

Unit #1 Title: Personal Safety Skills and Coping Strategies **Grade Level:** 9-12

Number of Lessons in Unit: 5 (2-9th grade lessons; 1 lesson each for 10th -12th grades)

Time Required for each lesson: 45-50 minutes

Best time of year to implement this Unit: Fall and/or Spring Semester

Lesson Titles:

9th Grade Lesson # 1: Safe and Healthy Life Choices

Materials/Special Preparations Required

“Safe & Healthy Choices” worksheet

List of local resources

9th Grade Lesson # 2: Safe and Healthy Choices (Part II)

Materials/Special Preparation Required

Video or Speaker on dangerous risk taking behavior (e.g., Alcohol and other Drugs, Gambling, Smoking, Rape, Sexual Harassment, Cyberspace and School Space Bullying, Gangs)

“Presentation Review Assessment” worksheet

10th Grade Lesson 3: Risk Taking Behaviors

Materials/Special Preparations Required

Video or Speaker on dangerous risk taking behavior (e.g. Alcohol and other Drugs, Gambling, Smoking, Rape, Sexual Harassment, Cyberspace and School Space Bullying, Gangs)

“Presentation Review Assessment” worksheet

11th Grade Lesson # 4: Fatal Accident

Materials/Special Preparations Required

Docudrama or program provided by community emergency resources (e.g. highway patrol, police, fire department, hospital, etc)

12th Grade Lesson # 5: Community Wellness Fair

Materials/Special Preparations Required

List of community health and safety agencies

Envelopes and Letterhead

Thank you Notes

Tables

Chairs

Signs for each table to represent agency in attendance

VCR's, TV's, Computer Hook-up's as needed

Flyers announcing Wellness Fair

Hospitality Room with Snacks for exhibitors

Newspaper Article to promote community involvement

Missouri Comprehensive Guidance Standard:

PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectation(s) (GLE):

- PS.3.A.09.a.i: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices.
- PS.3.A.10.a.i: Utilize decision-making skills to evaluate risk-taking behavior.
- PS.3.A.11.a.i: Analyze the impact of personal decisions on the safety and health of self and others.
- PS.3.A.12.a.i: Utilize decision-making skills to make safe and healthy life choices.
- PS.3.B.09.a.i: Identify and utilize resources available to address personal safety issues.
- PS.3.B.10.a.i: Evaluate and review resources that address personal safety issues.
- PS.3.B.11.a.i: Demonstrate skills that reinforce a safe environment for all students.
- PS.3.B.12.a.i: Advocate for the personal safety of self and others.
- PS.3.C.09.a.i: Identify resources to help individuals cope with life changes or events.
- PS.3.C.10.a.i: Analyze and refine individual coping skills to manage life-changing events.
- PS.3.C.11.a.i: Apply individual coping skills to manage life-changing events.
- PS.3.C.12.a.i: Exhibit coping skills to manage life-changing events.

American School Counselor Association National Standards (ASCA):

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
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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.
X Mathematics	3. Data analysis, probability and statistic
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
X Science	2. Properties and principles of force and motion 3. Characteristics and interactions of living organisms. 8. Impact of science, technology and human activity on resources and the environment.
X Health/Physical Education	1. Structures of, functions of, and relationships among human body systems. 3. Diseases and methods for prevention, treatment and control.

		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):

Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.

Through simulation students will demonstrate problem solving and decision making skills and advocate for healthy life choices.

Students will demonstrate positive coping skills in managing life events by utilization of community resources.

Brief Summary of Unit:

Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well being, or when a life situation requires a new way of coping.

Unit Goals:

Identify, advocate, and manage life-changing events and make healthy life choices.

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

Problem solving steps, and decision-making and refusal skills.