

<b>Unit #2 Title:</b> How Does One Cope With Life Changing Events?	<b>Grade Level:</b> 3
<b>Number of Lessons in Unit:</b> 2	
<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: What to do? What to do? Part One	
Materials/Special Preparations Required	
Life Changing Situations sheet	
Pencils	
Chart paper	
Markers	
Lesson 2: What to do? What to do? Part Two	
Materials/Special Preparations Required	
Student notes from Lesson 1	
Any props necessary for skits	
Copies of Solution sheet	
Pencils	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.3: Applying personal safety skills and coping strategies	
<b>Grade Level Expectation(s):</b>	
PS.3.C.03.A.I: Identify coping skills for managing life changes or events	
<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)**

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures
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 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
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 1. Explain reasoning and identify information used to support decisions 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) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations
	Fine Arts	

**Unit Assessment (acceptable evidence):**

Students will work in groups to determine coping skills to use with life-changing events. They will perform skits for each other and write what they learned from each presentation.

**Brief Summary of Unit:**

In small groups, students will work together to determine how to best cope with a life-changing event. They will plan and present a skit on this situation and make notes on coping skills to use in various situations.

**Unit Goals:**

Students will learn many appropriate ways to cope with life-changing events.

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

Knowing what life-changing events are How to work in groups
--