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 Sheet 3
Comfy Touch 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:  

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)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
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<tbody>
<tr>
<td>Goal 1</td>
<td>Gather, analyze and apply information and ideas</td>
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<td>Goal 2</td>
<td>Communicate effectively within and beyond the classroom</td>
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<td>Goal 3</td>
<td>Recognize and solve problems</td>
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<td>X Goal 4</td>
<td>Make decisions and act as responsible members of society</td>
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<td></td>
<td>7. Identify and apply practices that preserve and enhance the safety of self and others.</td>
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This lesson supports the development of skills in the following academic content areas.

<table>
<thead>
<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
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<tbody>
<tr>
<td>X Communication Arts</td>
<td>6. Participating in formal and informal presentations and discussions of issues and ideas.</td>
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<tr>
<td>Mathematics</td>
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<td>Social Studies</td>
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<td>Science</td>
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<td>Health/Physical Education</td>
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<td>Fine Arts</td>
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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:
_X Direct (Explicit Teaching; Compare & Contrast; Guided & Shared – reading, listening, viewing, thinking)
_X Indirect (Problem Solving)
_X Experiential (Games)
___ Independent Study
_X 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 steps to solving a problem) to be successful in this unit?
Students will need to know the meaning of safe and unsafe terminology.