Course Description:

**Social/Emotional Development**
The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

**Understanding self as an individual and as a member of diverse local and global communities.**
**Major Points:** The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students’ daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person’s role and inter-relatedness with all other people of the world.

**Interacting with others in ways that respect individual and group differences.**
**Major Points:** This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

**Applying personal safety skills and coping strategies.**
**Major Points:** Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.
**UNIT DESCRIPTION: Decisions, Decisions, Decisions!**

Students will review problem-solving skills learned in elementary grades. They will then utilize decision-making skills applied to problematic social situations. Refusal skills practice will be emphasized at the 7th-grade level and finally, students will look at a variety of problematic situations for which they will brainstorm potential solutions. This unit contains three lessons and it is intended that one lesson will be presented in each grade level 6, 7, and 8. Please note that the lessons build on each other.

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**SUGGESTED UNIT TIMELINE:** 3 Lessons  
**CLASS PERIOD (min.):** 50 minutes each

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**ESSENTIAL QUESTIONS:**  
1. What is the cost of making poor decisions?

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### ESSENTIAL MEASURABLE LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</th>
<th>CCSS LEARNING GOALS (Anchor Standards/Clusters)</th>
<th>CROSSWALK TO STANDARDS</th>
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</table>
| 1. The student will write a reflection to solve one problem by outlining each of the decision making steps. | SE.3.A.06: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations.  
SE.3.A.07: Utilize effective problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations. | SE | Level 2 |

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refusal skills needed to make safe/healthy choices in social situations.

SE.3.A.08: Recognize peer influence on risk-taking behaviors and consequences.

<table>
<thead>
<tr>
<th>Obj. #</th>
<th>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</th>
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<tbody>
<tr>
<td></td>
<td><strong>X</strong> Direct</td>
</tr>
<tr>
<td></td>
<td><strong>X</strong> Indirect</td>
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<tr>
<td></td>
<td><strong>X</strong> Experiential</td>
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<td></td>
<td>____ Independent study</td>
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<tr>
<td></td>
<td><strong>X</strong> Interactive Instruction</td>
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<tr>
<td>1</td>
<td>See Lessons:</td>
</tr>
<tr>
<td></td>
<td>6th Grade Lesson 1: Opportunity Knocks, But It Costs, Too!</td>
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</tbody>
</table>

ASSESSMENT DESCRIPTIONS:

Students will respond orally to reflection pieces and observations with regard to decision-making, problem-solving and refusal skills.
<table>
<thead>
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<th>Obj. #</th>
<th>INSTRUCTIONAL ACTIVITIES: (What Students Do)</th>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>6th Grade Lesson 1: Opportunity Knocks, But It Costs, Too!</td>
</tr>
<tr>
<td>2</td>
<td>7th Grade Lesson 2: Give In or Not to Give In</td>
</tr>
<tr>
<td>3</td>
<td>8th Grade Lesson 3: If It’s to Be, It’s Up to Me</td>
</tr>
</tbody>
</table>

### Direct: Structured Overview
- Lecture
- Explicit Teaching
- Drill & Practice
- Compare & Contrast
- Didactic Questions
- Demonstrations
- Guided & Shared reading, listening, viewing, thinking (Ls. 2, 3)

### Indirect: Problem Solving
- Reflective Discussion (Ls. 1, 3)
- Reading for Meaning Inquiry
- Concept Formation (Ls. 3)
- Concept Mapping
- Concept Attainment (Ls. 3)
- Cloze Procedure

### Experiential: Field Trips
- Case Studies
- Constructions
- Games
- Storytelling
- Focused Imaging
- Field Observations
- Role-playing (Ls. 2)

### Independent Study
- Essays
- Computer Assisted Instruction
- Journals
- Learning Logs
- Reports
- Learning Activity Packages
- Correspondence Lessons
- Learning Contracts
- Homework
- Research Projects
- Assigned Questions
- Learning Centers

### Interactive Instruction
- Debates
- Role Playing (Ls. 2)
- Panels
- Brainstorming
- Peer Partner Learning
- Discussion (Ls. 1)
- Laboratory Groups
- Think, Pair, Share (Ls. 2, 3)
- Cooperative Learning
- Jigsaw
- Problem Solving (Ls. 1)
- Structured Controversy
- Tutoring Groups
- Interviewing
- Conferencing

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**UNIT RESOURCES: (include internet addresses for linking)**
