

Unit #1 Title: What Are Safe And Healthy Choices And How Do I Keep Myself Safe?	Grade Level: 3
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
Lesson 1: Don't Tease Me!	
Materials/Special Preparations Required	
Prearrange with a student that you are going to tease them and bother them	
Chalkboard and chalk or chart paper and markers	
Lesson 2: Can You Erase the Damage?	
Materials/Special Preparations Required	
Large sheet of butcher paper	
Marker	
Sheet of paper for each student	
Tape	
Missouri Comprehensive Guidance Standard:	
PS.3: Applying personal safety skills and coping strategies.	
Grade Level Expectation(s):	
PS.3.A.03.a.i: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school.	
PS.3.B.03.a.i: Identify issues that impact personal safety.	
American School Counselor Association National Standard (ASCA):	
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
X	Goal 2: Communicate effectively within and beyond the classroom 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	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	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 provide kind comments to replace mean comments.

Brief Summary of Unit:

In lesson one, students will learn why people tease and bully others, and ways to more appropriately communicate their needs. During lesson two, they will participate in a demonstration of how words cannot be erased once they are said.

Unit Goals:

Students will learn the damaging effects of teasing.

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

The students need to be able to articulate their feelings.