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| **Essential Understandings** | * The proper application of safety skills enhances personal and physical well-being
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| **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?
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| **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.
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| **Vocabulary** | * Terms:
	+ Sexual Harassment
	+ Sexual Assault
	+ Personal Safety
	+ Grooming
	+ Reporting
	+ Boundaries
	+ Decision-making
	+ Private areas
	+ Pressure
	+ Self-advocacy
	+ Self-respect
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| **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.
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| **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.
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| **Sample****Lessons****And****Activities** | * SASSMM Personal Safety Lesson for Grade 6
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| **Sample****Classroom****Assessment****Methods** | * Exit-slips (write one thing you learned and one question you have)
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| **Sample****Resources** | * Sexual Assault Support Services of Midcoast Maine <http://sassmm.org/education/>
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| **Technology** **Link** | * http://www.brunswick.k12.me.us/curriculum
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