SCSW - Grade 7 - Personal Safety and Boundaries

Unit Focus

The emphasis in grade 7 will be on social interactions and collective intelligence. As such, students will engage in activities that promote positive peer interactions, team building, and perseverance to overcome obstacles. Students will identify personal boundaries and better understand the ramifications and costs of harassment and bullying. Students will be able to demonstrate their knowledge about how to stay safe online and in their social groups. Students will also continue to develop executive functioning and organization skills to help them successfully navigate the demands of middle school.

The school counseling department will implement whole-school climate initiatives throughout the year for the entire student body that promote inclusion, community building, and school connectedness. Additionally, the school community will take part in "Start with Hello" week in September of each year. This program, developed by Sandy Hook Promise, aims to end social isolation by teaching empathy and empowering students to be inclusive. During this week, there are morning announcements focused on inclusion, kindness, and reducing isolation. School-wide visuals are posted year-round. PRIDE activities are offered to support connectedness, such as a school-wide student scavenger hunt to get to know people and sentence starters, "Would you rather...," and icebreaker questions for students to use during lunches.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer
CT School Counseling Standards CT Counseling: 6-8 • Learn how to track use of time and understand efficient use of time (A1.1) • Demonstrate the importance of taking responsibility for independent learning (A1.2) • Demonstrate an understanding of when you would need academic support and who you would go to for help (A1.4) • Gain new insights into themselves and how these skills relate to future goals and academic environment (A5.2) • Understand appropriate technology use in school and in personal time (C6.1) • Analyze possible alternatives when peer pressure is influencing a decision (S/E3.1) • Demonstrate ways to resist peer pressure to use drugs/alcohol or make other risky behaviors or destructive decisions (S/E5.1) • Describe the types of harassment, the consequences of harassment, and how to report incidents (S/E5.2)	*Students will be able to independently use their learning to...* **T1** Contribute and respond to a digital world with a responsibility to identify merit and bias, identify perspectives, exhibit values, and employ safe and appropriate behavior. **T2** Develop skills, knowledge, and concepts through practice and analysis of results. **T3** Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** Students analyze their own behavior and the behavior of others to shape personal boundaries. **U2** Individuals select from a variety of strategies to use in order to reduce stress in applicable situations. **U3** Every action has a reaction that impacts the way other people form opinions about an individual. **U4** Students independently demonstrate how decisions affect themselves and others around them. **U5** Students critically analyze the impact of social media and technology on their decisions.	*Students will keep considering...* **Q1** What strategies can I use to help me in this moment? **Q2** How do I develop my best self in spite of social pressure? **Q3** Do my actions and/or decisions have a negative or positive impact on my self or others? **Q4** What is the main issue and who can help me to deal with it? **Q5** How does peer pressure and social media/technology impact my decisions?

Stage 1: Desired Results - Key Understandings

- Demonstrate safe and responsible behavior in school and in the community (S/E5.3)
- Demonstrate an understanding of peer pressure and appropriate responses (S/E5.4)

Healthy and Balanced Living Curriculum Framework
Health Education 6-8
- Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health. (HR 1.11.8)
- Explain how the use of social media can positively and negatively impact relationships. (HR 1.12.8)
- Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. (SAAP 1.6.8)
- Describe the positive and negative ways in which technology and social media can impact physical and emotional safety. (SAAP 1.10.8)
- Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others (IC 4.2.8)

Madison Public Schools Profile of a Graduate
- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)
- Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)

U6 Students differentiate between situations requiring peer support and requiring adult professional help.
U7 Executive function and self-regulation skills are the cognitive means to flexible thinking, working memory, focusing, goal setting, planning, controlling emotions, memorizing, and multi-tasking.
U8 Students will understand what sexual harassment is and appropriate steps to respond if they or anyone they know is being sexually harassed.

Q6 Do I know what sexual harassment is and how to respond to it if it happens to me or anyone I know?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** strategies to be organized include navigating and appropriately using Google classroom, email, and Infinite Campus. **K2** how to appropriately participate in team building activities and character development. **K3** how to identify sexual harassment. Students will learn what steps can be taken if they feel they or someone they know are harassed. Students will be able to identify where to go for help. **K4** how to identify prosocial and appropriate behaviors and interactions when using the internet and social media platforms.	*Students will be skilled at...* **S1** identifying and implementing strategies to be organized, to effectively manage their time and meet middle school academic, behavioral and social expectations. **S2** gaining critical skills to do the work of students both academically and behaviorally and develop foundational skills for life. **S3** using skills such as communication, trust, cooperation, respect for others, teamwork and problem solving. **S4** identifying what sexual harassment is and know how to get help if they need it. **S5** discussing appropriate uses of social media and understand their social media footprint. Students will be skilled at identifying risks involved with social media.