

**Unit #1 Title:** What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe?

**Lesson Title:** STAR Deputies, Unite!

**Lesson** 2 of 2

**Grade Level:** 2

**Length of Lesson:** 30-40 minutes

**Missouri Comprehensive Guidance Standard:**

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

**Grade Level Expectation (GLE):**

PS.3.A.02.a.i: Practice the steps of problem solving and decisions making for personal safety.

PS.2.B.02.a.i: Apply personal safety strategies as they relate to different situations.

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

Personal and Social Development

C: Students will understand safety and survival skills.

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

STAR model of problem-solving (one copy per group or one copy per student)

Safety situations worksheet (cut into strips)

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms (including charts, graphs, 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
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 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 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 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 (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
X Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use)
Fine Arts	

**Enduring Life Skill(s)**

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting	X	Responsibility

**Lesson Assessment (acceptable evidence):**

Students participate in the performance activity by presenting their skits.

**Lesson Preparation**

**Essential Questions:** Why is it important to know how to solve a problem?

**Engagement (Hook):** Who earned their STAR deputy badge last week? I need you to unite and solve some situations.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. "Who earned a STAR deputy badge last week? I need you to unite and solve some situations." Divide students into small groups and give each group one safety situation and a STAR worksheet.	1. Students get into groups and read their safety situation.
2. Tell them that their mission is to solve this safety problem using the STAR model and present it in a skit. If they are up to the task, say, "STAR deputies, unite!"	2. Groups say, "STAR deputies, unite!"
3. Counselor checks on each group and their progress.	3. Groups work together to develop a skit based on their safety situation using the STAR problem-solving model.

4. Counselor asks each group's progress.	4. Each group presents their skit as the other groups watch.
5. At the end, thank them for their work. Say, "STAR deputies unite!"	5. Students say, "STAR deputies unite!"

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

Remind students to use the problem-solving model when they are faced with situations.

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

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# STAR Model of Problem Solving



## Stop

What is the problem?



## Think

What are some choices?

What might happen with these choices?



## Act

Decide and take action



## Review

How did it work?

Do I need to try again?

## Safety Situations

1. You are at home and your mom is in the shower and your dad is at work. Someone knocks at the door and says they are delivering a package. What do you do?
2. You and a friend are walking down the street. A car driving by slows down and the driver asks if you have seen a black and white dog. What do you do?
3. A group of friends get together and one person brings a pack of cigarettes. Your friends start to smoke and ask you to join in. What do you do?
4. You are in the bathroom at school and an older kid starts picking on a younger kid. He threatens to hurt him. What do you do?
5. You are on the playground and see another kid start climbing over the fence to get a ball that is about to go into the street. What do you do?
6. Some kids on the bus are drinking something that smells funny. They seem to be having a good time, and ask if you want some. What do you do?