



RELATIONSHIP SKILLS






The abilities to establish and maintain healthy and supportive relationships and to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, provide leadership, and seek or offer help when needed.

I WORK TO HAVE HEALTHY RELATIONSHIPS.

Relationship Skills SEL Competencies	7-9 Grades	10-12 Grades
1. Use positive communication and social skills to interact effectively with others.	<ul style="list-style-type: none"> • Demonstrates ability to perform different roles in a cooperative group to achieve group goals. • Identifies appropriate and inappropriate uses of social networking. • Practices reflective listening. • Uses understanding of how and why others respond in each situation (e.g., assertive, passive, or aggressive) to respond respectfully and effectively with others. 	<ul style="list-style-type: none"> • Demonstrates strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward. • Offers and accepts constructive feedback in order to help others and improve self. • Strives to maintain an objective, non-judgmental tone during disagreements. • Uses assertive communication to have needs met without negatively impacting others. • Empowers, encourages, and affirms themselves and others through their interactions.
2. Develop and maintain positive relationships.	<ul style="list-style-type: none"> • Identifies the impact of social media in developing and sustaining positive relationships. • Distinguishes between helpful and harmful peer pressure and demonstrates strategies for resisting harmful peer pressure. • Develops friendships based on personal values. 	<ul style="list-style-type: none"> • Actively participates in a healthy support network of valued relationships. • Independently seeks out mentors that support personal development and future goals. • Develops understanding of relationships within the context of networking for college and career interests. • Describes the impact of social networking on one's life, reputation, and relationships.
3. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.	<ul style="list-style-type: none"> • Identifies one's role and responsibility the roles of others in conflict resolution. • Recognizes ones' actions in creating conflict (e.g., spreading rumors, use of social media, wrongful accusations). • Applies conflict resolution skills to de-escalate, defuse, and resolve differences. • Identifies and accesses positive supports when needed in a conflict situation/crisis. 	<ul style="list-style-type: none"> • Accesses positive supports when needed in a conflict situation/crisis and problem-solving (e.g., security, trusted adults, peer mediators, counselors). • Evaluates and reflects on one's role in a conflict and utilizes this information to improve behavior in future conflicts. • Uses skills and strategies needed to manage intimidation, avoid, and escape violence, and maintain personal safety.

RELATIONSHIP SKILLS ALIGNMENT

Utah's Portrait of a Graduate

Portrait of a Graduate Competencies	7-9 Relationship Skills	10-12 Relationship Skills
 <p>DIGITAL LITERACY Adapt, create, consume, and connect in productive, responsible ways to utilize technology in social, academic, and professional settings.</p>	<p>Learning Activity Have students review social media posts and discuss how those posts impact positive and negative relationships.</p>	<p>Learning Activity Discuss the similarities and differences between communicating online and in person. Have students participate in a reflection activity on how their relationships are affected by devices and social networking.</p>
 <p>WELLNESS Develop self-awareness, self-advocacy skills, and the knowledge to maintain healthy lifestyles that provide balance in life and improve physical, mental, social, and emotional well-being.</p>	<p>Learning Activity Have students discuss a scenario where it would be appropriate to self-advocate in dealing with a conflict and identify at least one person to provide support.</p>	<p>Learning Activity As a class project, have students' research processes available in a workplace to help resolve conflicts between employees.</p>
 <p>COLLABORATION AND TEAMWORK Contribute ideas, perspectives, and experiences to cultivate a community of shared accountability and leadership.</p>	<p>Learning Activity Create and practice group jobs so students learn to effectively work in groups or teams. Have students perform different roles in cooperative learning groups (i.e., leader, recorder, reporter, timekeeper) to develop and practice communication skills.</p>	<p>Learning Activity Present students with a problem. Assign students to groups to solve the problem using a group activity such as Think-Pair-Share or Fishbowl. Provide some structure or guidance toward solving the problem but keep the activity student-centered. Each group must come to consensus with an outcome of win-win.</p>
 <p>CRITICAL THINKING AND PROBLEM SOLVING Access, evaluate, and analyze information to make informed decisions, recognize bias, and find solutions.</p>	<p>Learning Activity Have a class discussion of how using neutral language and not blaming the other person is helpful in maintaining healthy relationships. Use an "I" message to resolve conflicts in role plays using the six-step approach to problem solving.</p>	<p>Learning Activity As an individual, group, or class project, have students' research processes available in a workplace to help resolve conflicts between employees. Compare and contrast the workplace solutions with the five-step problem solving approach.</p>
 <p>COMMUNICATION Communicate effectively through reading, writing, speaking and listening to understand information in a variety of contexts, media and languages.</p>	<p>Learning Activity Hold regular class meetings or advisory times to promote class unity and build positive relationships with each other using observation, speaking, and listening skills. Teach positive assertive communication strategies and the difference between assertive, aggressive, and passive communication.</p>	



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SEL Academic Integrated Strategies

7-12 Integrated SEL Strategies Relationship Skills

- Teach and practice a six--step approach to problem solving: (1) identify the problem; 2) brainstorm solutions; 3) evaluate the solutions; 4) put the solution into action; 5) evaluate the outcome, 6) affirm, forgive, or thank.
- Have students write alternative endings to stories through changing the behavior of one character.
- Conduct class meetings in which students are given the opportunity to support each other and validate their emotions.
- Have students participate in cooperative learning structures that build partners and teams: Think-pair-share or Turn & Talk, Numbered Heads Together, Round Robin, Round Table, Talking chips, Small group roles (i.e., task master, materials monitor, timekeeper, reader).
- Have students discuss a topic, either as a class or in small groups, then use reflective listening to paraphrase key discussion points.
- Invite a representative from a human resources department to speak about the implications of social media on hiring practices. Have students respond by writing a social media pledge for themselves, outlining how they will use social media responsibly.
- Provide students opportunities to practice positive peer support through class meetings, small groups, and school-sponsored activities.
- Have students write and perform conflict resolution skits.
- Have students research and write a paper on how conflict resolution is portrayed in the media.
- Ask students to identify at least one person to provide support when dealing with a conflict.
- Provide sentence starters for students to use in a class discussion over an issue that must end in a win-win for the class to be successful.



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FREE EDUCATOR ACCESS

SEL EDUCATOR LESSON RESOURCES

NEARPOD DSD Educator Log-in Required	7th Grade CCA	Health I and Health II	7-12 Grades
SEL in Action SEL Moments SEL in Digital Life	Listen Up Effective Teamwork	Active Listening Evaluating Relationships Respectful Disagreements	“I” Messages My Support Network Evaluating Relationships Becoming an Active Listener Setting Up Teams for Success Communication Teamwork & Screen Time
NEARPOD Lesson Series for 7-12 Grades			
Growth Mindset Practices In this series of Social & Emotional Learning lessons, students will explore developing a growth mindset using Habits of Mind.	Asking Questions Persistence Thinking Flexibility Metacognition Taking Responsible Risks		
Lifelong Learning Strategies In this series of Social & Emotional Learning lessons, students will learn skills they need to be successful in and beyond school.	Critical Thinking Skills Setting Challenging Goals Balancing Obligations Time Management Skills Organizing with Multiple Sources Communicating My Needs		

PURE EDGE, INC.

[FREE Educator Account Required](#)

Success Through Focus Brain Breaks for 7-12 Grades

Mindful Movement, Breathing, and Rest Strategies

- Arrival: Engaging in a [Mindful Minute](#) offers learners a chance to check in with themselves at the start of the day. The start of the day is also a great time to incorporate Breathe exercises such as [Anchor Breathing](#) or Rest exercises like [Mindful Listening](#).
- Refocus Between Classes: Use mindful breathing exercises to help settle students as they transition. Good options to start with are [Breathing Ball](#), [Even-In, Even-Out](#) or [Belly-Heart Breath](#).
- Break During Class: Use movement and breathing as a *Brain Break* to re-energize learners during longer lessons. [Chair Cat/Cow](#), [Chair Twist](#), [Mountain Chair](#), [Tree](#) or [Stork](#) work well.
- Before Testing: [Breathing exercises](#) help relieve testing related stress. [Take Five](#) and [Ocean Breath](#), are simple and effective choices.
- Afternoon Slump: Re-energize learners with movement exercises. Try movement options of [Brain Balance](#), [Seated Mountain](#), [Mirror](#), [Sunrise Twist](#), and [Recharge](#) or breathing [Easy In, Extend Out](#).
- Departure: [Taking in the Good](#), and [Attitude of Gratitude](#), are great ways to end the school day.
- Additional videos: [Guided Rest](#) (9-minute activity).

SCHOOL LICENSE REQUIRED

SEL EDUCATOR LESSON RESOURCES

MOVE THIS WORLD

Selected Lessons

[School License Required Secure Log-in](#)

- Identifying Problems
- Solving Problems
- Thinking Critically
- Setting Goals
- Leadership Skills

LEARNING TO BREATHE

Print Resource

- Mindfulness program to support SEL

MINDFUL SCHOOLS

[School License Required Secure Log-in](#)

- Mindfulness program to support SEL

BOTVIN LIFE SKILLS

Prevention Program for Health I & II

Print Resource

- Self-Image & Self Improvement
- Managing Stress, Anger, and Other Emotions
- Communication Skills
- Social Skills
- Assertiveness
- Resolving Conflicts
- Making Decisions
- Resisting Peer Pressure
- Healthy Relationships