

Unit #2 Title: How does one cope with life-changing events?

Lesson Title: Sally's Super Day

Lesson: 2 of 2

Grade Level: 2

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:

PS.3: Applying personal safety skills and coping skills

Grade Level Expectation (GLE):

PS.3.C.02.a.i: Recognize the effects of life changes or events related to self and others.

American School Counselor Association National Standard (ASCA):

Personal/Social Development

C: Students will understand safety and survival skills

Materials (include activity sheets and/ or supporting resources)

Story – "Sally's Super Day" (one copy for each student)

Chart paper, markers

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	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
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 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	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 7. Responses to emergency situations
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Observe student ability to empathize with others during the activity.

Lesson Preparation

Essential Questions:

How do you cope with life-changing events?

How can you help others in need of support for life-changing events?

Engagement (Hook):

Remember Sally? Your suggestions helped! Here is how her day went yesterday.

Read "Sally's Super Day".

Procedures

Instructor Procedures:	Student Involvement:
1. "Remember Sally, the girl who was having the stressed out day? Your suggestions helped! Here is a description of how her day went yesterday." Read "Sally's Super Day". The story is included at the end of the lesson.	1. Students listen to the story.
2. Make a chart with two columns. Label one "in control" and label the other one "not in control." Ask students which things Sally is in control of, and which things she is not in control of. List them on the chart in the appropriate columns. Students can also add other things to the list from their own lives.	2. Students contribute answers.
3. We know her grandmother's death was not in her control. What can she do to cope?	3. Students offer suggestions.

Created by: J. Frankenberg, M. Grandelius, K. Keller, L. Lueckenhoff, P. Schaaf

4. Discuss listening skills and putting yourself in another's shoes (empathy). Ask students, "What could you do to help Sally today?" Make sure answers are appropriate. Help supply answers as needed.
5. Have students' pair up and practice saying empathic words to Sally. Circulate to make sure they are saying helpful things and are on task.

4. Students think about good things to do/say, and things that would not be helpful.

5. Students practice.

Teacher Follow-Up Activities

Help students learn to empathize when life-changing events arise.

Counselor reflection notes (completed after the lesson)

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Sally's Super Day

Written by: Jennifer Frankenberg

Sally got up on time and was in a good mood because she had plenty of time to get ready for the day. Her mom was waiting in the kitchen for her with a healthy breakfast. She told her mom, "Good morning," and gave her a big hug. She rode the bus to school and greeted her teacher when she got to the classroom. Since her homework was finished, she got to go outside during recess and play with her best friend. Sally was excited to get to the lunchroom, because they were having tacos, and she liked tacos. She accidentally spilled milk on herself, and asked to go to the restroom to clean up. When lining up, she bumped into the boy in front of her. She said, "Excuse me," but the boy started yelling at her to watch where she was going. He got sent to the principal's office. She went back to the classroom and worked hard to get all her assignments finished so she didn't have any homework. When she got home, she was in a really good mood. Her brother was playing with her favorite game and she joined him. She didn't really like what they were having for dinner, but she ate it politely. After dinner, she helped clean up the kitchen before sitting down to read her library book. As Sally was getting ready to go to bed, the phone rang. It was her aunt, calling to say that her grandmother had died.

What an end to a super day!

What can Sally do now? What would you say to her?