

<b>Unit #1 Title:</b> Following Personal Safety Rules	<b>Grade Level:</b> 1
<b>Number of Lessons in Unit:</b> 3	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Anytime	
<b>Lesson Titles:</b>	
Lesson 1: My Feelings	
Materials/Special Preparations Required:	
Feelings Game Cards and Feelings Thermometer worksheets	
Chalkboard or chart paper and markers	
Lesson 2: What are Comfortable (good) and Uncomfortable (bad) Feelings?	
Materials/Special Preparations Required:	
Personal Safety Presentation for Students Sheet	
2 letters for parents	
Handout for parents	
Safety Rule poster	
Lesson 3: Healthy Touches and Private Touches	
Materials/Special Preparations Required:	
Role-Play Cards	
Safety Rule Poster	
Pictures of a boy and girl in their swimsuits	
Handout of adults students can trust	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.3: Applying Personal Safety Skills and Coping Strategies.	
<b>Grade Level Expectation(s):</b>	
PS.3.A.01.a.i: Identify steps of problem solving and decision making for personal safety.	
PS.3.B.01.a.i: Identify personal safety strategies.	
<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
	Goal 2: Communicate effectively within and beyond the classroom
	2. Review and revise communications to improve accuracy and clarity
	3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems

	1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 2. Recognize 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	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

**Unit Assessment (acceptable evidence):**

Students will be able to identify the three problem solving safety rules and use them during a role-play, and will identify the four basic feelings in a feelings game.

**Brief Summary of Unit:**

This unit introduces the concepts of comfortable and uncomfortable feelings and touches. The lessons help students to identify different feelings. The students will learn the three problem solving safety rules for personal safety.

**Unit Goals:**

The goals of this unit are to teach students to:

Identify feelings in comfortable and uncomfortable situations.

Identify the three problem solving steps for personal safety.

And to introduce students to the problem-solving model for staying safe from unsafe touch or situation: 1) Say, "NO!"; 2) Get away; 3) Tell someone you trust.

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

Students will have some knowledge of different types of feelings.

Students will have knowledge of the three problem solving safety rules introduced in kindergarten if they participated in the lesson. Rules will be reviewed in this unit.