

<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 Guidance Standard: PS.3: Applying personal safety skills and coping strategies.</p> <p>Grade Level Expectation (GLE): PS.3.A.08.a.i: Recognize peer influence on risk-taking behaviors and consequences.</p> <p>American School Counselor Association National Standard (ASCA): Personal/Social Development C: Students will understand safety and survival skills.</p>

Materials (include activity sheets and/ or supporting resources)

<p>Steps to Effective Problem Solving Steps to Effective Decision Making 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 Chalkboard or Whiteboard Notebook paper. 1 sheet bright paper for binder cover</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	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 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.

The lesson will be assessed by counselor observation of students' oral responses with regard to decision-making, problem-solving and refusal skills.

Lesson Preparation

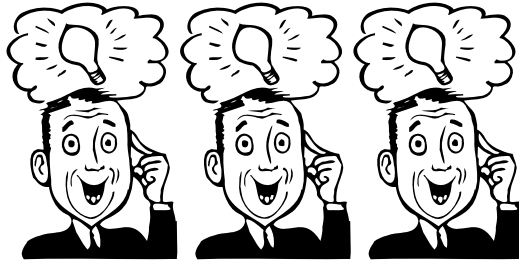
Essential Questions: How does one become an effective decision-maker/problem-solver in social situations?

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 last one to try it. You do not want to smoke marijuana. What will you do?

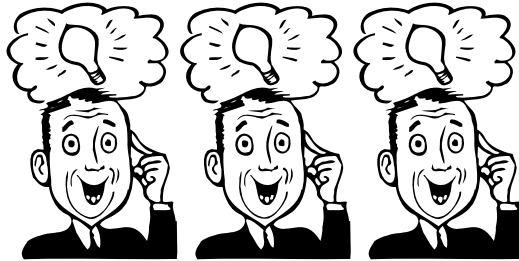
Procedures

Instructor Procedures:	Student Involvement:
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”.	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”.
2. The instructor reviews problem-solving steps and decision-making steps with students (See attachments).	2. Students will participate in a review of the problem solving steps and decision-making steps.
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 board.	3. Students draw a problem from the box and share it with the class.
4. Then the instructor will ask students to brainstorm possible solutions to the problem. All solutions will be written on the board under the problem. One problem is dealt with at a time.	4. Students brainstorm and engage in problem-solving as they share possible solutions.
5. The instructor asks students, “What would you do? What do you think is the most helpful solution?” Students are asked to vote on the best solution.	5. Students will offer input as to what they believe is the most helpful or effective solution by voting on their perceived “best” solution.
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 most effective solution. These are placed in a 3-ring binder. Other	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.”



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. What is the decision to be made?
2. What are some of the possible choices?
3. What are the possible outcomes after the decision is made?
4. Made a decision?
5. Look at the results and make a new decision if possible or necessary.