

Unit 2: Social Skills (Community, Family, Relationships, and Work)

Content Area: **Generic Content Area**
Course(s): **Generic Course**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

Unit Overview

- This unit is about handling stress and cultivating positive relationships in the community, with family, in personal relationships and in work environments by showing responsibility, using appropriate communication and strategies to resolve conflicts.

Transfer

Students will be able to independently use their learning to...

- Use appropriate etiquette in social situations and when using social media platforms.
- Act responsibly at school, home, personal relationships, in social environments and in work environments.
- Use verbal and non-verbal cues to effectively communicate and advocate for needs and wants at school, home, work, community and personal relationships.
- Apply strategies to effectively resolve conflict.
- Effectively handle stressful situations.

What kinds of long term, independent accomplishments are desired?

- Students should be able to act appropriately in social situations.
- Students should be able to independently and appropriately communicate and advocate for their needs, wants and rights in a responsible way.
- Students should be able to resolve conflict in a positive manner.
- Students should be able to treat others in the same way they would want to be treated.
- Students should be able to appropriately handle stressful situations.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand ...

- Social etiquette
- How to act responsibly in a variety of situations.
- How to effectively communicate with others.
- How to advocate for themselves.
- How to resolve conflicts.
- How to handle stressful situations.

-What inferences should they make/grasp/realize?

- There are appropriate ways to act in different types of situations.
- It is important to know how to communicate effectively.
- The more responsible you are, the more independent you can be.
- You have to be the one to advocate for yourself.
- It is important to resolve conflicts before they become bigger problems.
- It is important to handle stressful situations before they have a negative impact on your life.

Essential Questions

What is responsibility?

What are some ways to be responsible at school? At home? In the community? At work? With social media?

What is etiquette?

Why is it important to have good etiquette?

What are some etiquette rules for home, school, work and community?

What is verbal and non-verbal communication?

What are some ways to communicate verbally and non-verbally at home, school, in the community and at work?

How do I advocate for my wants and needs?

What is a conflict?

How do I effectively resolve a conflict?

What is stress?

What is the difference between good stress and bad stress?

How do I handle stressful situations?

Application of Knowledge and Skill

Students will know...

Students will know...

- How to act socially appropriate in different situations.
- How to show responsibility.
- Different types of verbal and non-verbal communications and how to be effective when using them.
- How to advocate for what they need and want.
- How to solve conflicts in a positive manner.
- How to handle stress in their life.

What facts and basic concepts should students know and be able to recall?

- Students will be able to define etiquette and list etiquette skills for different types of social situations.
- Students will be able to define responsibility and list ways to show responsibility.

- Students will be able to define verbal and non-verbal communication and list ways to effectively communicate.
- Students will know what advocate means and list strategies to effectively advocate for themselves.
- Students will be able to list strategies to resolve conflicts.
- Students will be able to list strategies to handle different types of stressful situations.

Students will be skilled at...

Students will be skilled at...

- Showing responsibility in their everyday actions, in a variety of situations and with social media.
- Applying effective strategies for communication and conflict resolution.
- Applying effective strategies for handling stress.

Academic Vocabulary

responsibility	personal space
social media	manners
verbal communication	active listening
non-verbal communication	mixed messages
conflict	criticism
conflict resolution	stressor
body language	crisis

Learning Goal 2.A

- Students will be able to define and give examples of responsibility as it relates to a variety of social/work situations at school, home, in the community, in personal relationships and at work.

HE.K-12.2.2.1

Demonstrate responsible personal conduct such as working cooperatively with others as well as following rules and routines.

HE.K-12.2.2.2

Demonstrate self-management skills such as personal care and care of personal belongings.

SOC.K-12.6.1.4	Apply democratic principles such as sharing, taking turns, participating in a group, making decisions, expressing opinions and making choices.
SOC.K-12.6.1.5	Participate in making rules.
SOC.K-12.6.1.6	Follow rules at home, in school, at work and in the community.
SOC.K-12.6.1.8	Demonstrate behavior that indicates knowledge of right and wrong.

Target 2.A.9

- Students will be able to define responsibility and give examples of how to be responsible at school and at home.

Target 2.A.10

- Students will be able to list different types of relationships and give examples of how to be responsible in said relationships.

Target 2.A.11

- Students will be able to define social media and give examples of how to be responsible when actively engaging in social media platforms.

Target 2.A.12

- Students will be able to give examples of how to be responsible in the workplace.

Learning Goal 2.B

- Students will be able to define different types of communication and apply strategies for effectively communicating in a variety of community settings including advocating for their wants and needs, and communicating in the workplace.

HE.K-12.2.2.3 Demonstrate effective communication skills, decision-making skills, refusal skills, negotiation skills, and assertiveness in situations that influence health and safety.

HE.K-12.2.2.5 Demonstrate appropriate social interaction in a variety of settings.

HE.K-12.2.4.2 Demonstrate behaviors necessary for safe and healthy relationships.

Target 2.B.9

- Students will be able to define and give examples of verbal and non-verbal communication.

Target 2.B.10

- Students will be able to give examples of strategies for effective communication.

Target 2.B.11

- Students identify strategies to advocate for their own wants and needs.

Target 2.B.12

- Students will identify strategies for effective workplace communication.

Learning Goal 2.C

- Students will be able to build a repertoire of strategies to deal with conflict, including criticism.

HE.K-12.2.2.1 Demonstrate responsible personal conduct such as working cooperatively with others as well as following rules and routines.

HE.K-12.2.2.3 Demonstrate effective communication skills, decision-making skills, refusal skills, negotiation skills, and assertiveness in situations that influence health and safety.

HE.K-12.2.2.5

Demonstrate appropriate social interaction in a variety of settings.

SOC.K-12.6.1.8

Demonstrate behavior that indicates knowledge of right and wrong.

SOC.K-12.6.1.9

Solve problems in socially appropriate ways.

Target 2.C.9

- Students will be able to identify different types of conflict and determine if a situation is a conflict or not.

Target 2.C.10

- Students will be able to list strategies for dealing with personal conflicts, including handling criticism.

Target 2.C.11

- Students will be able to provide examples of strategies for dealing with professional conflict, including handling criticism.

Target 2.C.12

- Students will be able to apply problem solving and mediation strategies to move past a conflict and into a resolution.

Learning Goal 2.D

- Students will be able to distinguish between actual and potential stressors and devise ways to deal with various types of stressors in their lives.

HE.K-12.2.2.4

Demonstrate ability to use a variety of supports for everyday activities as necessary.

SOC.K-12.6.1.9

Solve problems in socially appropriate ways.

Target 2.D.9

- Students will be able to give examples of different stressors that are affecting or may affect them and their lives.

Target 2.D.10

- Students will be able to create a comprehensive list of coping mechanisms to handle stress.

Target 2.D.11

- Students will be able to describe and apply activities meant to reduce stress.

Target 2.D.12

- Students will be able to create a list of ways to manage stress and crisis situations as they arise in the adult world.

Summative Assessment

Link to summative assessment guidelines and tools: <http://www.edudemic.com/summative-and-formative-assessments/>

<https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/summativeassess.html>

- end of semester exam
- end of unit or chapter tests
- essay or report
- oral examination
- participation in lecture, discussion or group work
- performance skill with rubric or checklist
- presentation
- projects
- structured observation

21st Century Life and Careers

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are

excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP8.1

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP.K-12.CRP9.1

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP.K-12.CRP10.1

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

CAEP.9.2.12.C.3

Identify transferable career skills and design alternate career plans.

CAEP.9.2.12.C.7

Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Formative Assessment and Performance Opportunities

Link to formative assessment guidelines and tools: <http://www.edudemic.com/summative-and-formative-assessments/>

<https://www.nwea.org/blog/2016/take-three-55-digital-tools-and-apps-for-formative-assessment-success/>

<https://docs.google.com/presentation/d/1nzhdnyMQmio5INT75>

- do now
- exit ticket
- graphic organizer
- questioning/discussion
- role play
- simulation
- task analysis
- task rubric
- teacher observation
- think-pair-share
- visual representations
- weekly quiz
- work product

Differentiation/Enrichment

- 1:1 instruction
- community based instruction
- cueing / prompting
- reinforcement activities
- role playing / simulation
- small group instruction
- visual supports

Unit Resources

- "Let's Talk About Life Skills" Volume 1 and 2
- board games
- Book "Building Life Skills"
- Book "How to Look out for Yourself"
- Book "The Teen Survival Guide to Dating and Relating"
- Book "You're in Charge! Strategies for Success in Life"
- interactive activities

- online activities
- video presentations