

Unit # 3 Title: It's Life... Deal With It!

Grade Levels: 6-8

Number of Lessons in Unit: 3

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

6th Grade Lesson # 1: The Hope to Cope: Coping Skills

Materials/Special Preparations Required:

Three decision-making situations—one to use for class discussion and one to use for students' individual reflections

Index Cards

Small file box for each student

Pencils

Chalkboard or White board

7th Grade Lesson # 2: Lean Mean Coping Machine!

Materials/Special Preparations Required:

“Your Choice” handout for students to write their answers.

Chalkboard or Whiteboard

Paper and pencils

8th Grade Lesson # 3 Life ... Bring It On!

Materials/Special Preparations Required:

Scissors, glue, markers

Magazines

Poster board

Missouri Comprehensive Guidance Standard:

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

Grade Level Expectation(s):

PS.3.C.06.a.i: Review and revise strategies to cope with life-changing events.

PS.3.C.07.a.i: Apply coping skills to manage life-changing events.

PS.3.C.08.a.i: Evaluate coping skills to manage life-changing events.

American School Counselor Association National Standard (ASCA):

Personal/Social Development

B: Students will make decisions, set goals and take necessary action to achieve goals.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works.
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Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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	8. Organize data (including personal card file), 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 2. Review and revise communications to improve accuracy and clarity 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 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	6. Relationships of the individual and groups to institutions and cultural traditions.
Science	
Health/Physical Education	
X Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed 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.

Assessment of this unit will be completed by a final evaluation of student work, i.e. student card file, prioritizing activity and artistic presentation.

Brief Summary of Unit:

In this unit students will review, apply and evaluate their personal coping skills related to making major life-changing decisions. Students will do this through the process of compiling an index card file of coping strategies, a prioritizing activity and by constructing an artistic presentation representing their personal coping styles.

Unit Goals:

1. Review strategies to cope with life-changing events.
2. Apply strategies to cope with life-changing events.
3. Evaluate strategies to cope with life-changing events.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Steps in the decision-making process.