

Unit #1 Title: Keeping Myself Safe By Making Safe and Healthy Choices **Grade Level:** 5

Number of Lessons in Unit: 2

Time Required for each lesson: 45 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Dealing with Peer Influence: What Are Bullying and Harassment?

Materials/special preparations Required:

Transparencies with all definitions, statistics

Flip chart

Writing/drawing materials

Lesson 2: How Much Does Smoking Really Cost?

Materials/special preparations Required:

Tobacco Surveys and The Cost of Habits worksheet for each student

Tobacco fact sheets and outline of human body systems for each group

Chart paper

Markers and writing materials

Tobacco Survey Answer Key

Missouri Comprehensive Guidance Standard:

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

Grade Level Expectation(s):

PS.3.A.05.a.i: Evaluate peer influence on problem-solving and decision-making skills.

PS.3.B.05.a.i: Apply personal safety strategies as they relate to different situations.

American School Counselor Association National Standard (ASCA):

Personal/Social

B: Students will make decisions, set goals and take necessary action to achieve goals.

C: Personal/Social Development: 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 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
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 other

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
X	Goal 4: Make decisions and act as responsible members of society and others 1. Explain reasoning and identify information used to support decisions

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

Academic Content Area(s)		Specific Skill(s)
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
X	Mathematics	1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application if these operations and concepts in the workplace and other situations
X	Social Studies	4. Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
	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) 6. Consumer health issues (such as the effects of mass media and technologies on safety and health)
	Fine Arts	

Unit Assessment (acceptable evidence):

Students will present their findings to the whole group through a group reporting method.

Brief Summary of Unit:

Lesson 1: Students will look at peer influences in various situations and use problem-solving strategies to avoid violent situations.

Lesson 2: Students will look at the cost of using cigarettes both on their bank account and their health and then look at what they would rather spend that money on that would be healthy and make them happy.

Unit Goals:

Students will be able to evaluate peer influence and use problem solving skills to deal with violent situations.

Students will be able to make better informed decisions in relation to dangerous situations.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to

solving a problem) to be successful in this unit?

Students will review the STAR method to solving problems and the “Say No” method of dealing with dangers. Students will need basic knowledge of how to work together in groups. Students need knowledge of the use and abuse of legal/illegal drugs.