

**Unit #1 Title:** Personal Safety Skills and Coping Strategies

**Lesson Title:** Community Wellness Fair

**Lesson #** 5 of 5

**Grade Level:** 12

**Length of Lesson:** 45-50 minutes

**Missouri Comprehensive Guidance Standard:**

PS.3: Applying Personal Safety Skills and Coping Strategies

**Grade Level Expectation (GLE):**

PS.3.A.12.a.i: Utilize decision-making skills to make safe and healthy life choices.

PS.3.B.12.a.i: Advocate for the personal safety of self and others.

PS.3.C.12.a.i: Exhibit coping skills to manage life-changing events.

**American School Counselor Association National Standards (ASCA):**

Personal Social Development

C. Students will understand safety and survival skills

**Materials (include activity sheets and/ or supporting resources)**

List of community health and safety agencies  
Envelopes and Letterhead  
Thank you Notes  
Tables  
Chairs  
Sign for each table to represent agency in attendance  
VCR's, TV's, Computer Hook-up's as needed  
Flyers announcing Wellness Fair  
Hospitality Room with Snacks for exhibitors  
Newspaper Article to promote community involvement

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

|   |  |
|---|--|
| X | Goal 1: Gather, analyze and apply information and ideas          |
| X | Goal 2: Communicate effectively within and beyond the classroom  |
| X | Goal 3: Recognize and solve problems                             |
| X | Goal 4: Make decisions and act as responsible members of society |

**This lesson supports the development of skills in the following academic content areas.**

**Academic Content Area(s)**

**Specific Skill(s)**

|   |                    |  |
|---|--------------------|--|
| X | Communication Arts | 6. Participating in formal and informal presentations and discussions of issues and ideas. |
| X | Mathematics        | 3. Data analysis, probability and statistics   |
| X | Social Studies     | 6. Relationships of the individual and groups to institutions and cultural traditions      |

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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|   |                           |  |
|---|---------------------------|--|
| X | Science                   | 3. Characteristics and interactions of living organisms.<br>8. Impact of science, technology and human activity on resources and the environment.  |
| X | Health/Physical Education | 1. Structures of, functions of, and relationships among human body systems.<br>3. Diseases and methods for prevention, treatment and control.<br>5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>7. Responses to emergency situations. |
|   | Fine Arts                 |  |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | X | 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.**

Students utilize, evaluate, review, and refine decision-making skills referencing risk-taking behaviors; address personal/safety issues, and management of life changing events through observation and discussion.

### Lesson Preparation

#### Essential Questions:

- How do safe and healthy life choices affect our lives?
- What resources are available to manage life changing events?

#### Engagement (Hook):

- What is a Wellness Fair?

### Procedures

| Instructor Procedures:  | Student Involvement:   |
|---|--|
| 1. Pre-Preparation of "Wellness Fair": Committees of 12 <sup>th</sup> grade students and staff will plan a "Wellness Fair", including "why, who, what, where, when" of event. | 1. Seniors students will work with the counselor(s) to plan a "Wellness Fair." |
| 2. Counselor and student committees will organize times for classes to participate in "Wellness Fair".  | 2. Students will work with the counselor to organize times.                    |

|   |  |
|---|--|
| <p>3. Counselor and student publicity committee will write newspaper article, print and distribute flyers announcing “Wellness Fair”.</p> <p>4. The counselor will order food for hospitality room.</p> <p>5. Day of “Wellness Fair” Preparation:</p> <ul style="list-style-type: none"> <li>a. Counselor and student committee will set up tables, chairs, and arrange for parking.</li> <li>b. Counselor will provide student escorts for exhibitors.</li> </ul> <p>6. Post-Preparation of “Wellness Fair”:</p> <ul style="list-style-type: none"> <li>1. Committee cleans-up.</li> <li>2. Committee will write thank-you notes to exhibitors.</li> </ul> | <p>3. Students will work with the counselor to publicize the “Wellness Fair.”</p> <p>4. N/A</p> <p>5. Day of “Wellness Fair” Preparation</p> <ul style="list-style-type: none"> <li>a. Student committee will set up tables, chairs, and arrange for parking.</li> <li>b. Students escort exhibitors to proper stations.</li> </ul> <p>6. Post-Preparation of “Wellness Fair”:</p> <ul style="list-style-type: none"> <li>1. Students will serve on clean up committee.</li> <li>2. Students will help write thank you notes to exhibitors.</li> </ul> |
|---|--|

### **Teacher Follow-Up Activities**

Teacher will refer student to appropriate resources with student concerns.

### **Counselor reflection notes (completed after the lesson)**