

Guidance
Unit 16: 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 skills can help keep students safe? ▪ What are the characteristics of personal and physical well-being?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Identifying risks and warnings of suicide, using suicide intervention strategies, and knowing resources for help are all important in order to protect the safety of others. ▪ Acquiring personal safety skills is essential in making safe and healthy choices throughout life.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Depression ○ Anxiety ○ Personal Safety ○ Crisis ○ Suicide ○ Care of self and others ○ Reporting ○ C.A.L. Card ○ Confidentiality ○ Stress ○ Maine Crisis Hotline ○ Peer Pressure ○ Boundaries ○ Resources
Essential Skills	<ul style="list-style-type: none"> ○ demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact) ○ learn about the relationship between rules, laws, safety, and the protection of rights of the individual. ○ 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 ○ apply effective problem-solving and decision-making skills to make safe and healthy choices ○ learn how to cope with peer pressure ○ distinguish between appropriate & inappropriate use of social media

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Related Maine Learning Results	<p>Health Education and Physical Education</p> <ul style="list-style-type: none"> ▪ A.1 Healthy Behaviors and Personal Health- (6-8) Students examine the relationship between behaviors and personal health. ▪ C.2 Avoiding/Reducing Health Risks- (6-8) Students demonstrate behaviors to avoid or reduce health risks to self and others. ▪ C.3 Self- Management- (6-8) Students distinguish between healthy and unhealthy strategies for stress, anger, and grief management ▪ D.1 influences on Health Practices/Behaviors- (6-8) Students explain and analyze influences on adolescent health behaviors. ▪ E.1 Interpersonal Communication Skills- (6-8) Students apply effective verbal and nonverbal interpersonal communication skills to enhance health. ▪ E.2 Advocacy Skills- (6-8) Students describe ways to influence and support others in making positive health choices. <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 rational, intuitive, and consultative models for setting short-term and long-term goals.
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ “Speak Up, Reach Out” PowerPoint ▪ Stress and Suicide Prevention Middle School Lessons One through Four by NAMI
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ S.A.G. Worksheet ▪ MIYAS
Sample Resources	<ul style="list-style-type: none"> ▪ NAMI Organization ▪ Maine Youth Suicide Prevention ▪ Youth Suicide Prevention - http://www.yspp.org/ ▪ Center for Disease Control and Prevention http://www.cdc.gov/violenceprevention/pub/youth_suicide.html
Technology Link	<ul style="list-style-type: none"> ▪ http://www.brunswick.k12.me.us/curriculum