

<b>Unit # 2 Title:</b> Risky Business	<b>Grade Level:</b> 6, 7 and 8
<b>Number of Lessons in Unit:</b> 3	
<b>Time Required for each lesson:</b> 50 min	
<b>Best time of year to implement this Unit:</b> Any time.	
<b>Lesson Titles:</b>	
6 <sup>th</sup> Grade Lesson # 1: Caution: Thin Ice!	
Materials/Special Preparations Required	
Story "Thin Ice"	
List of Risky behaviors	
RISKO Template	
Buttons, M & M's or other "Bingo" markers	
7 <sup>th</sup> Grade Lesson # 2: Putting on Armor	
Materials/Special Preparations Required	
Stories: "EMS Code Blue!" and "My Friend Shelbi"	
8 <sup>th</sup> Grade Lesson # 3 Ready to Remain Safe	
Materials/Special Preparations Required	
Personal Safety Plan Template	
Story: "Where Are My Friends Now?"	
List of risky behaviors	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.3: Applying Personal Safety Skills and Coping Strategies	
<b>Grade Level Expectation(s):</b>	
PS.3.B.06.a.i: Identify behaviors that compromise personal safety of self and others.	
PS.3.B.07.a.i: Develop strategies to maintain personal safety.	
PS.3.B.08.a.i: Apply strategies related to personal safety.	
<b>American School Counselor Association National Standard (ASCA):</b>	
Personal/Social Development	
C: Students will understand safety and survival skills.	

**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	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. 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 the 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	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	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

**Unit Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE’s. Assessment can be question answer, performance activity, etc.**  
 Student comprehension will be assessed by counselor observation of oral and written responses given during discussion and written reflections/narratives. Final evaluation will be completed through the assessment of students’ Personal Safety Plans.

**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 RISK. The final project will be a Personal Safety Plan outlining what they have learned and how they will use it.

**Unit Goals:**

1. Review problem-solving and decision-making skills.
2. Become fluent in these skills.
3. Develop a Personal Safety Plan.

**Student Prior Knowledge: 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