

<p><b>Unit # 3 Title:</b> It’s Life... Deal With It!</p> <p><b>Lesson Title:</b> Lean Mean Coping Machine!                      <b>Lesson#</b> 2 of 3</p> <p><b>Grade Level:</b> 7</p> <p><b>Length of Lesson:</b> 50 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  PS.3: Applying personal safety skills and coping strategies.</p> <p><b>Grade Level Expectation (GLE):</b>                  PS.3.C.07.a.i: Apply coping skills to manage life-changing events.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Personal/Social Development                  B: Students will make decisions, set goals and take necessary action to achieve goals.</p>
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<p><b>Materials (include activity sheets and/ or supporting resources)</b></p> <p>“Your choice” handout for students to write their answers.                  Chalkboard or Whiteboard                  Paper and pencils</p>
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<b>Show Me Standards: Performance Goals (check one or more that apply)</b>	
X	Goal 1: gather, analyze and apply information and ideas 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	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 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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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 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.**

Student comprehension will be assessed by the instructor observation of oral and written responses given during discussion and through the write up of coping skills and decision-making situations.

**Lesson Preparation**

**Essential Questions:** How does one become an effective decision-maker/problem-solver when decisions are to be made in life?

**Engagement (Hook):** The instructor will invite students to engage in the activity, “Your Choice”, by asking the following questions:

“How do you go about making important decisions?”

“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

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"><li>1. The instructor will give the students a copy of the “Your choice” worksheet and ask them to choose the five of the ten that they consider to be the most important.</li><li>2. Students rank the five most important decisions, in the order of priority, with number 1 being the most important.</li><li>3. Instructor invites volunteers to share their ideas and justify their reasoning.</li><li>4. The instructor then asks students to consult their personal card file of coping skills (from 6<sup>th</sup> grade) to find which skills they applied during this activity.</li></ol>	<ol style="list-style-type: none"><li>1. Students choose the five decisions they consider to be the most important.</li><li>2. Students rank decisions in order of priority.</li><li>3. Students volunteer to share their ideas and defend their choices.</li><li>4. Students decide which skills they used in the activity and match with the decisions they chose.</li></ol>

### 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 6<sup>th</sup> 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	_____
	_____