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| **Essential Understandings** | * The proper application of safety skills enhances personal and physical well-being |
| **Essential**  **Questions** | * What are safety and survival skills for students? * What are the necessary steps for decision making regarding personal safety? * How does the relationship between rules and laws affect the safety and protection of rights of the individual? * What is needed to respect and advocate for personal safety? |
| **Essential Knowledge** | * Understanding and setting personal boundaries, rights, and personal privacy is beneficial in protecting one’s safety. * Using proper application of effective problem solving skills and personal safety skills affects personal and physical well-being. |
| **Vocabulary** | * Terms:   + Sexual Harassment   + Sexual Assault   + Personal Safety   + Grooming   + Reporting   + Boundaries   + Decision-making   + Private areas   + Pressure   + Self-advocacy   + Self-respect |
| **Essential**  **Skills** | * Distinguish between appropriate and inappropriate behavior * Recognize personal boundaries, rights, and privacy needs. * Recognize that everyone has rights and responsibilities. * Use effective communication skills * Demonstrate when, where, and how to seek help for solving problems and making decisions. * Learn about the relationship between rules, laws, safety, and the protection of rights of the individual. * Learn about the difference between appropriate and inappropriate physical contact. * Demonstrate the ability to set boundaries, rights, and personal privacy. * Differentiate between situations requiring peer support and situations requiring adult professional help. * Identify resource people in the school and community, and know how to seek their help. |
| **Related**  **Maine Learning**  **Results** | Health Education   * A1. Students examine the relationship between behaviors and personal health (6-8) * C2. Students demonstrate behaviors to avoid or reduce health risks to self and others (6-8) * C3. Students distinguish between healthy and unhealthy strategies for stress, anger, and grief management. * E1. Students apply effective verbal and nonverbal interpersonal communication skills to enhance * E2. Students describe ways to influence and support others in making positive health choices. * F1. Students apply decision-making skills to enhance health.   Career and Education Development   * A3. Interpersonal Skills (6-8) Students demonstrate behaviors that reflect positive interpersonal skills and analyze how positive interpersonal skills lead to success in a variety of school, work, and community settings. * C2. Decision-making (6-8) Students compare and apply different models for decision-making including the rational, intuitive, and consultative models for setting short-term and long-term goals in career and education. |
| **Sample**  **Lessons**  **And**  **Activities** | * SASSMM Personal Safety Lesson for Grade 6 |
| **Sample**  **Classroom**  **Assessment**  **Methods** | * Exit-slips (write one thing you learned and one question you have) |
| **Sample**  **Resources** | * Sexual Assault Support Services of Midcoast Maine <http://sassmm.org/education/> |
| **Technology**  **Link** | * http://www.brunswick.k12.me.us/curriculum |