

Guidance
Unit 13: Personal/Social Development

Essential Understandings	<ul style="list-style-type: none"> ▪ The proper application of safety skills enhances personal and physical well-being
Essential Questions	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Sexual Harassment ○ Sexual Assault ○ Personal Safety ○ Grooming ○ Reporting ○ Boundaries ○ Decision-making ○ Private areas ○ Pressure ○ Self-advocacy ○ Self-respect
Essential Skills	<ul style="list-style-type: none"> ▪ 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. ▪ Distinguish between appropriate & inappropriate use of social media.

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<p>Related Maine Learning Results</p>	<p>Health Education</p> <ul style="list-style-type: none"> • 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. <p>Career and Education Development</p> <ul style="list-style-type: none"> • 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.
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ SASSMM Personal Safety Lesson for Grade 6
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Exit-slips (write one thing you learned and one question you have)
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ Sexual Assault Support Services of Midcoast Maine http://sassmm.org/education/
<p>Technology Link</p>	<ul style="list-style-type: none"> ▪ http://www.brunswick.k12.me.us/curriculum