

Unit 7: Handling Emotions

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 attend to their mental well-being through understanding emotional changes to help achieve certain developmental tasks such as taking responsibility, demonstrating self control, having respect becoming independent, showing integrity and learning about different types of personalities and how to interact.

Transfer

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

- Recognize major physical and emotional changes that occur in stressful situations.
- Take steps to building positive self-concept and self-esteem.
- Be in control and show responsibility.
- Demonstrate respect and have integrity.
- Interact appropriately with others in conflicts and healthy situations.

-What kinds of long term, independent accomplishments are desired?

- Students should be able to independently and appropriately monitor their own attitudes and behaviors.
- Students should be able to independently and appropriately interact with others.
- Students should be able to independently and appropriately act with responsibility, self-control, and integrity.

Meaning

Understandings

Students will understand ...

- Major emotional changes that occur in stressful situations.
- Steps to building positive self-concept and self-esteem.
- How to be in control and show responsibility.
- How to show respect and have integrity.
- How to interact appropriately with others in conflicts and healthy situations.

-What inferences should they make/grasp/realize?

- Emotional changes are expected in various situations.
- Having a self-concept and self-esteem will help you feel confident during stressful situations.
- Having control over emotions during stressful situations demonstrates responsibility.
- Respect is earned not given.
- Your action will cause a reaction.

Essential Questions

How do your feelings and emotions change during adolescence?

Why is it important to have a positive self-concept?

How do you build your self-esteem?

What does it mean to accept responsibility and have self-control?

What does it mean to be independent?

How do you become independent?

Why do people have different personalities?

How do you interact with different types of people and their different ideas?

How do you show respect for yourself and others?

What do I do when things do not go my way?

How do I effectively compromise to achieve my desired outcome?

Application of Knowledge and Skill

Students will know...

Students will know...

Major physical and emotional changes that occur in stressful situations.

Steps to building positive self-concept and self-esteem.

How to be in control and show responsibility.

How to show respect and have integrity.

How to interact appropriately with others in conflicts and healthy situations.

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

Students should be able to list several physical and emotional changes that happen during stressful situations.

Students should be able to describe several ways to build positive self-esteem and maintain self control.

Students should be able to define and give examples of responsibility, effort, persistence, integrity, and respect.

Students should be able to interact appropriately with others in high stressful areas.

Students will be skilled at...

Recognizing major physical and emotional changes that occur in stressful situations.

Taking steps to building positive self-concept and self-esteem.

Being in control and show responsibility.

Demonstrating respect and have integrity.

Interacting appropriately with others in conflicts and healthy situations.

Academic Vocabulary

| | | |
|--------------------|-----------------|--------------------|
| adolescence | self respect | optimist |
| negotiate | self-concept | pessimist |
| emotional change | self-esteem | responsibility |
| compromise | self-confidence | independence |
| social interaction | effort | self-control |
| emotions | persistence | personality traits |
| respect | attitude | integrity |

Learning Goal 1.A

- Students will be able to attend to their mental well-being through understanding emotional changes that take place during adolescence to help achieve certain developmental tasks towards independence such as developing self-esteem, accepting responsibility and interacting with others.

| | |
|----------------|---|
| 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-12.2.2.5 | Demonstrate appropriate social interaction in a variety of settings. |
| SCI.K-12.5.7.3 | Demonstrate understanding of changes that occur in plants and animals over time (e.g., changes from infancy to adulthood). |
| 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 1.A.9

- Students will be able to describe emotional changes that occur during adolescence.

Target 1.A.10

- Students will be able to define and develop self-concept and self-esteem.

Target 1.A.12

- Students will be able to recognize various personality traits and how to effectively interact with others.

Learning Goal 1.B

- Students will be able to attend to the development of positive qualities of character through relating the concepts of respect, effort, persistence, self control and integrity to their personal development.

| | |
|----------------|---|
| 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 1.B.9

- Students will be able to define respect and self-respect and give examples how to apply these to every day life.

Target 1.B.11

- Students will be able to define self-control and give examples how to apply self-control in every day situations.

Target 1.B.12

- Students will be able to define integrity and give examples how to apply integrity into daily life.

Summative Assessment

- oral examination
- participation in lecture, discussion or group work
- performance task 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.CRP5.1

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

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.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

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.7

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

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

Unit Resources
