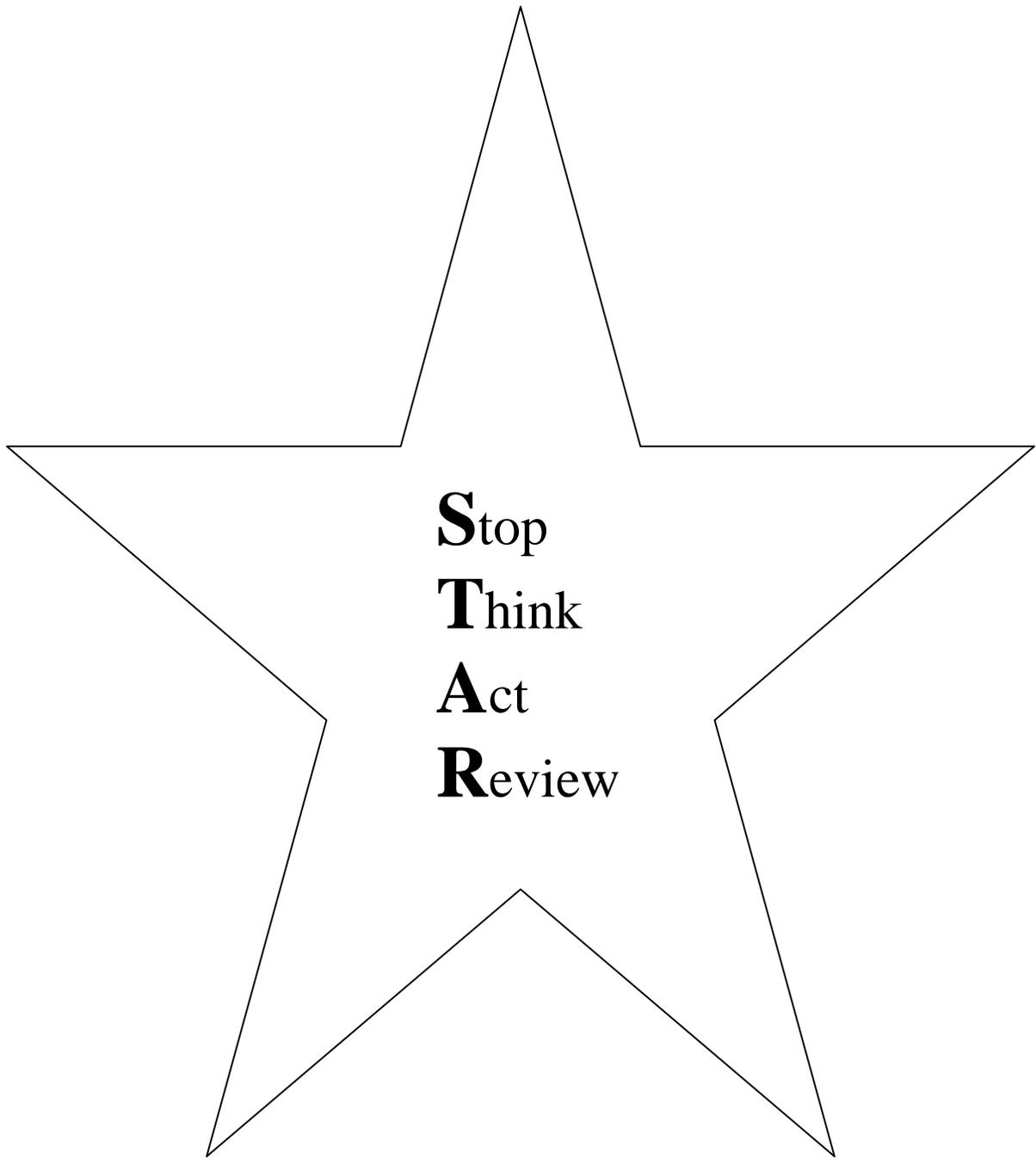
DIRECTIONS: Read each statement carefully and circle your response.

- | | | |
|---|------|-------|
| 1. Bullying is just teasing. | True | False |
| 2. Some people deserve to be bullied. | True | False |
| 3. Only boys are bullies. | True | False |
| 4. People who complain about bullies are just babies. | True | False |
| 5. Bullying is a normal part of growing up. | True | False |
| 6. Bullies will go away if you ignore them long enough. | True | False |
| 7. All bullies have low self-esteem. | True | False |
| 8. When you tell an adult when you are being bullied, that is tattling. | True | False |
| 9. The best way to deal with a bully is by trying to get even or fighting. | True | False |
| 10. People who are bullied might hurt for a while, but they will get over it, especially if they did not receive any marks. | True | False |



What is Bullying? **Note-taking Worksheet**

| | |
|--------------------------------------|-----------------------------------|
| Bully | Target vs. Victim |
| Witness/reporter vs. tattling | Harassment |
| Physical Bullying | Verbal Bullying |
| Emotional Bullying | Sexual Bullying/Harassment |



Student Safety Rules:
Words to Remember

Say NO!

Get Away!

Tell!

Teacher Notes and Key

Answers to the survey:

They are all FALSE, except TRUE number 6. It can be True and False. If you leave a bully alone sometimes they do go away.

1. Bullying is more than teasing. It can include teasing, but it can also be violent and intimidating. Bullying always hurts, while teasing can be fun sometimes.
2. No one asks to be hurt, and bullying is intentional hurting.
3. Both boys and girls bully, although they can do it in different ways. Boys tend to be much more physical and girls can be less obvious. They can use looks and words to hurt others.
4. People who say they don't like to be hurt are standing up for themselves. They are more grown up than the bullies.
5. Having someone HURT you should not be a normal part of growing up. Bullying is hurtful. If you think that hurting others is okay, then you are saying it is okay to bully. It is not.
6. Sometimes this is true. Sometimes if bullies cannot use intimidation on a person, they will move on to someone else they can use it on. Other times ignoring can make the bully angry and cause a worse situation. Reporting is the best thing to do.
7. Some bullies do not feel good about themselves and that is why they bully. They feel more powerful when they bully someone. Others were victims themselves and are taking out their hurts on others. It's all about power.
8. It's smart to tell an adult when someone bullies you or when you see someone being bullied. That is the best way to break the cycle.
9. Fighting is never a good answer. It always leads to someone getting hurt. Many times this only makes the bully angrier, and can cause problems to get worse.
10. Bullying hurts for a long time. Statistics show that children all over the country stay home from school each day because they are afraid to go. Physical bullying can leave visible marks that will eventually go away, but emotional and verbal bullying can leave marks on a person forever.

Definitions:

Bully: People who pick on other people for a variety of reasons. Usually the need for power is behind the bullying action.

Target: Person a bully picks on. Bullies choose targets for many different reasons. They may see them as weak, or just different.

Witness/Reporter: A person who witnesses a person being bullied. A reporter tries to get someone OUT of trouble while a tattletale tries to get someone IN trouble. A witness who does not report the act of bullying aligns themselves with the bully by their inaction.

Harassment: To wear out; exhaust or to impede and exhaust (an enemy) by repeated attacks. Sexual harassment is using sexual touch or words to continually bother someone. According to the law it is the *perception* of the person being harassed, not the harasser, that matters.

Physical bullying: When the bully physically hits, punches, or hurts someone physically. Many times this leaves marks.

Verbal bullying: Name-calling, put-downs, using your words to hurt someone else. A good phrase to remember is *“Sticks and stones can break your bones, but words can break your heart.”*

Emotional bullying: This is non-verbal bullying such as laughing, pointing, writing notes, shunning, mocking, and using various kinds of body language to put someone down.

Sexual bullying: This can be verbal or physical. Using sexual words as put downs (fag, gay, dyke, slut, etc.) or touching others in a sexual way: hitting their butt, touching their chest, etc.

Scenarios for group discussion

| | |
|---|---|
| <p>1. Fifth graders Keya and Andre are walking and talking together in the hall after school. There are many people in the hall. Andre is smaller than the average fifth grader. Thomas, a bigger fifth grader walks up and begins to tease Andre by calling him names (punk, sissy). Keya is also teased because she is walking with Andre.</p> | <p>2. A group of four girls including Tamisha and Jennifer are standing in a circle waiting to go into the cafeteria. Tamisha, a seemingly confident fifth grader, is pretty and has many friends. She teases Jennifer gently about her less than stylish (not name brand) clothes. Jennifer takes the teasing for a while but gets angrier and angrier. Jennifer does not like to talk about her clothes. She knows that her mom works very hard to provide her with nice things but just can't afford "labels."</p> |
| <p>3. Michael works very hard in his fifth grade math class. Because of his reading problems, however, he has a hard time keeping up. Usually, Michael is a cheerful person with a great sense of humor. Today, however, he erupts in anger when Sean calls him a dummy. Sean says this in front of Michael's friends because he feels Michael is slowing down his group.</p> | <p>4. During free time on the playground, Deontay, a fourth grader who is large for his age, corners Charles, a third grader. Deontay demands Charles' lunch money. Charles is afraid of Deontay but does not want to give up his lunch money. There is a teacher on the playground but she is on the other side with her back to the boys.</p> |
| <p>5. A group of five fifth grade girls chat informally on the playground during recess. Samantha invites three of the girls to her birthday party to be held at a local pizza parlor. Jamila, though standing with the group, is not asked to the party.</p> | <p>6. Tom and Dion do not care for school very much, except as a place to showcase how tough they are. Many of the other fifth grade boys are a little frightened of them. Yesterday, Juan brought his violin to morning meeting. This morning before school, on the playground, Tom and Dion followed Juan around and harassed him by calling him "sissy" and mocking him by pretending to play the violin saying that only "fags" play such an instrument. Juan knows that if he says anything that the two will beat him up. Many other students see the exchange including Juan's best friend John and his sister Margaret.</p> |

STAR Model of Problem Solving



Stop

What is the problem?



Think

What are some choices?

What might happen with these choices?



Act

Decide and take action



Review

How did it work?

Do I need to try again?

| |
|--|
| <p>Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.</p> <p>Lesson Title: What are bullying and harassment? Part 2 Lesson 2 of 2</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive School Counseling Big Idea: SE.3: Applying personal safety skills and coping strategies.</p> <p>Grade Level Expectations (GLEs): SE.3.A.04: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations. SE.3.B.04: Describe different types of violence and harassment, and identify strategies for intervention.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p> |
|--|

Materials (include activity sheets and/ or supporting resources)

| |
|---|
| <p><i>What is Bullying?</i> Survey (from Lesson 1) <i>What is Bullying</i> Note-Taking worksheet (from Lesson 1) Writing utensils STAR poster Student Safety Rules poster Teacher Notes and Key and Definitions sheet Scenarios for Group Discussion sheet Star Model of Problem Solving sheet</p> |
|---|

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

| | |
|---|---|
| X | Goal 1: Gather, analyze and apply information and ideas 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 |
| 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. Identify problems and define their scope and elements |
| X | Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions |

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 | |
| | Social Studies | |
| | Science | |
| X | Health/Physical Education | 2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use) |
| | Fine Arts | |

Enduring Life Skill(s)

| | | | | | |
|---|--------------|--|--------------|---|-----------------|
| | Perseverance | | Integrity | X | Problem Solving |
| X | Courage | | Compassion | | Tolerance |
| | Respect | | Goal Setting | X | Responsibility |

Lesson Measurable Learning Objectives:

The student will identify the type of bullying in one scenario and develop two possible solutions for the scenario.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will participate in a question and answer activity, and do a report on a bullying scenario.

Lesson Preparation

Essential Questions: How can bullying be eliminated?

Engagement (Hook): Remind students what they learned about bullying during the last session. Ask students the essential question: How can bullying be eliminated?

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|--|--|
| <ol style="list-style-type: none"> 1. Counselor hands out the notes from the first session and asks students to look over them. Counselor explains that the students will be dividing into small groups of 3-4 people and each group will receive a scenario of a real life situation. The group will then: <ul style="list-style-type: none"> • Decide what kind of bullying is happening in that scenario. • Decide on two ways the person/people in the story could handle the bully and the situation. 2. Counselor will introduce or review the STAR problem solving method from a previous lesson. 3. Counselor divides students into small groups and gives each group a scenario to read and discuss. 4. Give groups have 15 minutes to read and discuss scenarios. 5. Groups are called back to order and they have one representative tell about their scenario, one tell about what kind of bullying is happening and why they think that, and one who explains the two solutions they came up with for the situation. 6. Counselor can wrap up by having students share what they have learned about bullying and a strategy that they liked that they plan to try. | <ol style="list-style-type: none"> 1. Students will look at their notes and surveys as the counselor reviews the information. 2. Students review or learn STAR problem solving method. 3. Students move into small groups. They decide who will report on the scenario, who will tell about the type of bullying that is occurring in the scenario, and who will share their solutions. 4. Groups read and discuss the scenarios. 5. Groups give their reports to the entire class. 6. Students respond. |

Teacher Follow-Up Activities

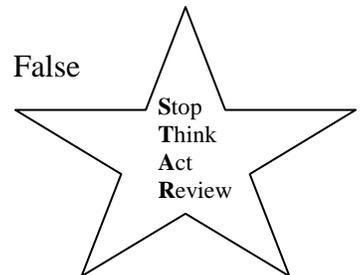
Counselor reflection notes (completed after the lesson)

Survey:

What is Bullying?

DIRECTIONS: Read each statement carefully and circle your response.

- | | | |
|---|------|-------|
| 1. Bullying is just teasing. | True | False |
| 2. Some people deserve to be bullied. | True | False |
| 3. Only boys are bullies. | True | False |
| 4. People who complain about bullies are just babies. | True | False |
| 5. Bullying is a normal part of growing up. | True | False |
| 6. Bullies will go away if you ignore them long enough. | True | False |
| 7. All bullies have low self-esteem. | True | False |
| 8. When you tell an adult when you are being bullied, that is tattling. | True | False |
| 9. The best way to deal with a bully is by trying to get even or fighting. | True | False |
| 10. People who are bullied might hurt for a while, but they will get over it, especially if they did not receive any marks. | True | False |



What is Bullying?

Note-taking Worksheet

| | |
|--------------------------------------|-----------------------------------|
| Bully | Target vs. Victim |
| Witness/reporter vs. tattling | Harassment |
| Physical Bullying | Verbal Bullying |
| Emotional Bullying | Sexual Bullying/Harassment |



Student Safety Rules:
Words to Remember

Say NO!

Get Away!

Tell!

Teacher Notes and Key

Answers to the survey:

They are all FALSE, except TRUE number 6. It can be True and False. If you leave a bully alone sometimes they do go away.

1. Bullying is more than teasing. It can include teasing, but it can also be violent and intimidating. Bullying always hurts, while teasing can be fun sometimes.
2. No one asks to be hurt, and bullying is intentional hurting.
3. Both boys and girls bully, although they can do it in different ways. Boys tend to be much more physical and girls can be less obvious. They can use looks and words to hurt others.
4. People who say they don't like to be hurt are standing up for themselves. They are more grown up than the bullies.
5. Having someone HURT you should not be a normal part of growing up. Bullying is hurtful. If you think that hurting others is okay, then you are saying it is okay to bully. It is not.
6. Sometimes this is true. Sometimes if bullies cannot use intimidation on a person, they will move on to someone else they can use it on. Other times ignoring can make the bully angry and cause a worse situation. Reporting is the best thing to do.
7. Some bullies do not feel good about themselves and that is why they bully. They feel more powerful when they bully someone. Others were victims themselves and are taking out their hurts on others. It's all about power.
8. It's smart to tell an adult when someone bullies you or when you see someone being bullied. That is the best way to break the cycle.
9. Fighting is never a good answer. It always leads to someone getting hurt. Many times this only makes the bully angrier, and can cause problems to get worse.
10. Bullying hurts for a long time. Statistics show that children all over the country stay home from school each day because they are afraid to go. Physical bullying can leave visible marks that will eventually go away, but emotional and verbal bullying can leave marks on a person forever.

Definitions:

Bully: People who pick on other people for a variety of reasons. Usually the need for power is behind the bullying action.

Target: Person a bully picks on. Bullies choose targets for many different reasons. They may see them as weak, or just different.

Witness/Reporter: A person who witnesses a person being bullied. A reporter tries to get someone OUT of trouble while a tattletale tries to get someone IN trouble. A witness who does not report the act of bullying aligns themselves with the bully by their inaction.

Harassment: To wear out; exhaust or to impede and exhaust (an enemy) by repeated attacks. Sexual harassment is using sexual touch or words to continually bother someone. According to the law it is the *perception* of the person being harassed, not the harasser, that matters.

Physical bullying: When the bully physically hits, punches, or hurts someone physically. Many times this leaves marks.

Verbal bullying: Name-calling, put-downs, using your words to hurt someone else. A good phrase to remember is *“Sticks and stones can break your bones, but words can break your heart.”*

Emotional bullying: This is non-verbal bullying such as laughing, pointing, writing notes, shunning, mocking, and using various kinds of body language to put someone down.

Sexual bullying: This can be verbal or physical. Using sexual words as put downs (fag, gay, dyke, slut, etc.) or touching others in a sexual way: hitting their butt, touching their chest, etc.

Scenarios for group discussion

| | |
|---|---|
| <p>1. Fifth graders Keya and Andre are walking and talking together in the hall after school. There are many people in the hall. Andre is smaller than the average fifth grader. Thomas, a bigger fifth grader walks up and begins to tease Andre by calling him names (punk, sissy). Keya is also teased because she is walking with Andre.</p> | <p>2. A group of four girls including Tamisha and Jennifer are standing in a circle waiting to go into the cafeteria. Tamisha, a seemingly confident fifth grader, is pretty and has many friends. She teases Jennifer gently about her less than stylish (not name brand) clothes. Jennifer takes the teasing for a while but gets angrier and angrier. Jennifer does not like to talk about her clothes. She knows that her mom works very hard to provide her with nice things but just can't afford "labels."</p> |
| <p>3. Michael works very hard in his fifth grade math class. Because of his reading problems, however, he has a hard time keeping up. Usually, Michael is a cheerful person with a great sense of humor. Today, however, he erupts in anger when Sean calls him a dummy. Sean says this in front of Michael's friends because he feels Michael is slowing down his group.</p> | <p>4. During free time on the playground, Deontay, a fourth grader who is large for his age, corners Charles, a third grader. Deontay demands Charles' lunch money. Charles is afraid of Deontay but does not want to give up his lunch money. There is a teacher on the playground but she is on the other side with her back to the boys.</p> |
| <p>5. A group of five fifth grade girls chat informally on the playground during recess. Samantha invites three of the girls to her birthday party to be held at a local pizza parlor. Jamila, though standing with the group, is not asked to the party.</p> | <p>6. Tom and Dion do not care for school very much, except as a place to showcase how tough they are. Many of the other fifth grade boys are a little frightened of them. Yesterday, Juan brought his violin to morning meeting. This morning before school, on the playground, Tom and Dion followed Juan around and harassed him by calling him "sissy" and mocking him by pretending to play the violin saying that only "fags" play such an instrument. Juan knows that if he says anything that the two will beat him up. Many other students see the exchange including Juan's best friend John and his sister Margaret.</p> |

STAR Model of Problem Solving



Stop

What is the problem?



Think

What are some choices?

What might happen with these choices?



Act

Decide and take action



Review

How did it work?

Do I need to try again?

Course Description:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. 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 well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

| <p>UNIT DESCRIPTION: Keeping Myself Safe By Making Safe and Healthy Choices. Lesson 1 – Students will learn about the four types of bullying and a definition of harassment. Lesson 2 – Students will use the STAR problem solving method to solve real life scenarios.</p> | | <p>SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 90 minutes each</p> | | | | |
|--|--|---|----|------|---------------|--------------------|
| <p>ESSENTIAL QUESTIONS: 1. How do you respect yourself and others?</p> | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLEs | PS | CCSS | OTHER ASCA | DOK |
| 1. The student will answer and review ten true and false questions about bullying. | | SE.3.A.04: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations. | | | SE | Level 4 |
| | | SE.3.B.04: Describe different types of violence and harassment, and identify strategies for intervention. | | | SE | Level 3 |
| 2. The student will identify the type of bullying in one scenario and develop two solutions for the scenario. | | SE3.A.04 SE.3.B.04 | | | SE SE | Level 4 Level 3 |

| | | | | | |
|---|---|---|--|---|---|
| ASSESSMENT DESCRIPTIONS: | | | | | |
| Students will use the STAR problem solving method to solve a bullying scenario. | | | | | |
| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) | | | | |
| | <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction | | | | |
| 1 | See Lessons: Lesson #1: What are Bullying and Harassment? Part 1 | | | | |
| 2 | Lesson #2: What are Bullying and Harassment? Part 2 | | | | |
| Obj. # | INSTRUCTIONAL ACTIVITIES: (What Students Do) | | | | |
| 1 | See Lessons: Lesson #1: What are Bullying and Harassment? Part 1 | | | | |
| 2 | Lesson #2: What are Bullying and Harassment? Part 2 | | | | |
| | <u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 2) <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1) | <u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure | <u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 1) | <u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Learning Logs (Ls. 1) <input checked="" type="checkbox"/> Reports (Ls. 2) <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input checked="" type="checkbox"/> Research Projects (Ls. 2) <input checked="" type="checkbox"/> Assigned Questions (Ls. 2) <input type="checkbox"/> Learning Centers | <u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1, 2) <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1, 2) <input checked="" type="checkbox"/> Structured Controversy (Ls. 2) <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing |
| UNIT RESOURCES: (include internet addresses for linking) | | | | | |
| Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ | | | | | |

Unit 2 Title: How Does A Person Cope With Life Changing Events? **Grade Level:** 4

Number of Lessons in Unit: 2

Time Required for each lesson: 45 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Conflict Mediation Part 1: Getting ready
 Materials/special preparations Required:
What is Conflict? Graphic Organizer
Three Different Approaches to Conflict Worksheet
Mediation Do's and Don'ts Activity Sheet
Communication Pyramid for Mediation Activity Sheet
 Chart paper
 Markers, Pencils
 Post it notes

Lesson 2: Conflict Mediation Part 2: Practice.
 Materials/special preparations Required:
 Mediation contract
 Student handouts from Lesson 1
Peer Mediation Worksheet

Missouri Comprehensive School Counseling Big Idea:
 SE.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
 SE.3.C.04: Utilize coping skills for managing life changes or events. (DOK Level-3)

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 1. Develop questions and ideas to initiate and refine research |
| 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 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of other |
| X | Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved |

| | |
|--|---|
| | problems. |
| | Goal 4: Make decisions and act as responsible members of society 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 (including grammar, usage, punctuation, spelling, capitalization) 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 | |
| Health/Physical Education | |
| Fine Arts | |

Unit Essential Questions:

Why is respect important?

Unit Measurable Learning Objectives:

The student will contribute at least one idea to the concept map and class discussion.
The student will serve as a mediator to work through one mediation and complete the mediation contract.

Unit Instructional Strategies/Instructional Activities:

- Direct (Structured Overview; Lecture; Drill & Practice; Guided and Shared-reading, listening, viewing, thinking)
- Indirect (Problem Solving; Reflective Discussion; Concept Mapping)
- Experiential (Simulations; Role-playing)
- Independent Study
- Interactive Instruction (Role Playing; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will use the skills learned about conflict mediation in practice mediation sessions using real life situations.

Brief Summary of Unit:

Students will learn about kinds of conflict and how they affect the body and stress levels. They will learn techniques that can be used to help solve conflict.

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

Students will need basic knowledge of how to work together in groups.

| | |
|---|----------------------|
| Unit 2 Title: How Does A Person Cope With Life Changing Events? | |
| Lesson Title: Conflict Mediation – Part 1: Getting ready | Lesson 1 of 2 |
| Grade Level: 4 | |
| Length of Lesson: 45 minute session | |
| Missouri Comprehensive School Counseling Big Idea: SE.3: Applying personal safety skills and coping strategies. | |
| Grade Level Expectation (GLE): SE.3.C.04: Exhibit coping skills for managing life changes or events. | |
| American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development | |

Materials (include activity sheets and/ or supporting resources)

| |
|--|
| <p><i>What is Conflict?</i> Graphic Organizer <i>Three Different Approaches to Conflict</i> Worksheet <i>Mediation Do's and Don'ts</i> Activity Sheet <i>Communication Pyramid for Mediation</i> Activity Sheet Chart paper Markers Pencils Post it notes</p> |
|--|

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 |
| 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 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others |
| X | Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experiences in preventing or solving 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 |
| | 1. Speaking and writing standard English (including |

| | | |
|---|---------------------------|---|
| | | grammar, usage, punctuation, spelling, capitalization) 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 | |
| | Health/Physical Education | |
| | Fine Arts | |

Enduring Life Skill(s)

| | | | | | |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | X | Integrity | X | Problem Solving |
| X | Courage | | Compassion | X | Tolerance |
| X | Respect | | Goal Setting | X | Responsibility |

Lesson Measurable Learning Objectives:

The student will contribute at least one idea to the concept map and class discussion.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will contribute at least one idea to the concept map and class discussion.

Lesson Preparation

Essential Questions: How is conflict resolved?

Engagement (Hook): Counselor will have previously prepared two students who will come into the classroom having an argument. The counselor will intervene and act as the mediator. She/he will then ask the rest of the class to explain what they just observed and what the outcome was.

Procedures

| | |
|---|---|
| <p>Instructor Procedures/Instructional Strategies:</p> <p>Session 1</p> <ol style="list-style-type: none"> 1. The counselor will act as the mediator and help the students mediate their argument. 2. Counselor will ask the class to explain what they just saw. 3. The counselor will distribute all handouts and ask students to brainstorm “What is conflict?” | <p>Student Involvement/Instructional Activities:</p> <p>Session 1</p> <ol style="list-style-type: none"> 1. Two students will enter the classroom arguing loudly. 2. Students will explain what they observed. 3. Students will look through the handouts and begin to brainstorm answers to “What is conflict?” |
|---|---|

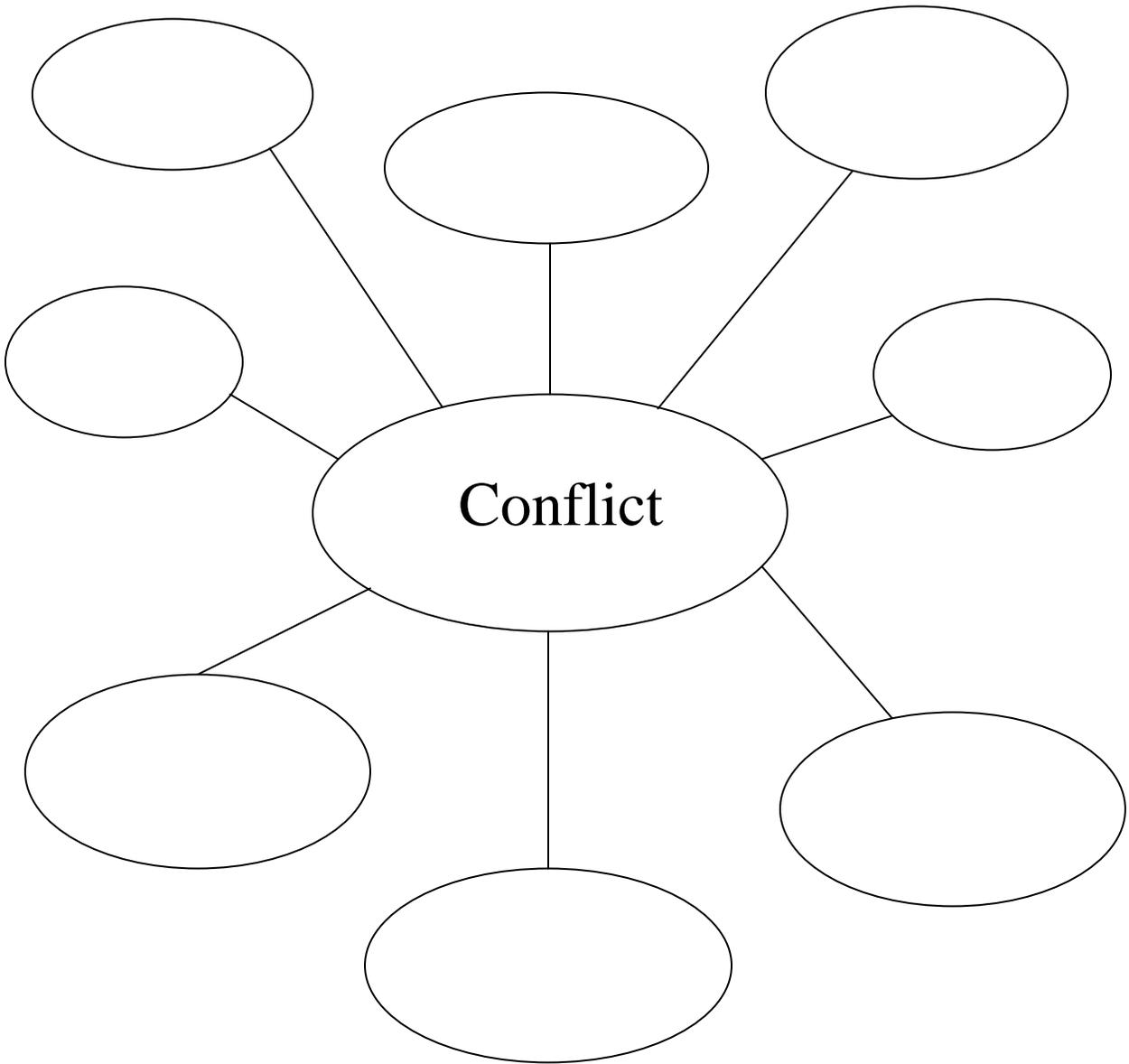
| | |
|--|---|
| <p>4. Counselor will discuss escalation and de-escalation of conflict and look at the win-win or lose-lose scenarios. Counselor will also present the idea of aggressive, passive, and assertive responses to conflict.</p> <p>5. Counselor will present the <i>Mediation Do's and Don'ts</i> and the <i>Communication Pyramid</i>.</p> <p>6. Counselor will end the session letting students know that next time they will actually role-play practice mediation.</p> | <p>4. Students will generate various conflict scenarios and discuss appropriate responses.</p> <p>5. Students will discuss the <i>Mediation Do's and Don'ts</i> and look at the <i>Communication Pyramid</i>.</p> <p>6. Students will understand that next session they will be doing an actual mediation practice session.</p> |
|--|---|

Teacher Follow-Up Activities

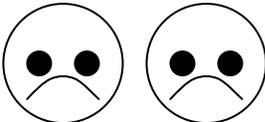
Students will share the *Mediation Do's and Don'ts* with their teacher. Students will practice the skills learned to resolve conflicts.

Counselor reflection notes (completed after the lesson)

What is Conflict?



Adapted from the work of Thomas Gordon, Parent Effectiveness Training materials.

| | |
|--|---|
|  <p>WIN – WIN</p> <p>Both people get what they want Conflict solved</p> |  <p>WIN – LOSE</p> <p>Person 1 gets what he/she wants but person 2 does not Conflict NOT solved</p> |
|  <p>LOSE – WIN</p> <p>Person 1 does not get what he/she wants and person 2 does Conflict NOT solved</p> |  <p>LOSE – LOSE</p> <p>Neither person gets what he/she wants Conflict continues</p> |

Three Approaches to Conflict

Aggressive

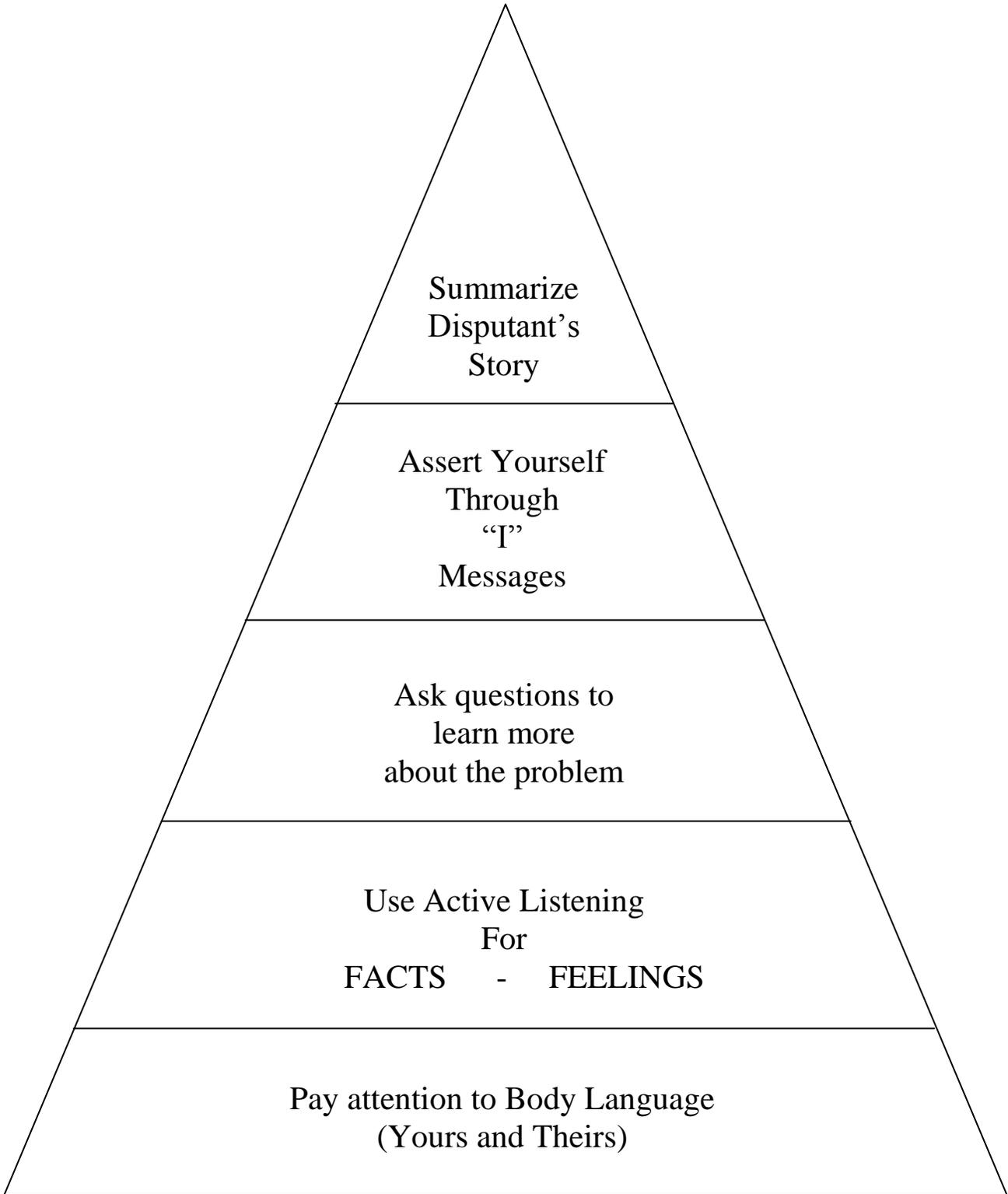
Passive

Assertive

Mediation Do's and Don'ts

- | | |
|---|---|
| 1. Do listen carefully. | Don't take sides. |
| 2. Do be fair. | Don't tell them what to do. |
| 3. Do ask how each feels | Don't ask who started it. |
| 4. Do let each one state what happened. | Don't try to blame anyone for the situation. |
| 5. Do treat each person with respect. | Don't ask, "Why did you do it?" |
| 6. Do keep what you are told confidential. | Don't give advice. |
| 7. Do mediate in private. | Don't look for witnesses. |

Communication Pyramid For Mediation



| |
|---|
| <p>Unit 2 Title: How Does A Person Cope With Life Changing Events?</p> <p>Lesson Title: Conflict Mediation - Part 2: Practice Lesson 2 of 2</p> <p>Grade Level: 4</p> <p>Length of Lesson: 45 minute session</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.C.04: Utilize coping skills for managing life changes or events.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p> |
|---|

Materials (include activity sheets and/ or supporting resources)

| |
|--|
| <p>Mediation contract Student handouts from Lesson 1 <i>Peer Mediation</i> Worksheet</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>1. Develop questions and ideas to initiate and refine research</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>2. Review and revise communications to improve accuracy and clarity</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 one’s own experiences in preventing or solving problems</p> |
| | <p>Goal 4: Make decisions and act as responsible members of society</p> |

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

| Academic Content Area(s) | Specific Skill(s) |
|---------------------------------|--|
| X Communication Arts | <p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p> |

| | | |
|---|---------------------------|---|
| | Mathematics | |
| X | Social Studies | 6. Relationships of the individual and groups to institutions and cultural traditions |
| | Science | |
| | Health/Physical Education | |
| | Fine Arts | |

Enduring Life Skill(s)

| | | | | | |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | X | Integrity | X | Problem Solving |
| X | Courage | | Compassion | X | Tolerance |
| X | Respect | | Goal Setting | X | Responsibility |

Lesson Measurable Learning Objectives:

The student will serve as a mediator to work through one mediation and complete the mediation contract.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will divide into small groups and perform the mediation process, taking turns as mediators and disputants.

Lesson Preparation

Essential Questions: How does a person cope with life-changing event?
Engagement (Hook): Students will be reminded that today they will be actually role-playing real mediations.

Procedures

| | |
|--|---|
| <p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Counselor reviews handouts from Lesson 1 going over the concepts of mediation. Counselor asks for 4 volunteers to come to the front and play the roles of 2 mediators and 2 disputants. Counselor directs students to choose one of the class generated problem scenario from Lesson 1. Counselor observes the role play adding | <p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students discuss and review the handouts. Four students volunteer to participate in the class role-play based on scenario generated in Lesson 1. Disputants select their conflict and the peer mediators' look over their <i>Peer Mediation Worksheet</i>, deciding who will take what parts and who will be the scribe. Students present the mediation role-play. |
|--|---|

| | |
|--|---|
| <p>comments and support as needed.</p> <p>5. Counselor leads discussion on what went well and what were problems with the mediation.</p> <p>6. Students are divided into small groups to practice mediation in their groups. Groups are 4-5 students. Mediations are done twice to allow each student the opportunity to be a mediator and a disputant.</p> <p>7. The counselor circulates, observing, and assisting as needed. At the end the counselor has the students come back in to a large group and discuss their experiences.</p> | <p>5. Students discuss the mediation. What went well and what problems they perceived.</p> <p>6. Students divide into small groups of 4-5 to role-play their own mediations. Each group does two mediations allowing each student to be a mediator and a disputant.</p> <p>7. Students do two role-plays and then return to the large group to discuss their experiences.</p> |
|--|---|

Teacher Follow-Up Activities

Groups share their role-plays with the teacher.

Counselor reflection notes (completed after the lesson)

Peer Mediation Worksheet

1. **Introductions:** “I am _____.” “I am _____ and we are peer mediators.”
“Do you want to solve this problem with us, or with the teacher?”

2. **Get the names of the disputants and write them in the Solutions section below.**

3. **Rules:** “In order to solve the problem with us you must agree to the following rules:”
1. Be respectful of others; no name-calling or put-downs.
2. Speak in turn; no interruptions.
3. Whatever is said here stays here, unless otherwise agreed.

4. **Problem:** (“What is the problem and how does it make you feel?”) _____

5. **Solutions:** (“What do you want from the other disputant? What can you do to solve the problem?”)

| Disputant’s name: | Disputant’s name: |
|-------------------|-------------------|
| | |
| | |
| | |
| | |

6. **Agreement** (Who?, What?, When?, Where?, How?):

_____ (disputant’s name) **agrees to:**

_____ (disputant’s name) **agrees to:**

Date: _____

Sign: Disputant: _____

Disputant: _____

Mediator: _____

Mediator: _____

Course Description:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. 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 well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

| UNIT DESCRIPTION: How Does A Person Cope With Life Changing Events? Students will learn about kinds of conflict and how they affect the body and stress levels. They will learn techniques that can be used to help solve conflict. | | SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 45 minutes each | | | | |
|---|---|--|----|------|---------------|--------------------|
| ESSENTIAL QUESTIONS: 1. Why is respect important? | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLEs | PS | CCSS | OTHER ASCA | DOK |
| 1. The student will contribute at least one idea to the concept map and class discussion. | | SE.3.C.04: Utilize coping skills for managing life changes or events. | | | SE | Level 3 |
| | | | | | | Level 3 |
| 2. The student will serve as a mediator to work through one mediation, and complete the mediation contract. | | SE.3.C.04 | | | SE SE | Level 3 Level 3 |
| ASSESSMENT DESCRIPTIONS*: Students will use the skills learned about conflict mediation in practice mediation sessions using real life situations. | | | | | | |
| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) | | | | | |

| | | | | | |
|---|---|--|---|---|--|
| | <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction | | | | |
| 1 | See Lessons: Lesson #1: Conflict Mediation Part 1: Getting ready Lesson #2: Conflict Mediation Part 2: Practice | | | | |
| Obj. # | INSTRUCTIONAL ACTIVITIES: (What Students Do) | | | | |
| 1 | See Lessons: Lesson #1: Conflict Mediation Part 1: Getting ready Lesson #2: Conflict Mediation Part 2: Practice | | | | |
| | <u>Direct:</u> <input checked="" type="checkbox"/> Structured Overview (Ls. 1) <input checked="" type="checkbox"/> Lecture (Ls. 1) <input type="checkbox"/> Explicit Teaching <input checked="" type="checkbox"/> Drill & Practice (Ls. 2) <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1) | <u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving (Ls. 2) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input checked="" type="checkbox"/> Concept Mapping (Ls. 1) <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure | <u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls. 2) <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 2) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys | <u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers | <u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 2) <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 2) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing |
| UNIT RESOURCES: (include internet addresses for linking) | | | | | |
| Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ | | | | | |

Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices **Grade Level:** 5

Number of Lessons in Unit: 2

Time Required for each lesson: 45 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Dealing with Peer Influence: What Are Bullying and Harassment?

Materials/special preparations Required:

Definitions handout

STAR poster

Student Safety Rules poster

SMART board, white board, or other electronic media

Markers

Paper and pencil for each student

Lesson 2: How Much Does Smoking Really Cost?

Materials/special preparations Required:

Tobacco Survey activity sheet for each student

The Cost of Habits activity sheet for each student

A completed *The Cost of Habits* sheet using information the counselor looked up in advance

Tobacco fact sheets from National Institute of Drugs and Alcohol (NIDA) or similar website

SMART board, white board, or other electronic device

Markers and writing materials

Tobacco Survey Answer Key

Missouri Comprehensive School Counseling Big Idea:

SE.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):

SE.3.A.05: Evaluate peer influence on problem-solving and decision-making skills. (DOK Level - 4)

SE.3.B.05: Apply personal safety strategies as they relate to different situations. (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 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| 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. 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of other |
| X | Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems |
| X | Goal 4: Make decisions and act as responsible members of society and others 1. Explain reasoning and identify information used to support decisions |

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 (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas |
| X | Mathematics | 1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application if these operations and concepts in the workplace and other situations |
| X | Social Studies | 4. Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) |
| | Science | |
| X | Health/Physical Education | 5. Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use) 6. Consumer health issues (such as the effects of mass media and technologies on safety and health) |
| | Fine Arts | |

Unit Essential Questions:

| |
|---------------------------------|
| Why should I show self-respect? |
|---------------------------------|

Unit Measurable Learning Objectives:

The student will work cooperatively in small groups to write and present a scenario demonstrating one problem solving skill.
The student will calculate the cost of smoking cigarettes compared to two healthy habits.

Unit Instructional Strategies/Instructional Activities:

- Direct
- Indirect
- Experiential
- Independent Study
- Interactive Instruction

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will present their findings to the whole group through a group reporting method.

Brief Summary of Unit:

Lesson 1: Students will look at peer influences in various situations and use problem-solving strategies to avoid violent situations.
Lesson 2: Students will look at the cost of using cigarettes both on their bank account and their health and then look at what they would rather spend that money on that would be healthy and make them happy.

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

Students will review the *STAR* method to solving problems and the “Say No” method of dealing with dangers. Students will need basic knowledge of how to work together in groups.
Students need knowledge of the use and abuse of legal/illegal drugs.

Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.

Lesson Title: Dealing with Peer Influence: What Are Bullying and Harassment? **Lesson** 1 of 2

Grade Level: 5

Length of Lesson: One 45 minute session

Missouri Comprehensive School Counseling Big Idea:
SE.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):
SE.3.A.05: Evaluate peer influence on problem-solving and decision-making skills.
SE.3.B.05: Apply personal safety strategies as they relate to violence and harassment.

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

Materials (include activity sheets and/ or supporting resources)

Definitions handout
STAR poster
Student Safety Rules poster
 SMART board, white board, or other electronic media
 Markers
 Paper and pencil for each student

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 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| X | Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, or visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others |
| X | Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems |
| X | Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions |

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 (including grammar, usage, punctuation, spelling, capitalization) 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, risk factors, and avoid high risk behaviors |
| | Fine Arts | |

Enduring Life Skill(s)

| | | | | | |
|---|--------------|---|--------------|---|-----------------|
| | Perseverance | X | Integrity | X | Problem Solving |
| X | Courage | X | Compassion | X | Tolerance |
| X | Respect | | Goal Setting | X | Responsibility |

Lesson Measurable Learning Objectives:

The student will work cooperatively in small groups to write and present a scenario demonstrating one problem solving skill.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.

Assessment can be question answer, performance activity, etc.

Students will take brainstormed ideas and put them into real life scenarios. They will then come up with solutions to the problems stated.

Lesson Preparation

Essential Questions: Why is it important to think for myself?

Engagement (Hook): Counselor will open with a scenario from the news or a TV show or movie that deals with negative peer influence. Then the counselor will have the students brainstorm suggestions on what could have been done and then he/she will tell the students what actually happened.

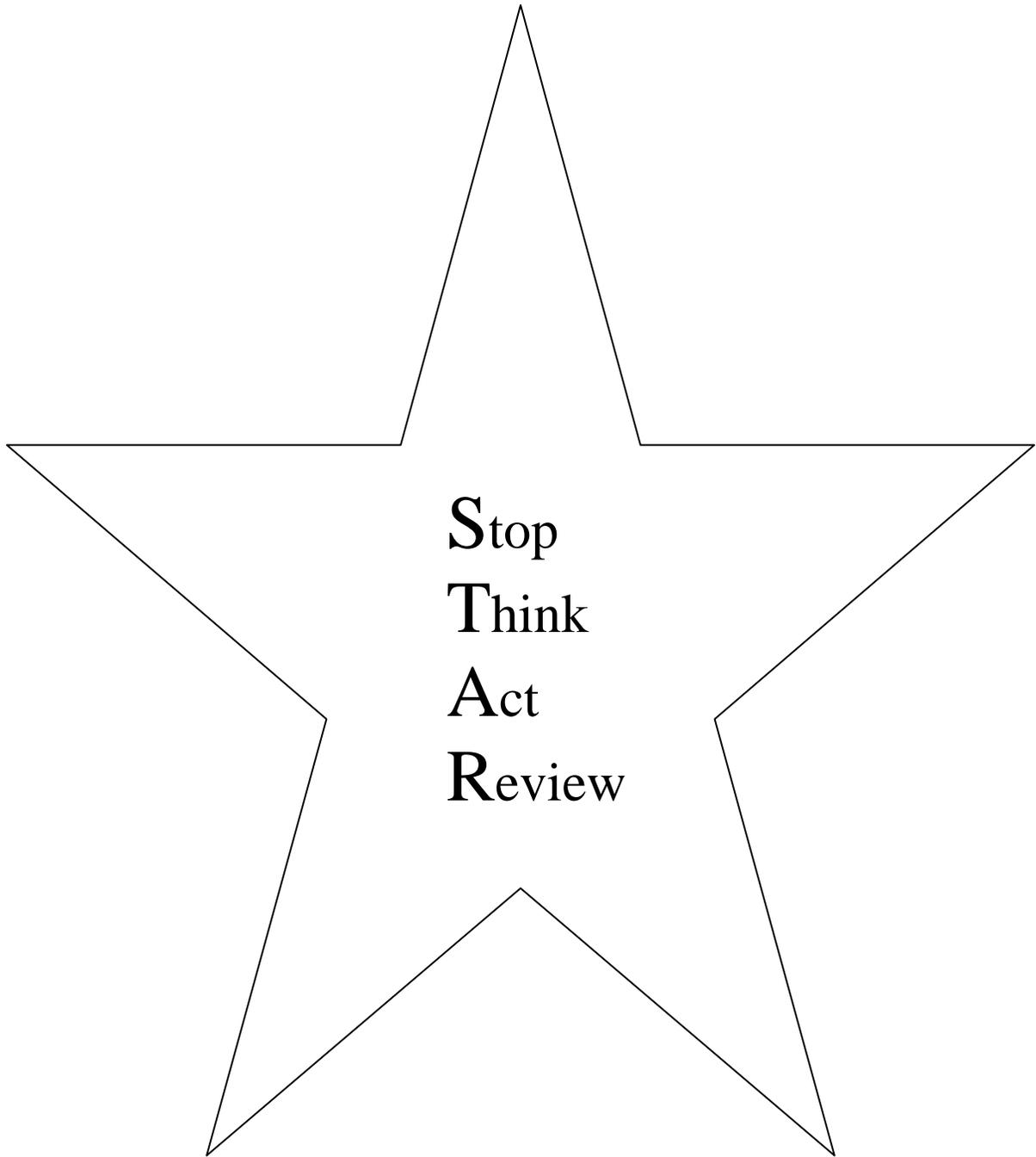
Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|--|--|
| <ol style="list-style-type: none"> 1. Counselor will present a real life scenario from the news, a movie or a TV show as an opening. He/she will have students brainstorm possible solutions and consequences for the negative behavior. 2. Counselor will review the definitions of bullying and harassment with students. Counselor will have students discuss how peers influence them both positively and negatively. 3. Counselor will have students brain storm scenarios where peers influence them both currently and looking at possible influences in middle school. Counselor will list these on the SMART board, white paper, or other electronic device. 4. Counselor will divide students into group of three to five students. Each group will pick at least two scenarios to discuss and present solutions to. Counselor will provide <i>Student Safety Rules</i> poster and <i>STAR</i> poster for students to use. 5. Counselor will give each group a piece of chart paper to write their scenario on and to write out their solutions for presentation. | <ol style="list-style-type: none"> 1. Students will listen and discuss what the consequences are for the negative behavior described. 2. Students will review the definitions of bullying and harassment and discuss how peers influence them. 3. Students will brainstorm scenarios where peers influence them now and what they see as possible problems in middle school. These ideas will be listed on a visual display or chart. 4. Students move into groups and each group will pick at least two scenarios to discuss and prepare an oral presentation of their solutions. Students will use <i>Student Safety Rules</i> poster and <i>STAR</i> poster. 5. Each group will write their scenario on a piece of chart paper, list their solutions, and report to the whole group. |

Teacher Follow-Up Activities

The teacher will review the student-generated solutions to the scenarios students.

Counselor reflection notes (completed after the lesson)



Student Safety Rules
Words to Remember

Say NO!

Get Away!

Tell!

Definitions:

Bully: people who pick on other people for a variety of reasons. Usually the need for power is behind the bullying action.

Target: person a bully picks on. Bullies choose targets for many different reasons. They may see them as weak or just different.

Witness/Reporter: a person who witnesses a person being bullied. A reporter tries to get someone OUT of trouble while a tattletale tries to get someone IN trouble. A witness who does not report the act of bullying aligns themselves with the bully by their inaction.

Harassment: To wear out; exhaust or to impede and exhaust (an enemy) by repeated attacks. Sexual harassment is using sexual touch or words to continually bother someone one. According to the law it is the *perception* of the person being harassed not the harasser that matters.

Physical Bullying: when the bully physically hits, punches, or hurts someone physically. Many times this leaves marks.

Verbal Bullying: name-calling, put-downs, using your words to hurt someone else. A good phrase to remember is “*Sticks and stones can break your bones, but words can break your heart.*”

Emotional Bullying: this is non-verbal bullying such as laughing, pointing, writing notes, shunning, mocking, and using various kinds of body language to put someone down.

Sexual Bullying: this can be verbal or physical. Using sexual words as put downs (fag, gay, dyke, slut, etc.) or touching others in a sexual way: hitting their butt, touching their chest, etc.

Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.

Lesson Title: How Much Does Smoking Really Cost? **Lesson 2 of 2**

Grade Level: 5

Length of Lesson: One 45 minute session

Missouri Comprehensive School Counseling Big Idea:
SE.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):
SE.3.A.05: Evaluate peer influence on problem-solving and decision-making skills.
SE.3.B.05: Apply personal safety strategies as they relate to violence and harassment.

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

Materials (include activity sheets and/ or supporting resources)

Tobacco Survey activity sheet for each student
The Cost of Habits activity sheet for each student
 A completed *The Cost of Habits* sheet using information the counselor looked up in advance
 Tobacco fact sheets from National Institute of Drugs and Alcohol (NIDA) or similar website
 SMART board, white board, or other electronic device
 Markers and writing materials
Tobacco Survey Answer Key

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 2. Conduct research to answer questions and evaluate information and ideas |
| 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 2. Exchange information, questions and ideas while recognizing the perspectives of others |
| X | Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problem |
| X | Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions |

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 |
| X | Mathematics | 1. Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations |
| X | Social Studies | 4. Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) |
| | Science | |
| X | Health/Physical Education | 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use) 6. Consumer health issues (such as the effects of mass media and technologies on safety and health) |
| | Fine Arts | |

Enduring Life Skill(s)

| | | | | | |
|---|--------------|---|--------------|---|-----------------|
| | Perseverance | | Integrity | X | Problem Solving |
| | Courage | | Compassion | | Tolerance |
| X | Respect | X | Goal Setting | X | Responsibility |

Lesson Measurable Learning Objectives:

The student will calculate the cost of smoking cigarettes compared to two healthy habits.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will present their findings and share what they would do with the money they save by not smoking. They will also share ways to “Say No” to tobacco use.

Lesson Preparation

Essential Questions: How do unhealthy habits affect your future?
Engagement (Hook): Counselor will open class by asking kids what their future plans are. Who is interested in sports? Who is interested in dance? How many plan to eat wisely and exercise? Then he/she will hand out a True/False survey on smoking/tobacco facts.

Procedures

| | |
|--|--|
| <p>Instructor Procedures/Instructional Strategies:</p> <p>1. Counselor will hand out <i>Tobacco Survey</i>. Students get 5 minutes to take the survey and then the information will be discussed.</p> | <p>Student Involvement/Instructional Activities:</p> <p>1. Students will discuss their future plans with the counselor and then fill out the <i>Tobacco Survey</i>.</p> |
|--|--|

| | |
|---|--|
| <p>2. Counselor will hand out a tobacco fact sheet (or set of sheets) and have students read and discuss the facts. Counselor will touch on:</p> <ul style="list-style-type: none"> • Forms of tobacco • Body systems effected • Addictiveness • Cost <p>3. Counselor will show or project a completed <i>The Cost of Habits</i> worksheet. The counselor will have previously gathered current information from the National Institute of Drugs and Alcohol (NIDA) or a similar website.</p> <p>4. Counselor will then have students team up with a partner and discuss what they can do with the money they can save annually by not smoking.</p> <p>5. Counselor will have students share their ideas of how to spend their money. They will also share ways to resist peer influence and commercials.</p> | <p>2. Students will read through the fact sheet and answer questions asked by the counselor.</p> <p>3. As a group, students will complete their <i>The Cost of Habits</i> activity sheet with information on the cost per cigarette and per carton. They will then look at cost per day, week, and year.</p> <p>4. Students will discuss their ideas with partners.</p> <p>5. Students will share their ideas and share ways to say no to peers and no to commercials and advertisement.</p> |
|---|--|

Teacher Follow-Up Activities

The teacher will review tobacco survey and student ideas.

Counselor reflection notes (completed after the lesson)

Tobacco Survey

- | | | |
|---|-------------|--------------|
| 1. The drug in tobacco is called nicotine. | True | False |
| 2. Nicotine is as addictive as heroin. | True | False |
| 3. Over 400,000 people die annually from smoking cigarettes. | True | False |
| 4. Cigarettes contain over 4,000 chemicals. | True | False |
| 5. Over 40% of all children in the US live in a household where at least one person smokes. | True | False |
| 6. Smokeless tobacco is more addictive than cigarettes. | True | False |
| 7. Addiction to cigarettes often leads to other forms of drug addiction. | True | False |
| 8. Smoking is especially dangerous for teens. | True | False |
| 9. People who smoke make great athletes and dancers. | True | False |
| 10. Smoking makes you look more grown up. | True | False |

Tobacco Survey Answer Key

Numbers 1-8 are all true. The fact sheets all agree on these findings. Many statistics are even larger than stated on the survey.

Numbers 9 and 10 are both false. Have the students discuss why they are false. Answers can include something about limited lung capacity needed by dancers and athletes and what characteristics grown-ups have. Is holding a cigarette something that makes you look grown up?

Name: _____ Date: _____

The Cost of Habits

Directions: The counselor will provide information on the cost for each habit per day, week, month, and year. Students will compare health costs and the monetary costs during each of the time periods.

| Tobacco Costs | Per Day | Per Week | Per month | Per Year |
|--|---------|----------|-----------|----------|
| Cost Per Cigarette Health Costs | | | | |
| Monetary Costs | | | | |
| Cost Per Pack Health Costs | | | | |
| Monetary Costs | | | | |
| Cost Per Carton Health Costs | | | | |
| Monetary Costs | | | | |
| Healthy Habit Costs #1 _____ Health Costs | | | | |
| Monetary Costs | | | | |
| Cost Healthy Habit #2 _____ Health Costs | | | | |
| Monetary Costs | | | | |

COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. 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 well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

| <p>UNIT DESCRIPTION: Keeping Myself Safe by Making Safe and Healthy Choices Students will look at peer influences in various situations, and use problem-solving strategies to avoid violent situations. Students will look at the cost of using cigarettes, both on their bank account and their health, and then look at what they would rather spend that money on that would be healthy and make them happy.</p> | | <p>SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 45 minutes each</p> | | | | |
|---|---|---|----|------|---------------|--------------------|
| <p>ESSENTIAL QUESTIONS: 1. Why should I show self-respect?</p> | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLEs | PS | CCSS | OTHER ASCA | DOK |
| 1. The student will work cooperatively in small groups to write and present a scenario demonstrating one problem solving skill. | | SE.3.A.05: Evaluate peer influence on problem-solving and decision-making skills. | | | SE | Level 4 |
| | | SE.3.B.05: Apply personal safety strategies as they relate to different situations. | | | SE | Level 4 |
| 2. The student will calculate the cost of smoking cigarettes compared to two healthy habits. | | SE.3.A.05 SE.3.B.05 | | | SE SE | Level 4 Level 4 |
| <p>ASSESSMENT DESCRIPTIONS*: Students will present their findings to the whole group through a group reporting method.</p> | | | | | | |
| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) | | | | | |

| | | | | | |
|---|---|--|---|--|--|
| | <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction | | | | |
| 1 2 | See Lessons: Lesson #1: Dealing With Peer Influence: What Are Bullying and Harassment? Lesson #2: How Much Does Smoking Really Cost? | | | | |
| Obj. # | INSTRUCTIONAL ACTIVITIES: (What Students Do) | | | | |
| 1 2 | See Lessons: Lesson #1: Dealing With Peer Influence: What Are Bullying and Harassment? Lesson #2: How Much Does Smoking Really Cost? | | | | |
| | <u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 2) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1) | <u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving s. 2) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure | <u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls. 1) <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 1) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys | <u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input checked="" type="checkbox"/> Research Projects (Ls. 2) <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers | <u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 1) <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 2) <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1) <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy (Ls. 2) <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing |
| UNIT RESOURCES: (include internet addresses for linking) | | | | | |
| Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ | | | | | |

Unit 2 Title: Keeping Myself Safe By Making Safe and Healthy Choices **Grade Level:** 5

Number of Lessons in Unit: 2

Time Required for each lesson: 45 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:
 Lesson 1: Using I-Messages
 Materials/special preparations Required:
 I-Message worksheet handout
 Scenarios cards
 I-Message sheet displayed on SMART board, white board, or other electronic media

Lesson 2: Coping or Copping Out?
 Materials/special preparations Required:
 SMART board, white board, or other electronic media
 Coping vs. Copping Out? Worksheet
 Writing utensils

Missouri Comprehensive School Counseling Big Idea:
 SE.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
 SE.3.C.05: Evaluate various coping skills for managing life changes or 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 1. Develop questions and ideas to initiate and refine research |
| 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 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others |
| X | Goal 3: Recognize and solve problems 1. Identify 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 experiences in preventing or solving problems |
| X | Goal 4: Make decisions and act as responsible members of society |

| |
|---|
| 1. Explain reasoning and identify information used to support decisions |
|---|

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 (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas |
| Mathematics | |
| Social Studies | |
| Science | |
| Health/Physical Education | |
| Fine Arts | |

Unit Essential Questions:

| |
|------------------------------------|
| What are safe and healthy choices? |
|------------------------------------|

Unit Measurable Learning Objectives:

| |
|---|
| The student will write at least one I-statement. The student will respond to three scenarios with appropriate coping strategies and solutions. |
|---|

Unit Instructional Strategies/Instructional Activities:

| |
|---|
| <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent Study <input checked="" type="checkbox"/> Interactive Instruction |
|---|

Unit Summative Assessment (acceptable evidence):

| |
|--|
| Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Students will present possible I-Messages for various scenarios. Students will participate in groups to identify ways to cope with life changing events and present the results to their peers. |
|--|

Brief Summary of Unit:

| |
|--|
| Lesson 1: Students will discuss what makes up an <i>I-Message</i> and then will be presented with scenarios and discuss one or more ways to answer the situation using <i>I-Message</i> . They will also look at passive, aggressive, and assertive behaviors and present <i>I-Message</i> for each situation. Lesson 2: Students will discuss life-changing events and provide coping and coping out choices and consequences. They will discuss the situations, look at alternative strategies to deal with |
|--|

them and present the results to class.

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

Students will have a basic understanding of anatomy and body systems.

Students will need basic knowledge of how to work together in groups.

Unit 2 Title: How Does A Person Cope With Life Changing Events?

Lesson Title: Using I-Messages **Lesson 1 of 2**

Grade Level: 5

Length of Lesson: 45 minute session

Missouri Comprehensive School Counseling Big Idea:
SE.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
SE.3.C.05: Evaluate various coping skills for managing life changes or events.

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

Materials (include activity sheets and/ or supporting resources)

I-Message worksheet
Scenario cards
I-Message displayed on SMART board, white board, or other electronic media

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

| | |
|---|--|
| | Goal 1: Gather, analyze and apply information and ideas |
| X | Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others |
| X | Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one’s own experiences in preventing or solving 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 | |
| Social Studies | |
| 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 | X | Responsibility |

Lesson Measurable Learning Objectives:

The student will complete the *I-Message* worksheet to each student, discussing each part.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 Students will fill in the *I-Message* worksheet.

Lesson Preparation

Essential Questions: How do I show respect for myself and others?

Engagement (Hook): Counselor opens by asking students “Why is it important to feel good?” and then discusses with students how we can let others know when we don’t feel good.

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|---|--|
| 1. Counselor hands out the <i>I-Message</i> worksheet to each student, discussing each part. | 1. Students participate in the discussion. |
| 2. Counselor discusses things to avoid when making <i>I-Messages</i> . | 2. Students discuss what I-statements look like and how they are used. |
| 3. Counselor gives students time to fill in the <i>I-Message</i> worksheet. | 3. Students practice writing sample I-statements. |
| 4. Counselor has students share their I-statements. | 4. Students share their examples. |
| 5. Counselor has students brainstorm scenarios and then come up with I-Messages that can be used in those situations. | 5. Students brainstorm scenarios and then share I-Messages that can be used in each situation. |

Teacher Follow-Up Activities

The teacher posts the *I-Messages* sheets in the classroom and reminds students to use the I Statements when interacting with others.

Counselor reflection notes (completed after the lesson)

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I-Messages

_____, **I feel**

Name

Feeling word

When _____

Situation

because _____

Reasons Why

Examples:

+ “Samantha, I feel **happy** when you **listen to me** because **you are important to me.**”

- “Thomas, I feel **hurt** and **frustrated** when you **hit me** because **I’m not allowed to hit you back.**”

List of feelings words: sad, mad, scared, angry, frustrated, happy, stressed, glad, frightened, etc.

| |
|---|
| <p>Unit 2 Title: How Does A Person Cope With Life Changing Events?</p> <p>Lesson Title: Coping or Copping Out? Lesson 2 of 2</p> <p>Grade Level: 5</p> <p>Length of Lesson: 45 minute session</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.C.05: Evaluate various coping skills for managing life changes or events.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p> |
|---|

Materials (include activity sheets and/ or supporting resources)

| |
|--|
| <p>SMART board, white board, or other electronic media <i>Coping vs. Copping Out?</i> Worksheet Writing utensils</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>1. Develop questions and ideas to initiate and refine research</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>2. Review and revise communications to improve accuracy and clarity</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 experiences in preventing or solving problems</p> |
| X | <p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> |

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

| Academic Content Area(s) | Specific Skill(s) |
|--------------------------|--|
| X Communication Arts | <p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</p> <p>4. Writing formally (such as reports, narratives,</p> |

| | | |
|--|---------------------------|---|
| | | essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas |
| | Mathematics | |
| | Social Studies | |
| | Science | |
| | Health/Physical Education | |
| | Fine Arts | |

Enduring Life Skill(s)

| | | | | | |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | | Integrity | X | Problem Solving |
| | Courage | | Compassion | | Tolerance |
| X | Respect | X | Goal Setting | X | Responsibility |

Lesson Measurable Learning Objectives:

The student will respond to three scenarios with appropriate coping strategies and solutions.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE.

Assessment can be question answer, performance activity, etc.

Students will identify and present coping skills for various life changing events in a small group situation.

Lesson Preparation

Essential Questions: What are life-changing events? How does a person cope with life-changing events?

Engagement (Hook): Direct the class to follow directions without speaking. Ask the class to *Stand Up If:* You have lost a pet. You have lost a relative. You have moved to a new house. Tell the class that today we are going to talk about coping with these events.

Procedures

| | |
|---|---|
| <p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Counselor opens session with <i>Stand Up If</i> activity above. 2. Counselor gives the definition of coping as working through difficulty in positive ways. Coping out can be defined as giving up without really trying. An example of coping might be when the teacher is absent and the class has a substitute. The substitute may do or say things differently from the teacher, but the class deals with it to make it through the | <p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students respond. 2. Students listen. |
|---|---|

| | |
|---|--|
| <p>day in a positive way.</p> <p>3. Counselor divides the class into groups of four or five and passes on the <i>Coping vs. Coping Out</i> worksheet. As a group, students will give alternatives and consequences for each decision and present their results to the class.</p> <p>4. Counselor lists suggestions on the chart paper.</p> <p>5. Counselor concludes with a discussion reviewing the various ways to respond to life changing events.</p> | <p>3. Students move to groups. Students review, discuss, and develop possible alternatives and consequences on their problem (<i>Coping vs. Coping Out</i> worksheet) and present to the class.</p> <p>4. Students meet and present.</p> <p>5. Students participate in the review.</p> |
|---|--|

Teacher Follow-Up Activities

Teacher will review some of the coping strategies suggested on the chart paper. The chart will be posted in the classroom to review during stressful situations in the future.

Counselor reflection notes (completed after the lesson)

Coping vs. Copping Out?

If you were facing the following situations, how would you cope?

1. A rumor was spread at your school that was not true and the people that you thought were your friends stopped talking and playing with you.

Coping vs. Copping out solution:

2. In the middle of the year, your parents move to another house and you have to transfer to another school.

Coping vs. Copping out solution:

3. A close relative is ill and dies.

Coping vs. Copping out solution:

4. Your parent's work hours change. Since they work afternoons, you can no longer participate in the activities with your peers.

Coping vs. Copping out solution:

5. Your teacher has a long-term illness. The class is in chaos.

Coping vs. Copping out solution:

6. Your parents announce that you will have a new or adopted sister or brother soon.

Coping vs. Copping out solution:

COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. 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 well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

| <p>UNIT DESCRIPTION: Keeping Myself Safe by Making Safe and Healthy Choices Students will discuss what makes up an <i>I-Message</i> and then will be presented with scenarios and discuss one or more ways to answer the situation using <i>I-Messages</i>. They will also look at passive, aggressive, and assertive behaviors and present <i>I-Messages</i> for each situation. Students will discuss life-changing events and provide coping and coping out choices and consequences. They will discuss the situations, look at alternative strategies to deal with them and present the results to class.</p> | | <p>SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 45 minutes each</p> | | | | |
|--|--|---|----|------|------------|---------|
| <p>ESSENTIAL QUESTIONS: What are safe and healthy choices?</p> | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLEs | PS | CCSS | OTHER ASCA | DOK |
| 1. The student will write at least one <i>I-Message</i> . | | SE.3.C.05: Evaluate various coping skills for managing life changes or events. | | | SE. | Level 4 |
| 2. The student will respond to three scenarios with appropriate coping strategies and solutions. | | SE.3.C.05 | | | SE | Level 4 |
| <p>ASSESSMENT DESCRIPTIONS*: Students will present possible I-Messages for various scenarios. Students will participate in groups to identify ways to cope with life changing events and present the results to their peers.</p> | | | | | | |

| | | | | | |
|---|---|--|--|---|--|
| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) | | | | |
| | <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction | | | | |
| 1 2 | See Lessons: Lesson #1: Using <i>I-Messages</i> Lesson #2: Coping vs. Coping Out? | | | | |
| Obj. # | INSTRUCTIONAL ACTIVITIES: (What Students Do) | | | | |
| 1 2 | See Lessons: Lesson #1: Using <i>I-Messages</i> Lesson #2: Coping vs. Coping Out? | | | | |
| | <u>Direct:</u> <input checked="" type="checkbox"/> Structured Overview (Ls. 1) <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Explicit Teaching (Ls. 1) <input checked="" type="checkbox"/> Drill & Practice (Ls. 1) <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 2) | <u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving (Ls. 1, 2) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input checked="" type="checkbox"/> Concept Mapping (Ls. 1) <input checked="" type="checkbox"/> Concept Attainment (Ls. 1) <input type="checkbox"/> Cloze Procedure | <u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 1) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys | <u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers | <u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 1) <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1, 2) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing |
| UNIT RESOURCES: (include internet addresses for linking) | | | | | |
| Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ | | | | | |

Unit 1 Title: Decisions, Decisions, Decisions!

Grade Level: 6-8

Number of Lessons in Unit: 3

Time Required for each lesson: 50 Minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

6th Grade Lesson 1: Opportunity Knocks, But It Costs, Too!

Materials/Special Preparations Required:

Steps to Effective Problem Solving handout

Steps to Effective Decision-Making handout

Two decision-making situations—one to use for class discussion and one to use for students' individual reflection.

Dry erase board, SMART board, or other visual display

7th Grade Lesson # 2: Give In or Not to Give In—That Is the Question!

Materials/Special Preparations Required:

Steps to Effective Problem Solving handout

Steps to Effective Decision-Making handout

8th Grade Lesson # 3: If It's to Be, It's Up to Me

Materials/Special Preparations Required:

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

Missouri Comprehensive School Counseling Big Idea:

SE.3 Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):

SE.3.A.06: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations. (DOK Level 2)

SE.3.A.07: Utilize effective problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations. (DOK Level 4)

SE.3.A.08: Recognize peer influence on risk-taking behaviors and consequences. (DOK Level 2)

| |
|---|
| <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p> |
|---|

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

| | |
|---|--|
| X | <p>Goal 1: gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 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 | <p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 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 | <p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify 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 | <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"> 5. Relationships of the individual and groups to institutions and cultural traditions. |
| | Science | |
| | Health/Physical Education | |

| | | |
|--|-----------|--|
| | Fine Arts | |
|--|-----------|--|

Unit Essential Questions:

What is the cost of making poor decisions?

Unit Measurable Learning Objectives:

The student will write a reflection to solve one problem by outlining each of the decision-making steps.

The student will role play one situation in which he/she will need to say no. He/she will discuss how it felt to say no and write a brief reflection about the experience.

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

Unit Instructional Strategies/Instructional Activities:

- Direct (Guided & Shared – reading, listening, viewing, thinking)
- Indirect (Problem Solving; Reflective Discussion; Writing to Inform; Concept Formation; Concept Attainment)
- Experiential (Role Playing)
- Independent Study
- Interactive Instruction (Role Playing; Discussion; Think, Pair, Share; Problem Solving)

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.

Students will respond orally to reflection pieces and observations with regard to decision-making, problem solving and refusal skills.

Brief Summary of Unit:

Students will review problem solving skills learned in elementary grades. They will then utilize decision-making skills applied to problematic social situations. Refusal skills practice will be emphasized at the 7th grade level and finally, students will look at a variety of problematic situations for which they will brainstorm potential solutions.

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

Students will need to know the steps to solving a problem learned in the elementary grades in order to be successful. These steps will be reviewed along with decision-making steps prior to each lesson.

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| <p>Unit 1 Title: Decisions, Decisions, Decisions!</p> <p>Lesson Title: Opportunity Knocks, But It Costs, Too! Lesson 1 of 3</p> <p>Grade Level: 6</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.A.06: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations.</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)

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| <p><i>Steps to Effective Problem Solving</i> handout <i>Steps to Effective Decision Making</i> handout Two decision-making situations—one to use for class discussion and one to use for students’ individual reflection. Dry erase board, SMART board, or other visual display</p> |
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Show Me Standards: Performance Goals (check one or more that apply)

| | |
|---|---|
| X | <p>Goal 1: gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 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 | <p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 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 | <p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 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 |

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| | <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:

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| The student will write a reflection to solve one problem by outlining each of the decision making steps. |
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Lesson Formative Assessment (acceptable evidence):

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| <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>Students will be provided with a situation for which a decision is to be made. Students will write a reflection piece, outlining each of the decision-making steps they have used and what decision they have decided upon, which includes possible solutions, as well as possible outcomes for each solution. Students will also record what possible costs are involved with each possible solution.</p> |
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Lesson Preparation

Essential Questions: How do I make effective decisions?

Engagement (Hook): The facilitator asks students, “How many of you have made a decision today?” Students will be asked to share some of the decisions they have made. The instructor will acknowledge that making decisions is a part of everyday life and that many decisions are made with very little thought, such as what to eat or what to wear. Students will be asked if the decisions they make ever have a cost to them.

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
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| 1. The instructor poses the above questions with the above acknowledgement. | 1. Students respond accordingly with a show of hands if they have made any decisions that day, and then share decisions they have made that day. |
| 2. The instructor indicates that there are many times when we are faced with tough problems that require more consideration and more effective decision-making. Sometimes decisions we make come with a cost. The instructor asks students if they can think of situations where the decisions students make might have a cost to them (i.e., to visit my friends before school or look over my notes for a social studies test first hour). Ask students what the possible cost might be with each potential decision. | 2. Students respond by looking at some of the more difficult decisions they make as well as potential costs for them. |
| 3. The instructor will have students review the problem solving steps they have learned in the elementary grades (See <i>Steps to Effective Problem Solving</i> handout). | 3. Students will review the steps of problem solving with the instructor. |
| 4. The instructor explains that there is a simple process for making better decisions. The instructor writes the following decision-making steps on the Smart board, dry erase board, or other visual display (See <i>Steps to Effective Decision Making Handout</i>). | 4. Students will listen intently. |
| 5. The instructor will discuss each step in | 5. Students will participate in class discussion, |

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| <p>detail, using the situation: to visit my friends before school or look over my notes for a social studies test first hour. Students will be reminded that they need to think about their interests and feelings, as well as the feelings and interests of others. Students will also be reminded that brainstorming and asking others for advice is helpful to get a good list of alternatives. The instructor will also emphasize that the ability to project possible outcomes is a key to taking risks. Students will need to know their own risk-taking limits, particularly where a friendship or relationship may be endangered.</p> <p>6. The instructor will write the following scenario on the board: You are invited to a movie with your best friend. Two days later, a person with whom you have wanted to have a friendship asks you to go to a party with him or her on the same night. You need to make a decision about what you are going to do. Students will be asked to write a reflective piece on how they would utilize the decision-making steps to resolve the situation, listing possible alternatives as well as the potential costs to them based on the decision they make.</p> | <p>applying the decision-making steps to the scenario provided and addressing their interests and feelings as well as those of others.</p> <p>6. Students will write a reflection piece on how they would utilize the decision-making steps to resolve the provided situation, which includes possible solutions, as well as possible outcomes for each solution. Students will also record what possible costs are involved with each possible solution, listing potential costs based on the decision they make.</p> |
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Teacher Follow-Up Activities

Students will be asked to share their narratives out loud, if they like. The instructor will observe that not all students will decide upon the same solution and that is okay.

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.

Unit 1 Title: Decisions, Decisions, Decisions!

Lesson Title: To Give In or Not to Give In—That Is the Question! **Lesson** 2 of 3

Grade Level: 7

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.07: Utilize effective problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations.

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
Role-Play Situations handout

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. Identify 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. |

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| | 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 | 1. 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 role play one situation in which he/she will need to say no. He/she will discuss how it felt to say no and write a brief reflection about the experience.

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.
 The lesson will be assessed by counselor observation of students' participation in class role-playing activities. Students having difficulty will be provided small group follow-up and/or assertiveness training. The counselor will also review reflection pieces for understanding and provide follow-up for those students who may need it.

Lesson Preparation

Essential Questions: Why is it hard to say no?
Engagement (Hook): The facilitator poses the question, "Why is it so hard for adults and children alike to say NO?"

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|---|--|
| <p>1. The instructor poses the above question which leads to a discussion. If necessary, the instructor can assist by asking, “If I say no to you, will you still like me?” Possible responses include the need to be loved and accepted, or the desire to avoid conflict or rejection.</p> | <p>1. Students respond to the above question.</p> |
| <p>2. The instructor will then ask students when it might be very important to be able to say no or when one might want to say no, but not feel comfortable saying no. This discussion should lead into a discussion about peer pressure.</p> | <p>2. Students will respond to the question and engage in the discussion.</p> |
| <p>3. The instructor will advise students that the easiest way to feel comfortable saying no is to practice saying no in a variety of situations. Therefore, students are going to role-play situations in which people typically want to say “No,” but may find it hard to because of peer pressure.</p> | <p>3. Students listen intently.</p> |
| <p>4. Students will be divided into pairs or small groups. Each group will be given the <i>Role-Play Situation</i> student handout. Students are also given the opportunity to create their own role-play situation.</p> | <p>4. Students will role-play the situations, either from the <i>Role-Play Situation</i> student handout or their own creation. Students will then reverse roles until each student has had the opportunity to practice saying “No.”</p> |
| <p>5. The instructor will lead the discussion by asking students the following questions: a) How does it feel to be told “No?” b) What do you think of the person pressuring you? c) What do you believe he or she thinks about you? d) What do you think of the person who said “No?” Students will be encouraged to practice role-play situations at home with family or friends.</p> | <p>5. Students participate in the discussion and role playing.</p> |
| <p>6. Students will be asked to write a reflection piece on their experience with the role-play.</p> | <p>6. Students will write a reflection piece on their experience with the role-play.</p> |

Teacher Follow-Up Activities

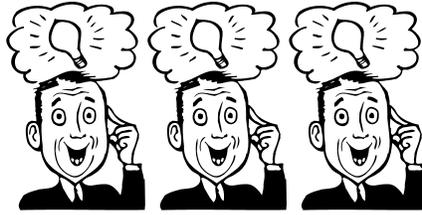
Students will be asked to share their narratives, if they like. The instructor will make the observation that not all students will have the same solution.

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.

ROLE-PLAY SITUATIONS

Roles: Student & Teacher

Situation: The student asks to use the bathroom.

Roles: Student & Teacher

Situation: The student wants to be excused from homework because the family is going on vacation.

Roles: Two Students

Situation: One student wants the other's answers to last night's homework assignment. The students are friends, though, so the refusal must be done so that they can remain friends.

Roles: Two Students

Situation: One student is at his or her best friend's house after school. The parents are still at work. The friend goes to the refrigerator, takes out a beer, and opens it. The friend offers the student some of the beer.

Roles: Parent & Child

Situation: The parent wants the child to go on an errand, but the child doesn't want to. The reason for refusing may be that the child is legitimately busy or simply that he or she doesn't want to go.

Roles: Parent & Child

Situation: Parent & Child

Situation: The child wants to spend the night at a friend's house, but the parent refuses.

Roles: Two Students

Situation: One student is loaded down with work. His or her best friend asks the student to help him or her shop for clothes.

Roles: Parent & Child

Situation: The parent asks the child to help by staying home and babysitting for a younger sibling. The child wants to go out with friends, though, and he doesn't want to babysit.

Roles: Two Students

Situation: Two students are walking home from school when one of the students offers the other a cigarette.

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| <p>Unit 1 Title: Decisions, Decisions, Decisions!</p> <p>Lesson Title: If It's to Be, It's Up to Me! 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.A.08: Recognize peer influence on risk-taking behaviors and consequences.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p> |
|--|

Materials (include activity sheets and/ or supporting resources)

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| <p><i>Steps to Effective Problem Solving</i> handout <i>Steps to Effective Decision Making</i> 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</p> |
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Show Me Standards: Performance Goals (check one or more that apply)

| | |
|---|---|
| X | <p>Goal 1: gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 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 | <p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 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 | <p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 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 |

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| | <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:

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| The student will demonstrate the six steps to effective problem solving in response to one problem scenario presented by the counselor. |
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Lesson Formative Assessment (acceptable evidence):

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| <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> |

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| <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.

Course Description:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. 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 well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

| <p>UNIT DESCRIPTION: Decisions, Decisions, Decisions!</p> <p>Students will review problem-solving skills learned in elementary grades. They will then utilize decision-making skills applied to problematic social situations. Refusal skills practice will be emphasized at the 7th-grade level and finally, students will look at a variety of problematic situations for which they will brainstorm potential solutions. This unit contains three lessons and it is intended that one lesson will be presented in each grade level 6, 7, and 8. Please note that the lessons build on each other.</p> | | <p>SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 50 minutes each</p> | | | | |
|--|--|--|----|------|---------------|---------|
| <p>ESSENTIAL QUESTIONS:</p> <p>1. What is the cost of making poor decisions?</p> | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLEs | PS | CCSS | OTHER ASCA | DOK |
| <p>1. The student will write a reflection to solve one problem by outlining each of the decision making steps.</p> | | <p>SE.3.A.06: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations.</p> | | | SE | Level 2 |
| | | <p>SE.3.A.07: Utilize effective problem-solving, decision-making, and</p> | | | | Level 4 |

| | | | | | | |
|---|---|--|--|--|----|-------------------------------|
| | | refusal skills needed to make safe/healthy choices in social situations. SE.3.A.08: Recognize peer influence on risk-taking behaviors and consequences. | | | | Level 2 |
| 2. The student will role play one situation in which he/she will need to say no. She/he will discuss how it felt to say no and write a brief reflection about the experience. | | SE.3.A.06 SE.3.A.07 PS.3.A.08 | | | SE | Level 2 Level 4 Level 2 |
| 3. The student will demonstrate the six steps to effective problem solving in response to at least one problem scenario presented by the counselor. | | SE.3.A.06 SE.3.A.07 SE.3.A.08 | | | SE | Level 2 Level 4 Level 2 |
| ASSESSMENT DESCRIPTIONS: | | | | | | |
| Students will respond orally to reflection pieces and observations with regard to decision-making, problem-solving and refusal skills. | | | | | | |
| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) | | | | | |
| | <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction | | | | | |
| 1 | See Lessons: 6 th Grade Lesson 1: Opportunity Knocks, But It Costs, Too! | | | | | |

| | | | | | |
|---|---|---|--|---|---|
| 2 | 7 th Grade Lesson 2: Give In or Not to Give In | | | | |
| 3 | 8 th Grade Lesson 3: If It's to Be, It's Up to Me | | | | |
| Obj. # | INSTRUCTIONAL ACTIVITIES: (What Students Do) | | | | |
| | See Lessons: | | | | |
| 1 | 6 th Grade Lesson 1: Opportunity Knocks, But It Costs, Too! | | | | |
| 2 | 7 th Grade Lesson 2: Give In or Not to Give In | | | | |
| 3 | 8 th Grade Lesson 3: If It's to Be, It's Up to Me | | | | |
| | <u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 2, 3) | <u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving (Ls. 1, 3) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1, 2, 3) <input checked="" type="checkbox"/> Writing to Inform (Ls. 1) <input checked="" type="checkbox"/> Concept Formation (Ls. 3) <input type="checkbox"/> Concept Mapping <input checked="" type="checkbox"/> Concept Attainment (Ls. 3) <input type="checkbox"/> Cloze Procedure | <u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 2) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys | <u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers | <u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 2) <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 2, 3) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing |
| UNIT RESOURCES: (include internet addresses for linking) | | | | | |
| Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ | | | | | |
| ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf | | | | | |

| | |
|---|--------------------------------|
| Unit 2 Title: Risky Business | Grade Level: 6, 7 and 8 |
| Number of Lessons in Unit: 3 | |
| Time Required for each lesson: 50 min | |
| Best time of year to implement this Unit: Any time. | |
| Lesson Titles: | |
| 6 th Grade Lesson 1: Caution: Thin Ice! | |
| Materials/Special Preparations Required | |
| Story <i>Caution: Thin Ice</i> | |
| List of <i>Risky behaviors</i> | |
| <i>RISKO</i> Template | |
| Buttons, M & M's, cereal, or other Bingo markers | |
| SMART board, dry erase board, or other visual display | |
| 7 th Grade Lesson 2: Putting on Armor | |
| Materials/Special Preparations Required | |
| Stories: <i>EMS Code Blue!</i> and <i>My Friend Shelbi</i> | |
| <i>Photocopied brick</i> for each student | |
| 8 th Grade Lesson 3: Ready to Remain Safe | |
| Materials/Special Preparations Required | |
| <i>Personal Safety Plan Template</i> | |
| Story: <i>Where Are My Friends Now?</i> | |
| List of <i>Risky Behaviors</i> | |
| Missouri Comprehensive School Counseling Big Idea: | |
| SE.3: Applying Personal Safety Skills and Coping Strategies | |
| Grade Level Expectations (GLEs): | |
| SE.3.B.06: Identify behaviors that compromise personal safety of self and others. (DOK Level - 2) | |
| SE.3.B.07: Develop strategies to maintain personal safety. (DOK Level - 3) | |
| SE.3.B.08: Apply strategies related to personal safety. (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)

| | |
|--|--|
| | Goal 1: gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers. |
|--|--|

| | |
|---|---|
| X | <p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 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 | <p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify 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 the 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"> 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 6. Participating in formal and informal presentations and discussions of issues and ideas. |
| Mathematics | |
| X Social Studies | <ol style="list-style-type: none"> 6. Relationships of the individual and groups to institutions and cultural traditions. |
| Science | |
| X Health/Physical Education | <ol style="list-style-type: none"> 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors |
| Fine Arts | |

Unit Essential Questions:

What does safety mean to me?

Unit Measurable Learning Objectives:

The student will identify ten risky behaviors.

The student will determine one skill, tool, or person that will separate him or her from risky

behaviors.

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

Unit Instructional Strategies/Instructional Activities:

- Direct (Guided and Shared-reading, listening, viewing, thinking)
- Indirect (Case Studies, Concept Formation, Concept Mapping)
- Experiential (Games, Role-playing)
- Independent Study
- Interactive Instruction (Discussion, Problem Solving)

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.

Students will complete a Personal Safety Plan.

Brief Summary of Unit:

Students will review the steps of decision-making and problem-solving and use these skills to make good choices. Students will practice these skills through role playing and a game of RISKO. The final project will be a Personal Safety Plan outlining what they have learned and how they will use it.

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

1. Steps to Problem Solving
2. Steps to Decision-Making

| |
|---|
| <p>Unit 2 Title: Risky Business!</p> <p>Lesson Title: Caution: Thin ice! Lesson 1 of 3</p> <p>Grade Level: 6</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 Expectations (GLEs): SE.3.B.06: Identify behaviors that compromise personal safety of self and others.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p> |
|---|

Materials (include activity sheets and/ or supporting resources)

| |
|--|
| <p>Story: <i>Caution: Thin Ice!</i> Smart board, dry erase board, or other visual display RISKO Template List of <i>Risky Behaviors</i> Buttons, M & M's, cereal, or other Bingo markers</p> |
|--|

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

| | |
|---|---|
| | Goal 1: gather, analyze and apply information and ideas |
| X | Goal 2: communicate effectively within and beyond the classroom 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 |
| 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. |

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

| Academic Content Area(s) | | Specific Skill(s) |
|--------------------------|---------------------------|---|
| X | Communication Arts | 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 | |
| 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 | | Problem Solving |
| | Courage | | Compassion | | Tolerance |
| X | Respect | X | Goal Setting | | |

Lesson Measurable Learning Objectives:

The student will identify ten risky behaviors.

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 the RSKO template, listing 24 risky behaviors.

Lesson Preparation

Essential Questions: What are unsafe behaviors and how can they affect your life?

Engagement (Hook): The facilitator reads the story *Caution: Thin Ice!*

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|---|---|
| 1. The instructor reads the story <i>Caution: Thin Ice</i> and prompts for student feelings and input about the story and how the main idea of the story might relate to other unsafe practices. | 1. Students listen to story and respond with comments or questions. |
| 2. The instructor facilitates brainstorming of a list of unsafe behaviors and adds additional unsafe behaviors from the list of <i>Risky Behaviors</i> if necessary. The instructor then lists the behaviors on SMART board, dry erase board, or other-visual display and leads a discussion about why the behaviors are risky. | 2. Students brainstorm unsafe behaviors. |
| 3. Instructor gives out RSKO templates and instructs students to randomly fill out templates with different risky behaviors listed on the board. | 3. Students fill out RSKO template. |
| 4. Instructor randomly chooses behaviors to “call” as students play the Bingo game. | 4. Students play RSKO. |

Teacher Follow-Up Activities

Students will be asked to write a short narrative about what they have learned about risky behaviors.

Counselor reflection notes (completed after the lesson)

Caution: Thin Ice!

The wind whistled by as he ran down the hill toward the lake. An early morning snowfall meant no school for the day and he was anxious to join his friends for an afternoon of fun. He noticed a small dusting of snow covered the surface of the lake and he quickly read a sign that said “CAUTION: Thin ice!” “Surely that was for spring”, he thought, “it’s safe now.” After all, everyone else was out on the lake on the other side. Everyone else was doing it, so it had to be safe.

Gingerly, he stepped out onto the lake. For a moment he reconsidered. He remembered his father’s warnings about the lake’s quick thaws, he remembered the sign... “Hey, Jimmy! Hurry up!” he heard from across the lake. He saw his friends motioning him over. To turn back now would mean having to face the taunts of the other guys. No way was he going through that!

A few steps later he knew he was in trouble. Lines of ice severed in all directions. He couldn’t go back. He couldn’t go forward.....



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

RISKO TEMPLATE

| R | I | S | K | O |
|---|---|-------------------|---|---|
| | | | | |
| | | | | |
| | | RISK-FREE ZONE | | |
| | | | | |
| | | | | |

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|--|
| <p>Unit 2 Title: Risky Business!</p> <p>Lesson Title: Putting on Armor Lesson 2 of 3</p> <p>Grade Level: 7</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.07: Develop strategies to maintain personal safety.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p> |
|--|

Materials (include activity sheets and/ or supporting resources)

| |
|--|
| <p>Story <i>EMS!</i> Story <i>My Friend Shelbi</i> A photocopied <i>brick</i> for each student</p> |
|--|

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

| | |
|---|---|
| | Goal 1: gather, analyze and apply information and ideas |
| X | Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others. |
| X | Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements |
| 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. |

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

| Academic Content Area(s) | | Specific Skill(s) |
|--------------------------|---------------------------|---|
| X | Communication Arts | 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 | |
| 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 | | Problem Solving |
| | Courage | | Compassion | | Tolerance |
| X | Respect | X | Goal Setting | | |

Lesson Measurable Learning Objectives:

The student will determine one skill, tool, or person that will separate him or her from risky behaviors.

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 discuss risky behaviors and skills, tools or people that will separate them from risky behaviors.

Lesson Preparation

Essential Questions: How can we stay safe? Where can I find help to stay safe?

Engagement (Hook): The facilitator reads the story *EMS Code Blue!*

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|--|--|
| <p>1. The instructor reads the story <i>EMS Code Blue!</i> and prompts, “What would you do?” Encourage group discussion about what individuals and groups would do in this situation. Instructor then reads <i>My friend Shelbi</i> and again asks students, What would you do?</p> <p>2. Instructor leads discussion to facilitate an understanding of the need to get help for mental and social problems and shares how students may access resources.</p> <p>3. Instructor will assist the students in reviewing strategies to maintain personal safety by facilitating role playing of the following scenarios:</p> <p><i>You are at a party and everyone around you is smoking and drinking. A friend offers you a glass of wine. How do you</i></p> | <p>1. Students listen to stories and respond with comments or questions.</p> <p>2. Students discuss seeking physical vs. mental health assistance and why society sometimes views them differently.</p> <p>3. Students act out the roles provided by the instructor.</p> |

| | |
|--|---|
| <p><i>handle the situation?</i></p> <p><i>You are hanging around outside a liquor store. Your friends dare you to ask someone to buy alcohol for you. What do you do?</i></p> <p>4. Instructor passes out the “bricks.” The bricks are drawn or photocopied onto colored construction paper. Each student uses the knowledge they have gained to determine one skill, tool or person they will use to build a wall separating them from risky behaviors. Examples: “I will use my relationship with my parents as a wall against risky behaviors, or I will use my participation in and dedication to the ethics of sports as a wall against risky behaviors”.</p> <p>5. Instructor asks for volunteers to share why they have chosen the person or thing for their brick.</p> | <p>4. Students fill out the bricks with the one thing they believe is most likely to stop them from participating in risky behaviors.</p> <p>5. Students defend their choices as protection from risky behaviors.</p> |
|--|---|

Teacher Follow-Up Activities

Using the students’ bricks, the instructor will construct a bulletin board with the title “Building a Wall Against Risky Behaviors”. Using brightly colored paper, various risky behaviors are posted in the center of the wall. Student bricks are used to build a wall starting at the bottom and covering as much of the risky behaviors as possible without losing the content. Wall should be placed in a prominent place in the school to be viewed by parents, staff and students.

Counselor reflection notes (completed after the lesson)

~

EMS Code Blue

[Counselor dramatizes an event where a student is physically injured] “Oh no! Help, please help! My friend is hurt! Call the paramedics quickly...or a doctor! We must get a medical professional here as soon as possible. She fell in the gym and I think her leg is broken. She also has a contusion on her head and she’s not responding. If we don’t get help soon, she may die!”

What would YOU do?

~

My Friend Shelbi

[Counselor dramatizes an event where her friend shared that she was having thoughts of suicide.] “I’m really upset! My friend, Shelbi, came to talk to me yesterday. She’s been really depressed lately. I don’t know why. It seems like she has everything...great looks, a starter on the basketball team, all the kids like her...

Still, she seemed pretty out of it. She said nothing seemed to matter much anymore. She was never really happy...never really sad...everything was sort of nothingness. She said she really didn’t see the purpose of it all.

I didn’t tell anyone, but a couple of weeks ago I noticed something else. Shelbi has been cutting herself! She has all these little marks on her arms and legs. She said she used a razor blade.

I’m afraid if we don’t help her soon, she may commit suicide.

What would YOU do?

Brick



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| |
|--|
| <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> |
|--|

Materials (include activity sheets and/ or supporting resources)

| |
|---|
| <p><i>Story 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. |
|---|---|

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> |
|---|--|

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

Course Description:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. 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 well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

| UNIT DESCRIPTION: Risky Business Students will review the steps of decision-making and problem-solving and use these skills to make good choices. Students will practice these skills through role playing and a game of RISKO. The final project will be a Personal Safety Plan outlining what they have learned and how they will use it. | | SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 50 minutes each | | | | |
|---|--|--|----|------|---------------|-------------------------------|
| ESSENTIAL QUESTIONS: 1. What does safety mean to me? | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLEs | PS | CCSS | OTHER ASCA | DOK |
| 1. The student will identify ten risky behaviors. | | SE.3.B.06: Identify behaviors that compromise personal safety of self and others. | | | SE | Level 2 |
| | | SE.3.B.07: Develop strategies to maintain personal safety. | | | | Level 3 |
| | | SE.3.B.08: Apply strategies related to personal safety. | | | | Level 4 |
| 2. The student will determine one skill, tool, or person that will separate him or her from risky behaviors. | | SE.3.B.06 SE.3.B.07 SE.3.B.08 | | | SE | Level 2 Level 3 Level 4 |

| | | | | | | |
|--|---|---|---|---|--|-------------------------------|
| 3. The student will complete a personal safety plan including at least one stressor and one coping strategy. | | SE.3.B.06 SE.3.B.07 SE.3.B.08 | | | SE | Level 2 Level 3 Level 4 |
| ASSESSMENT DESCRIPTIONS: Students will complete a Personal Safety Plan. | | | | | | |
| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) | | | | | |
| | <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction | | | | | |
| 1 2 3 | See Lessons: 6 th Grade Lesson 1 Caution: Thin Ice! 7 th Grade Lesson 2 Putting on Armor 8 th Grade Lesson 3 Ready to Remain Safe | | | | | |
| Obj. # | INSTRUCTIONAL ACTIVITIES: (What Students Do) | | | | | |
| 1 2 3 | See Lessons: 6 th Grade Lesson 1 Caution: Thin Ice! 7 th Grade Lesson 2 Putting on Armor 8 th Grade Lesson 3 Ready to Remain Safe | | | | | |
| | <u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 2, 3) | <u>Indirect:</u> <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Case Studies (Ls. 1, 2) <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation (Ls. 2) <input checked="" type="checkbox"/> Concept Mapping (Ls. 3) <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure | <u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games (Ls. 1) <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 2) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys | <u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers | <u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 3) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing | |
| UNIT RESOURCES: (include internet addresses for linking) | | | | | | |

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

| | |
|--|--------------------------|
| Unit 3 Title: It's Life... Deal With It! | Grade Levels: 6-8 |
| Number of Lessons in Unit: 3 | |
| Time Required for each lesson: 50 minutes | |
| Best time of year to implement this Unit: Anytime | |
| Lesson Titles: | |
| 6 th Grade Lesson 1: The Hope to Cope: Coping Skills | |
| Materials/Special Preparations Required: | |
| Index Cards | |
| Small file box for each student | |
| Writing Utensil | |
| SMART board, dry erase board, or other visual display | |
| <i>Steps for Reacting to Stress</i> Handout | |
| 7 th Grade Lesson 2: Lean Mean Coping Machine! | |
| Materials/Special Preparations Required: | |
| <i>Your Choice</i> Handout | |
| SMART board, dry erase board, or other visual display | |
| Writing Utensil | |
| 8 th Grade Lesson 3 Life ... Bring It On! | |
| Materials/Special Preparations Required: | |
| Scissors, glue, markers | |
| Magazines | |
| Poster board | |
| Counselor Collage of their Coping Skills | |
| Missouri Comprehensive School Counseling Big Idea: | |
| SE.3: Applying personal safety skills and coping strategies. | |
| Grade Level Expectations (GLEs): | |
| SE.3.C.06: Review and revise strategies to cope with life-changing events. (DOK Level -3) | |
| SE.3.C.07: Apply coping skills to manage life-changing events. (DOK Level - 4) | |
| SE.3.C.08: Evaluate 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 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. |
|---|--|

| | |
|---|---|
| | <p>8. Organize data (including personal card file), information and ideas into useful forms (including outlines) 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>2. Review and revise communications to improve accuracy and clarity</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 costs, benefits and other consequences of proposed solutions</p> |
| X | <p>Goal 4: make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions.</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others.</p> |

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

| Academic Content Area(s) | Specific Skill(s) |
|---------------------------------|---|
| X Communication Arts | <p>1. Speaking and writing standard English</p> <p>4. Writing formally and informally.</p> <p>5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations</p> |
| Mathematics | |
| X Social Studies | <p>6. Relationships of the individual and groups to institutions and cultural traditions.</p> |
| Science | |
| Health/Physical Education | |
| X Fine Arts | <p>1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts</p> |

Unit Essential Questions:

| |
|--|
| How does one weigh the value of positive and negative coping skills? |
|--|

Unit Measurable Learning Objectives:

The student will identify ten positive and negative coping skills.
The student will identify five coping skills used to make decisions presented in *Your Choice* Handout.
The student will design and present a collage representing personal strengths and coping skills.

Unit Instructional Strategies/Instructional Activities:

Direct (Drill & Practice; Compare & Contrast; Didactic Questions; Demonstrations; Guided & Shared- reading, listening, viewing, thinking)
 Indirect (Problem Solving; Reflective Discussion)
 Experiential
 Independent Study (Reports; Learning Activity)
 Interactive Instruction (Brainstorming; Discussion)

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.

Assessment of this unit will be completed by a final evaluation of student work, i.e. student card file, prioritizing activity and artistic presentation.

Brief Summary of Unit:

In this unit students will review, apply and evaluate their personal coping skills related to making major life-changing decisions. Students will do this through the process of compiling an index card file of coping strategies, a prioritizing activity and by constructing an artistic presentation representing their personal coping styles.

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

Steps in the decision-making process.

| |
|--|
| <p>Unit 3 Title: It's Life... Deal With It!</p> <p>Lesson Title: The Hope to Cope: Coping Skills Lesson 1 of 3</p> <p>Grade Level: 6</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.C.06: Review and revise strategies to cope with life-changing events.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p> |
|--|

Materials (include activity sheets and/ or supporting resources)

| |
|--|
| <p>Index Cards Small file box for each student Writing Utensil SMART board, dry erase board, or other visual display <i>Steps for Reacting to Stress</i> Handout</p> |
|--|

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

| | |
|---|--|
| X | <p>Goal 1: gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data (including personal card file), information and ideas into useful forms (including outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers. |
| X | <p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others. |
| X | <p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 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 |

| | |
|---|--|
| | <ul style="list-style-type: none"> 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> <ul 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 | <ul 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 | <ul style="list-style-type: none"> 6. 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 identify ten positive and negative coping skills. |
|--|

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>Students will reflect on the positive and negative coping strategies.</p> |
|---|

Lesson Preparation

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|---|
| <p>Essential Questions: How does one weigh the value of positive and negative coping skills in life situations?</p> <p>Engagement (Hook): The facilitator asks students, “How many of you have made a decision today?” Ask students to share some of the decisions they have made today. Acknowledge that</p> |
|---|

experiencing stress when making decisions is a part of everyday life. Stress is OK because it can charge you with a sense of responsibility. When one does not know how to monitor stress, this may impact the effectiveness of coping skills. Many decisions are made with very little thought, such as what to eat or what to wear. Other decisions require a well thought out line of reasoning, such as how to choose a college major or how to say “no” when the result will be upsetting a friend. Ask students if the decisions they make ever have a cost to them. Ask students how they coped with the stress caused by the cost.

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|---|---|
| <p>1. The instructor presents the idea that when a decision is made in life, we all experience different levels of stress. The instructor states that one should be aware of what causes positive and negative ways of coping with factors that can interfere in decision making.</p> | <p>1. Students respond accordingly with a show of hands if they have made any decisions that day, how much stress they experienced, and what they did to cope with the aftermath of the decision.</p> |
| <p>2. The instructor indicates that there are many times when we are faced with life situations that require more consideration and more effective decision-making. Sometimes decisions that we make have a cost to them. The instructor states to students that there are positive and negative coping skills that will help one in dealing with these costs.</p> | <p>2. Students respond by looking at some of the more difficult decisions they make as well as potential costs for them.</p> |
| <p>3. The instructor explains that the purpose in making decisions is to deal with a problem or an issue. Instructor passes out <i>Steps for Reacting to Stress</i> Handout with a list of coping skills related to the stress associated with decision making. As the instructor reads with students a list of ways of coping with stress, students are asked to indicate with a plus (+) sign those that they feel are positive ways to handle stress. The student is also asked to indicate those that they feel are negative ways to handle stress with a - sign.</p> | <p>3. Students will follow the instructor’s directions.</p> |
| <p>4. The instructor processes the responses with the students, writing these questions on the visual display and asking the students: a)</p> | <p>4. Students will listen and engage in discussion.</p> |

| | |
|--|--|
| <p>How are you doing? b) How many pluses? c) How many minuses? d) What do you need to do to lower the number of minuses as your usual coping skills? e) What kind of help would you look for to assist and support you?</p> <p>5. The instructor passes out index cards and asks the students to write skills that have been positive ways of coping with stress for them. The instructor asks the students to write coping skills that they have used that have have been negative ways of coping with stress. The following questions will guide the discussion: a) What does this personal card file of positive and negative coping skills look like now? b) If you were to rearrange any of the cards (positive or negative) in your file, what would you do?</p> | <p>5. Students will participate in class discussion, build their personal file of coping skills and reflect on the number of positive and negative coping skills and what this means in the decision-making process.</p> |
|--|--|

Teacher Follow-Up Activities

The instructor will periodically discuss with the class how they have been applying their coping skills in their daily decision-making situations, emphasizing the importance of creating new and positive coping skills while replacing the negative coping skills.

Counselor reflection notes (completed after the lesson)

STEPS FOR REACTING TO STRESS

You encounter stressful situations on a regular basis. Stress will be a normal part of the decision-making process. As you read this list of ways of coping with stress, choose those that you feel are positive ways to handle stress and put a + (plus) in front of it. Choose those that you feel are negative ways to handle stress and put a – (minus) in front of it.

1. Over-eating and under-eating
2. Discuss the problem and possible solution with a friend
3. Eat well as a part of your daily routine
4. Talk a lot or say very little
5. Take time to relax
6. Ignore the problem and pretend it will go away by itself
7. Act angry and irritable
8. Give up and do nothing to solve the problem
9. Withdraw from people and spend a lot of time alone
10. Try alcohol or drugs to cope with the problem

Go over the list a second time and circle the reactions that best describe your usual way to cope with stress.

Count your pluses. Count your minuses. Answer the following questions:

- How are you doing?
How many pluses?
How many minuses?
- What do you need to do to lower the number of minuses as your usual coping skills?
- What kind of help would you look for to assist and support you?

Now let's build a personal card file of positive and negative ways to handle stress. Write on some cards the coping skills that you have used that have been positive ways of coping with stress. Write on other cards the coping skills that have used that have been negative ways of coping skills with stress.

Unit 3 Title: It’s Life... Deal With It!

Lesson Title: Lean Mean Coping Machine! **Lesson** 2 of 3

Grade Level: 7

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.C.07: Apply 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)

Your Choice Handout
SMART board, dry erase board, or other visual media
Writing Utensil

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

| | |
|---|--|
| X | <p>Goal 1: gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine and oral research. 5. Comprehend and evaluate written, visual presentations and works. 8. Organize data, information and ideas into useful forms (including outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers. |
| X | <p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 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 | <p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 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 | |
| | Fine 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 identify five coping skills used to make decisions presented in <i>Your Choice</i> Handout. |
|--|

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>Student comprehension will be assessed by observation of oral and written responses given during discussion and through the write up of coping skills and decision-making situations.</p> |
|---|

Lesson Preparation

Essential Questions: “How do you go about making important decisions?”

Engagement (Hook): The instructor will engage students in discussion of the following questions:
 “What determines how important a decision is?”
 “How would you rely on your coping skills to help you deal with the pressure of making important decisions?”

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|--|--|
| 1. The instructor will give the students a copy of the <i>Your Choice</i> Handout and ask them to choose five of the ten that they consider to be the most important. | 1. Students choose the five decisions they consider to be the most important. |
| 2. Students rank the five most important decisions, in the order of priority, with number 1 being the most important. | 2. Students rank decisions in order of priority. |
| 3. Instructor invites volunteers to share their ideas and justify their reasoning. | 3. Students volunteer to share their ideas and defend their choices. |
| 4. The instructor then asks students to consult their personal card file of coping skills (from 6 th grade) to find which skills they applied during this activity. | 4. Students decide which skills they used in the activity and match with the decisions they chose. |

Teacher Follow-Up Activities

The instructor will invite students to practice the skills they learned with the following scenario:

Your group of friends has all decided to skip school on a certain day. You want to belong to this group and are afraid of group retaliation if you don’t participate. However, you really don’t want to do this and know your parents will be very upset if you get caught. What would you do? How would you cope?

Counselor reflection notes (completed after the lesson)

Your Choice

Choose the five most important decisions you make and explain the reasons they are important for you.

1. To talk with your friends in front of school or look over your notes for math test first hour
2. To brush your teeth and wash your face or skip it and sleep longer
3. To cheat on your math test or do it on your own
4. To ride the bus home or walk with friends
5. To give your book report today or try to get out of it until tomorrow
6. To go to a party Saturday night with friends or to the baseball game with Dad
7. To watch a special on TV or study for your science test tomorrow
8. To rise early for a family gathering or sleep late
9. To bring lunch to school and save money or buy lunch at the school cafeteria
10. To wear something that looks cool (even if it is not appropriate for school) or to wear something comfortable

Rank the 5 most important decisions in order of 1 to 5, with 1 being the most important.

Decision # Reasons that the decision is important for you:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Now that you have made these decisions, consult your personal card file of coping skills from 6th grade. Find in your file which coping skills you applied during your decision making process. Write them down, matching the coping skills with the decision you made.

| Decision | Coping skills from file |
|----------|-------------------------|
| 1 | _____ |
| | _____ |
| 2 | _____ |
| | _____ |
| 3 | _____ |
| | _____ |
| 4 | _____ |
| | _____ |
| 5 | _____ |
| | _____ |

| |
|---|
| <p>Unit 3 Title: It's Life...Deal With It!</p> <p>Lesson Title: Life ... Bring It On! Lesson 3 of 3</p> <p>Grade Level: 8</p> <p>Length of Lesson: 50 minutes</p> <p>Missouri Comprehensive School Counseling Domain: SE.3: Applying personal safety skills and coping strategies.</p> <p>Grade Level Standard (GLS): SE.3.C.08: Evaluate coping skills to manage life-changing events.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p> |
|---|

Materials (include activity sheets and/ or supporting resources)

| |
|--|
| <p>Scissors, glue, markers Magazines Poster board Counselor Collage of their Coping Skills</p> |
|--|

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

| | |
|---|---|
| X | <p>Goal 1: gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 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 | <p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 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 | <p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 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

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|---|--|
| 1. The instructor will give each student a poster board and ask the student to artistically sign/write his/her name in the center. | 1. Student will follow instructions. |
| 2. The student will brainstorm personal strengths that he/she believes he/she has to support the ability to make effective decisions. | 2. Student will think of his/her personal strengths as elements that support his/her ability to make effective decisions. |
| 3. The instructor will ask the students to write their personal strengths on the poster board around their names | 3. Student will follow instructions. |
| 4. The instructor guides the students to look in magazines to find photos, words, or visual art that expresses their traits. | 4. Students will find visual representations of those traits and cut them out with scissors. |
| 5. Students are asked to attach the clippings around their name as a visual presentation of the personal coping skills that they have listed. | 5. Students will build a collage of clippings around his/her name. |
| 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. | 6. Students will discuss among themselves how they perceive themselves as decision-makers through a creative/artistic way. |

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)

Course Description:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. 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 well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

| <p>UNIT DESCRIPTION: It’s Life... Deal With It!</p> <p>In this unit, students will review, apply and evaluate their personal coping skills related to making major life-changing decisions. Students will do this through the process of compiling an index card file of coping strategies, a prioritizing activity and by constructing an artistic presentation representing their personal coping styles.</p> | | <p>SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 50 minutes each</p> | | | | |
|--|--|---|----|------|---------------|---------|
| <p>ESSENTIAL QUESTIONS: 1. How do I cope?</p> | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLEs | PS | CCSS | OTHER ASCA | DOK |
| 1. The student will identify ten positive and negative coping skills. | | SE.3.C.06: Review and revise strategies to cope with life-changing events. | | | SE | Level 3 |
| | | SE.3.C.07: Apply coping skills to manage life-changing events. | | | SE | Level 4 |
| | | SE.3.C.08: Evaluate coping skills to manage life-changing events. | | | SE | Level 4 |

| | | | | | | |
|---|--|-------------------------------------|--|--|----|-------------------------------|
| 2. The student will identify five coping skills used to make decisions presented in <i>Your Choice</i> worksheet. | | SE.3.C.06 SE.3.C.07 SE.3.C.08 | | | SE | Level 3 Level 4 Level 4 |
| 3. The student will design and present a collage representing personal strengths and coping skills. | | SE.3.C.06 SE.3.C.07 SE.3.C.08 | | | SE | Level 3 Level 4 Level 4 |

ASSESSMENT DESCRIPTIONS:
Assessment of this unit will be completed by a final evaluation of student work, i.e. student card file, prioritizing activity and artistic presentation.

| | | | | | |
|---------------|---|---|---|---|--|
| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) | | | | |
| | <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction | | | | |
| 1 | See Lessons: | | | | |
| 2 | 6 th Grade Lesson 1: The Hope to Cope: Coping Skills | | | | |
| 3 | 7 th Grade Lesson 2: Lean Mean Coping Machine! | | | | |
| | 8 th Grade Lesson 3: Life...Bring It On! | | | | |
| Obj. # | INSTRUCTIONAL ACTIVITIES: (What Students Do) | | | | |
| | See Lessons: | | | | |
| 1 | 6 th Grade Lesson 1: The Hope to Cope: Coping Skills | | | | |
| 2 | 7 th Grade Lesson 2: Lean Mean Coping Machine! | | | | |
| 3 | 8 th Grade Lesson 3: Life...Bring It On! | | | | |
| | <u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input checked="" type="checkbox"/> Drill & Practice (Ls. 1) <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1) <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 3) <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 3) | <u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 2) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure | <u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys | <u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input checked="" type="checkbox"/> Reports (Ls. 3) <input checked="" type="checkbox"/> Learning Activity Packages (Ls. 3) <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers | <u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 3) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 2, 3) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing |

| | | | | | |
|---|--|--|--|--|--------------------|
| | | | | | _____ Conferencing |
| UNIT RESOURCES: (include internet addresses for linking) | | | | | |
| Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ | | | | | |
| ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf | | | | | |

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.

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

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|--|---|
| <ol style="list-style-type: none"> 1. Hand out <i>Safe and Healthy Life Choices</i> worksheet. 2. Upon completion, counselor will facilitate discussion of responses. 3. Review and provide resource materials from local agencies. | <ol style="list-style-type: none"> 1. Students will complete the worksheet individually. 2. Students will discuss responses in small groups and with the whole class. 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. |

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?

Unit 1 Title: Personal Safety Skills and Coping Strategies

Lesson Title: Safe and Healthy Life Choices (Part II) **Lesson #** 2 of 5 (This lesson is a continuation of 9th Grade Lesson 1)

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 that can help manage life changes or events.

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

Materials (include activity sheets and/ or supporting resources)

Video or Speaker about healthy choices
Presentation Review Assessment worksheet

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

| | |
|---|--|
| X | 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 |
| 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. |
| Mathematics | |
| X Social Studies | 6. Relationships of the individual and groups to institutions and cultural traditions |
| Science | |
| X Health/Physical Education | 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 | |

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 view and evaluate a presentation on healthy choices and write three related questions or thoughts he/she would like to further explore.

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 utilize, evaluate, review, and refine decision-making skills regarding dangerous risk-taking behaviors; address personal/safety issues; and address management of life-changing events through viewing presentations, discussions, and written assessment.

Lesson Preparation

Essential Questions:

- How do safe and healthy life choices affect our lives?
- How is the knowledge of available resources used to manage life-changing events?

Engagement (Hook):

- You have just taken a sip of your father’s cocktail. Are you at risk?
- A friend wants you to “try” marijuana with him. Are you at risk?

Procedures

| Instructor Procedures/Instructional Strategies: | Instructor Procedures/Instructional Strategies: |
|--|---|
| <ol style="list-style-type: none"> 1. The counselor introduces presenter or video. 2. Presenter informs students about the topic, or video is shown. 3. Counselor will facilitate follow-up discussion. 4. Counselor will distribute worksheets. | <ol style="list-style-type: none"> 1. Students listen to introduction of presenter or video and write questions they have or hope to answer through the presentation. 2. Students will listen to presentation – or watch video – and and take notes. 3. Students will participate in discussion in small groups. 4. Students will complete worksheet. |

Teacher Follow-Up Activities

Teacher will inform counselor if student appears to be in need of assistance through appropriate resources.

Counselor reflection notes (completed after the lesson)

Presentation Review Assessment

(Circle yes or no)

- Yes No 1. I can identify risk-taking behaviors.
- Yes No 2. I have been involved in a risk-taking behavior.
- Yes No 3. I know where to find resources to assist with personal safety issues.
- Yes No 4. I know how to assist others in finding resources for life-changing events.
- Yes No 5. Today's program was helpful in addressing personal safety.
- Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about ...

-
-
-

Presentation Review Assessment

(Circle yes or no)

- Yes No 1. I can identify risk-taking behaviors.
- Yes No 2. I have been involved in a risk-taking behavior.
- Yes No 3. I know where to find resources to assist with personal safety issues.
- Yes No 4. I know how to assist others in finding resources for life-changing events.
- Yes No 5. Today's program was helpful in addressing personal safety.
- Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about ...

-
-
-
-

| | | | | | |
|---|---------|---|--------------|---|-----------|
| X | Courage | X | Compassion | X | Tolerance |
| X | Respect | X | Goal Setting | | |

Lesson Measurable Learning Objectives:

The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.

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 utilize, evaluate, review, and refine decision-making skills referencing dangerous risk-taking behaviors; address personal/safety issues; and address management of life-changing events through discussion and written assessment.

Lesson Preparation

Essential Questions:
 How do safe and healthy life choices affect our lives?
 How is the knowledge of available resources used to manage life-changing events?

Engagement (Hook):
 Are you at risk?

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|--|--|
| <ol style="list-style-type: none"> 1. The counselor will introduce presenter or video. 2. Presenter will present or video will be shown. 3. Counselor will facilitate follow-up discussion. 4. Counselor will distribute <i>Presentation Review Assessment</i> worksheets. | <ol style="list-style-type: none"> 1. Students will listen to introduction of presenter or video and write questions they have or hope to answer through the presentation. 2. Students will listen to presentation or watch video and take notes. 3. Students will participate in discussion in small groups. 4. Students will complete <i>Presentation Review Assessment</i> worksheet. |

Teacher Follow-Up Activities

Teacher will inform counselor if student appears to be in need of assistance through appropriate resources.

Presentation Review Assessment

(Circle yes or no)

- Yes No 1. I can identify risk-taking behaviors.
- Yes No 2. I have been involved in a risk-taking behavior.
- Yes No 3. I know where to find resources to assist with personal safety issues.
- Yes No 4. I know how to assist others in finding resources for life changing events.
- Yes No 5. Today's program was helpful in addressing personal safety.
- Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about ...

-
-
-
-

Presentation Review Assessment

(Circle yes or no)

- Yes No 1. I can identify risk-taking behaviors.
- Yes No 2. I have been involved in a risk-taking behavior.
- Yes No 3. I know where to find resources to assist with personal safety issues.
- Yes No 4. I know how to assist others in finding resources for life changing events.
- Yes No 5. Today's program was helpful in addressing personal safety.
- Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about ...

-
-

| |
|---|
| <p>Unit 1 Title: Personal Safety Skills and Coping Strategies</p> <p>Lesson Title: Fatal Accident Lesson: 4 of 5</p> <p>Grade Level: 11</p> <p>Length of Lesson: 45-50 minutes</p> <p>Missouri Comprehensive School Counseling Big Idea: SE.3: Applying Personal Safety Skills and Coping Strategies</p> <p>Grade Level Expectations (GLEs): SE.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others. SE.3.B.11: Demonstrate skills that reinforce a safe environment for all students. SE.3.C.11: Apply individual coping skills to manage life-changing events.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p> |
|---|

| |
|--|
| <p>Materials (include activity sheets and/ or supporting resources)</p> <p>Presenters (e.g. highway patrol, police, fireman, or ambulance attendant). Audio of automobile crash <i>Presentation Review Assessment Worksheet</i></p> |
|--|

| | |
|--|--|
| 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 statistics |
| 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 |
| X | Health/Physical Education | 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 | |

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 participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.

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 utilize, evaluate, review, and refine decision-making skills referencing risk-taking behaviors; address personal/safety issues, and management of life changing events through discussion.

Lesson Preparation

Essential Questions:

How do safe and healthy life choices affect our lives?

How is the knowledge of available resources used to manage life-changing events?

Engagement (Hook): Docudrama or play audio of sounds of an automobile crash, including silence that follows the crash. After students hear audio of crash, ask: “What was that!?”
Students share their thoughts and feelings about what they heard.

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|---|--|
| <ol style="list-style-type: none"> 1. The counselor will introduce the presenter, e.g. highway patrolman, policeman, fireman, or ambulance attendant. 2. The presenter from an emergency personnel agency will present information. 3. Presenter and/or counselor will lead follow-up discussion. 4. Presenter will provide | <ol style="list-style-type: none"> 1. Students will listen to the introduction of the presenter. Each student will formulate (in writing) at least one personally relevant question he or she wants to have answered. 2. Students will listen to the presentation and formulate additional questions. 3. In small groups students will participate in discussion of the meaning/application of concepts presented. 4. Students receive information provided, |

| | |
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| handouts/resources from their area of specialty. | review and ask questions.. |
|--|----------------------------|

Teacher Follow-Up Activities

Teacher will inform counselor if student appears to be in need of assistance through appropriate resources.

Counselor reflection notes (completed after the lesson)

Presentation Review Assessment

(Circle yes or no)

- Yes No 1. I can identify risk-taking behaviors.
- Yes No 2. I have been involved in a risk-taking behavior.
- Yes No 3. I know where to find resources to assist with personal safety issues.
- Yes No 4. I know how to assist others in finding resources for life changing events.
- Yes No 5. Today's program was helpful in addressing personal safety.
- Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about ...

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Presentation Review Assessment

(Circle yes or no)

- Yes No 1. I can identify risk-taking behaviors.
- Yes No 2. I have been involved in a risk-taking behavior.
- Yes No 3. I know where to find resources to assist with personal safety issues.
- Yes No 4. I know how to assist others in finding resources for life changing events.
- Yes No 5. Today's program was helpful in addressing personal safety.
- Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about ...

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Unit 1 Title: Personal Safety Skills and Coping Strategies

Lesson Title: Community Wellness Fair **Lesson:** 5 of 5

Grade Level: 12

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.12: Utilize decision-making skills to make safe and healthy life choices.
SE.3.B.12: Advocate for the personal safety of self and others.
SE.3.C.12: Exhibit 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)

- 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
- Presentation Review Assessment* worksheet

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 statistics |
| X | Social Studies | 6. Relationships of the individual and groups to |

| | | |
|---|---------------------------|--|
| | | institutions and cultural traditions |
| X | Science | 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 | |

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 participate in the planning of – or involvement in – a wellness fair.

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 help plan and/or attend a wellness fair.

Lesson Preparation

Essential Questions:
 How do safe and healthy life choices affect our lives?
 How is the knowledge of available resources used to manage life changing events?

Engagement (Hook):
 What is a Wellness Fair?

Procedures

| | |
|--|---|
| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
| 1. Preparation for Wellness Fair: Committees of 12 th grade students and staff will plan a Wellness Fair, including the “why, who, what, where, when” of event. | 1. Senior students will work with the counselor(s) to plan a Wellness Fair. |

| | |
|---|--|
| <p>2. Counselor, nurse, and student committees will organize times for classes to participate in Wellness Fair.</p> <p>3. Counselor, nurse, and student publicity committee will write newspaper article, print and distribute flyers announcing Wellness Fair.</p> <p>4. Day of Wellness Fair:</p> <ul style="list-style-type: none"> a. Counselor and student committee will set up tables, chairs, and arrange for parking. b. Counselor will provide student escorts for exhibitors. c. Ensure that presenters are in place and have necessary materials. <p>6. After Wellness Fair:</p> <ul style="list-style-type: none"> 1. Committee cleans up. 2. Committee will write thank-you notes to exhibitors. | <p>2. Students will work with the counselor to organize times.</p> <p>3. Students will work with the counselor to publicize the Wellness Fair.</p> <p>4. Day of Wellness Fair:</p> <ul style="list-style-type: none"> a. Student committee will set up tables, chairs, and arrange for parking. b. Students escort exhibitors to proper stations. c. All students will attend Wellness Fair and complete <i>Wellness Fair Review Assessment</i> forms. <p>6. After Wellness Fair:</p> <ul style="list-style-type: none"> 1. Students will serve on clean up committee. 2. Students will help write thank-you notes to exhibitors. |
|---|--|

Teacher Follow-Up Activities

Teacher will inform counselor if a student appears to be in need of appropriate resources.
 Discuss Wellness Fair activities

Counselor reflection notes (completed after the lesson)

Health Fair Review Assessment

Exhibits or Speakers that I visited:

- Yes No 1. I can identify risk-taking behavior.
- Yes No 2. I have been involved in a risk-taking behavior.
- Yes No 3. I know where to find resources to assist with personal safety issues.
- Yes No 4. I know how to assist others in finding resources for life changing events.
- Yes No 5. The Wellness Fair was helpful in addressing personal safety.
- Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about ...

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Course Description:**Personal/Social Development**

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. 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 well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

| <p>UNIT DESCRIPTION: Personal Safety Skills and Coping Strategies</p> <p>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 well being, or when a life situation requires a new way of coping.</p> | | <p>SUGGESTED UNIT TIMELINE: 5 Lessons CLASS PERIOD (min.): 45 - 50 minutes each</p> | | | | |
|---|--|---|----|------|---|---------|
| <p>ESSENTIAL QUESTIONS: 1. How do safe and healthy choices affect our lives?</p> | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLEs | PS | CCSS | OTHER ASCA | DOK |
| <p>1. 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.</p> | | <p>PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices.</p> | | | <p>P/S D C: Students will understand safety and survival skills</p> | Level 2 |
| | | <p>PS.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior.</p> | | | | Level 3 |
| | | <p>PS.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others</p> | | | | Level 4 |
| | | <p>PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices.</p> | | | | Level 4 |
| | | <p>PS.3.B.09: Identify and utilize resources</p> | | | | Level 2 |

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| | | <p>available to address personal safety issues.</p> <p>PS.3.B.10: Evaluate and review resources that address personal safety issues.</p> <p>PS.3.B.11: Demonstrate skills that reinforce a safe environment for all students.</p> <p>PS.3.B.12: Advocate for the personal safety of self and others.</p> <p>PS.3.C.09: Identify resources to help individuals cope with life changes or events.</p> <p>PS.3.C.10: Analyze and refine individual coping skills to manage life-changing events.</p> <p>PS.3.C.11: Apply individual coping skills to manage life-changing events.</p> <p>PS.3.C.12: Exhibit coping skills to manage life-changing events.</p> | | | | <p>Level 3</p> <p>Level 4</p> <p>Level 4</p> <p>Level 2</p> <p>Level 3</p> <p>Level 3</p> <p>Level 4</p> |
|--|--|--|--|--|--|--|

| | | | | | | |
|--|--|---|--|--|----------------|--|
| <p>2. The student will view and evaluate a presentation on healthy choices and write three related questions or thoughts he/she would like to further explore.</p> | | <p>PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12</p> <p>PS.3.B.09 PS.3.B.10 PS.3.B.11 PS.3.B.12</p> <p>PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12</p> | | | <p>P/S D C</p> | <p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 3 Level 4</p> |
| <p>3. The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.</p> | | <p>PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12</p> <p>PS.3.B.09 PS.3.B.10 PS.3.B.11 Ps .3.B 12</p> <p>PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12</p> | | | <p>P/S D C</p> | <p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 3 Level 4</p> |

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| | | | | | | |
| <p>4. The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.</p> | | <p>PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12</p> <p>PS.3.B.09 PS.3.B.10 PS.3.B.11 Ps .3.B.12</p> <p>PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12</p> | | | <p>P/S D C</p> | <p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 3 Level 4</p> |
| <p>5. The student will participate in the planning of – and/or involvement in – a wellness fair.</p> | | <p>PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12</p> <p>PS.3.B.09 PS.3.B.10 PS.3.B.11 PS.3.B.12</p> <p>PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12</p> | | | <p>P/S D C</p> | <p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 3 Level 4</p> |
| <p>ASSESSMENT DESCRIPTIONS:</p> <p>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.</p> | | | | | | |
| <p>Obj. #</p> | <p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p> | | | | | |
| | <p><input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect</p> | | | | | |

| | | | | | |
|---|---|--|--|---|--|
| | <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction | | | | |
| 1 | See Lessons: | | | | |
| 2 | Lesson #1: Safe and Healthy Life Choices (Part 1) | | | | |
| 3 | Lesson #2: Safe and Healthy Life Choices (Part 2) | | | | |
| 4 | Lesson #3: Risk Taking Behaviors | | | | |
| 5 | Lesson #4: Fatal Accident | | | | |
| 6 | Lesson #5: Community Wellness Fair | | | | |
| Obj. # | INSTRUCTIONAL ACTIVITIES: (What Students Do) | | | | |
| 1 | See Lessons: | | | | |
| 2 | Lesson #1: Safe and Healthy Life Choices (Part 1) | | | | |
| 3 | Lesson #2: Safe and Healthy Life Choices (Part 2) | | | | |
| 4 | Lesson #3: Risk Taking Behaviors | | | | |
| 5 | Lesson #4: Fatal Accident | | | | |
| 6 | Lesson #5: Community Wellness Fair | | | | |
| | Direct: <input type="checkbox"/> Structured Overview <input checked="" type="checkbox"/> Lecture (Ls. 1, 2, 3) <input checked="" type="checkbox"/> Explicit Teaching (Ls. 1, 2, 3) <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 4) <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking | Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure | Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls.4) <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys | Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input checked="" type="checkbox"/> Learning Centers (Ls. 5) | Interactive Instruction <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls. 5) <input checked="" type="checkbox"/> Conferencing (Ls. 5) |
| UNIT RESOURCES: (include internet addresses for linking) | | | | | |
| Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ | | | | | |
| ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf | | | | | |