# Unit 2: Building Relationships

Content Area: **Generic Content Area**
Course(s): **Generic Course, WORK SKILLS**
Time Period: **Generic Time Period**
Length: **Up to 10 Weeks**
Status: **Published**

## Unit Overview

- Students will be able to build healthy relationships with both peers and adults.

## Transfer

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

- define etiquette and list etiquette skills for different types of social situations.
- define responsibility and list ways to show responsibility.
- define verbal and non-verbal communication and list ways to effectively communicate.
- advocate means and list strategies to effectively advocate for themselves.
- to list strategies to resolve conflicts with others.
- to list strategies to handle different types of stressful situations.
- to communicate their wants and needs to establish a trusting relationship with another person.

What kinds of long term, independent accomplishments are desired?

- Students should be able to act appropriately in social situations.
- Students should be able to communicate and advocate for their needs, wants and rights in a responsible way by using verbal and non-verbal communication.
- 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.

## 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.
- How to devolp helpful/meaningful relationships with peers and adults.

-What inferences should they make/grasp/realize?

- There are various ways to act in different relationships.
- There are appropriate ways to act in different types of situations.
- It is important to know how to communicate effectively.
- You have to be the one to advocate for yourself.
- It is important to resolve conflicts calmly and effectively.
- It is important to handle stressful situations before they have a negative impact on your relationship.

## Essential Questions

What is responsibility?

What is a healthy relationship?

What are some ways to be responsible in a relationship?

How do I know who to trust?

What is etiquette?

Why is it important to have good etiquette?

What are some etiquette rules for relationships?

What is verbal and non-verbal communication?

What are some ways to communicate verbally and non-verbally in relationships?

How to I fairly judge and initiate a positive person?

How do I advocate for my wants and needs?

What is a conflict?

How do I effectively resolve a conflict?

What is the difference between healthy and unhealthy boundaries?

## 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 devolp healthy boundaries.
- How to establish trust with the appropriate people.

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 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 with others.

- Students will be able to list strategies to handle different types of stressful situations.
- Students will be able to communicate their wants and needs to establish a trusting relationship with another person.

## Students will be skilled at...

Students will be skilled at...

- Judging character, devolping, and trusting a relationship.
- Showing responsibility in their everyday actions, in a variety of relationships.
- Applying effective strategies for communication and conflct resolution.
- Developing and respecting boundaries in various relationships.

## Academic Vocabulary

| | |
|---|---|
| responsibility | personal space |
| peer pressure | etiquette |
| verbal communication | boundaries |
| non-verbal communication | mixed message |
| conflict | acquaintance |
| conflict resolution | trust |
| body language | respect |

## Learning Goal 2.A

- Students will be able to develop trusting , healthy relationships with peers and adults.

| HPE.2.1.12.E.CS1 | Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. |
|---|---|
| HPE.2.2.12.A.1 | Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others. |
| HPE.2.2.12.A.CS1 | Effective interpersonal communication encompasses respect and acceptance for |

individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.

HPE.2.2.12.A.CS2    Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

## Target 2.A.9

- Students will be able to respect and accept individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.

## Target 2.A.10

- Students will be able to employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

## Target 2.A.11

- Students will be able to adapt while building effective interpersonal communication with respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.

## Target 2.A.12

- Students will be able to adapt effective communication, understanding the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

## Learning Goal 2.B

- Students will be able to build healthy and safe boundaries within various relationships.

| | |
|---|---|
| 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. |
| HPE.2.4.12.A.3 | Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood. |
| HPE.2.4.12.A.4 | Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage. |

## Target 2.B.9

- Students will be able to demonstrate appropriate social interaction in a variety of settings.

## Target 2.B.10

- Students will be able to demonstrate behaviors necessary for safe and healthy relationships.

## Target 2.B.11

- Students will be able to analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.

## Target 2.B.12

- Students will be able to predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

## Learning Goal 2.C

- Students will be able to solve conflicts within various relationships.

| 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 demonstrate appropriate social responses in a variety of conflicts.

## Target 2.C.10

• Students will be able to demonstrate behavior that indicates knowledge of right and wrong for various conflicts.

## 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 solve conflicts in socially appropriate ways.

## Summative Assessment

• end of unit or chapter tests
• oral examination
• participation in lecture, discussion or group work
• performance skill with rubric or checklist
• projects
• structured observation

## 21st Century Life and Careers

| 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 |

| CRP.K-12.CRP8.1 | 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. |

## Formative Assessment and Performance Opportunities

- 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
- cueing / prompting
- extra time

- reinforcement activities
- role playing / simulation
- small group instruction
- visual supports

## Unit Resources