

Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe?

Lesson Title: Don't Tease Me!

Lesson 1 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:

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

Grade Level Expectation (GLE):

PS.3.A.03.a.i: Apply effective problem solving, decision-making, and refusal skills to make safe and healthy life choices at school.

PS.3.B.03.a.i: Identify issues that impact personal safety.

American School Counselor Association National Standard (ASCA):

Personal and Social Development

C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Prearrange with a student that you are going to tease them and bother them
Chalkboard and chalk, 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

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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		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 Assessment (acceptable evidence):

Question and answer, modeling

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): Come in to class prepared to tease a student (pre-arranged). Then, get in that student's personal space, and begin teasing the student. When students act surprised, ask, "What is the problem?"

Procedures

Instructor Procedures:	Student Involvement:
1. Come in to class and tease a student (pre-arranged). Get in that student's personal space, and begin teasing the student. When students act surprised, ask, "What is the problem?"	1. Students watch, and then try to describe what the problem is. (That the student appeared to feel worried, scared, unsafe, etc.)
2. Ask students to brainstorm times when they felt unsafe at school (physically or emotionally). Write them down on the board or chart paper.	2. Students brainstorm.
3. Discuss that many times people do things 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.	3. Students listen and discuss why others may act this way.
4. Ask students if they ever did any of these	4. Students provide examples and answer the

behaviors and ask for examples. How did that work for you? Did you get what you wanted?	questions.
5. What are other ways to get what you want? List on board or chart paper.	5. Students contribute ideas such as: tell people how you feel, ask for what you want, wait for what you want, etc.
6. Sometimes, no matter how kind you are, you still do not get what you want. How can you handle this? Practice these before we meet next week.	6. Students answer and agree to try to practice desired behaviors.

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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