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| <p>Unit #2 Title: Keeping Myself Safe By Making Safe and Healthy Choices Grade Level: 5</p> <p>Number of Lessons in Unit: 2</p> <p>Time Required for each lesson: 45 minutes each</p> <p>Best time of year to implement this Unit: Anytime</p> <p>Lesson Titles: Lesson 1: Using “I-Statements” Materials/special preparations Required: “I-Statement” worksheet handout Scenarios cards “I-Statement” overhead</p> <p>Lesson 2: Coping or Copping Out? Materials/special preparations Required: Chart paper for brainstorming Coping vs. Copping Out? worksheet</p> <p>Missouri Comprehensive Guidance Standard: PS.3: Applying personal safety skills and coping strategies.</p> <p>Grade Level Expectation(s): PS.3.C.05.a.i: Evaluate various coping skills for managing life changes or events.</p> <p>American School Counselor Association National Standard (ASCA): Personal/Social Development B Students will make decisions, set goals and take necessary action to achieve goals C Students will understand safety and survival skills.</p> |
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Show Me Standards: Performance Goals (check one or more that apply)

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| X | Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research |
| 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 |
| 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 experiences in preventing or solving problems |
| X | Goal 4: Make decisions and act as responsible members of society 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) |
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| 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 | |
| | Health/Physical Education | |
| | Fine Arts | |

Unit Assessment (acceptable evidence):

Students will present possible “I-Statements” for various scenarios.
Students will participate in groups to identify ways to cope with life changing events and present the results to their peers.

Brief Summary of Unit:

Lesson 1: Students will discuss what makes up an “I-Statement” and then will be presented with scenarios and discuss one or more ways to answer the situation using “I-Statements”. They will also look at passive, aggressive, and assertive behaviors and present “I-Statements” for each situation.
Lesson 2: Students will discuss life-changing events and provide coping and coping out choices and consequences. They will discuss the situations, look at alternative strategies to deal with them and present the results to class.

Unit Goals:

Students will develop language and techniques to cope with stress and handle 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?

Students will have a basic understanding of anatomy and body systems.
Students will need basic knowledge of how to work together in groups.