

NEWPORT-MESA UNIFIED SCHOOL DISTRICT
Course Description

Life Skills for Teens
(Elective)

Content covered in this course is described in the Course of Study. Based upon student needs, teachers select appropriate materials from the Instructional Materials List. Classroom presentations of course content are determined by the instructor and described under Teacher Activities. A more detailed outline of this course can be obtained from the instructor.

OVERVIEW:

Skills for Adolescence is a comprehensive Life Skills and Study Skills program for adolescents between the ages of 11 and 13. The primary objective of this class is to empower adolescents to develop character building techniques and strategies that will assist them in becoming better citizens in our society. The student will have an opportunity to receive remediation and support for their math, reading, writing and spelling skills. The student will be taught to keyboard at a minimum of 32 words per minute.

The student population will consist of 7th or 8th grade students who are struggling either academically or socially, as well as students who select this elective as an enrichment opportunity.

The student will gain the following skills and knowledge:

- Active listening skills
- Skills to resist negative pressures in life
- Understanding the changes and responsibilities of adolescence
- Good decision making techniques
- How to develop positive self-confidence
- How to set goals and identify the steps to achieving those goals
- How to manage emotions for positive results
- How to develop stronger and more effective relationships with both family and peer groups
- How to handle conflict, anger, negative peer pressure, teasing, and criticism;
- The benefits of being involved in community service
- Remedial support for math, reading, writing and spelling skills
- How to use a keyboard
- How to use the computer and Internet for research and presentation
- Access will be provided to enrichment opportunities through computers and the Internet

COURSE OF STUDY OBJECTIVES:

1.0 Active Listening Skills

1.1 SUGGESTED STUDENT ACTIVITIES:

- The student will learn and practice effective listening and responding skills
- The student will be able to identify and give examples of three key elements of effective listening
- The student will practice applying effective listening skills in the classroom and at home
- The student will evaluate the benefits of effective listening for the speaker and for the listener

1.2 INSTRUCTIONAL MATERIALS USED:

- Keys to Listening (page 39)
- Looking at Listening (page 40)
- Paper and pencil
- Newsprint and Colored Markers

1.3 SUGGESTED TEACHER ACTIVITIES:

- Role playing
- Leading discussions and dialogue
- Explaining and modeling student activities
- Oversee and monitor student involved activities

- Individual interactions with the student before, during and after activities
- Provide closure opportunities
- Provide links between the classroom lesson and real life situations for the student

2.0 Responsibility

2.1 SUGGESTED STUDENT ACTIVITIES:

- The student will compare and contrast behaviors that characterize responsible and irresponsible individuals
- The student will identify influences that shape responsible behavior
- The student will analyze the consequences of responsible and irresponsible behavior for the individual and others involved, including the family, school and community.

2.2 INSTRUCTIONAL MATERIALS USED:

- Situation Cards (from Teacher's Manual)
- "Thinking about Responsibility" worksheet (page 48)

2.3 SUGGESTED TEACHER ACTIVITIES:

- Role playing with the student
- Leading discussions and dialogue
- Explaining and modeling student activities
- Oversee and monitor student involved activities
- Individual interactions with the student before, during and after activities
- Provide closure opportunities
- Provide links between the classroom lesson and real life situations for the student

3.0 Decision Making

3.1 SUGGESTED STUDENT ACTIVITIES:

- The student will explain why decision making is an important skill
- The student will describe the steps to use in learning to make positive decisions
- The student will apply these steps to practice making positive decisions

3.2 INSTRUCTIONAL MATERIALS USED:

- Stepping Up to Good Decisions Worksheet (page 49)
- Decisions! Decisions! (page 50)
- Homework Decision Worksheet (teacher made)
- What Should You Do? Worksheet (page 51)

3.3 SUGGESTED TEACHER ACTIVITIES:

- Role playing
- Leading discussions and dialogue
- Explaining and modeling student activities
- Oversee and monitor student involved activities
- Individual interactions with the student before, during and after activities
- Provide closure opportunities
- Provide links between the classroom lesson and real life situations for the student

4.0 Building Self Confidence

4.1 SUGGESTED STUDENT ACTIVITIES:

- The student will answer factual and interpretive questions about the story.
- The student will describe the ways self-confidence affects our relationships with others.
- The student will identify ways they can boost their self-confidence and the self-confidence of others.

4.2 INSTRUCTIONAL MATERIALS USED:

- "A New Start" Story (pages 52-57)
- Factual and Interpretive Questions (pages 58-59)
- "Building Self Confidence: Worksheet (page 60)
- "Looking Back" Worksheet (page 61)

4.3 SUGGESTED TEACHER ACTIVITIES:

- Role playing
- Leading discussions and dialogue
- Explaining and modeling student activities

- Oversee and monitor student involved activities
- Individual interactions with the student before, during and after activities
- Provide closure opportunities
- Provide links between the classroom lesson and real life situations for the student

5.0 Service Learning (Community Service)

5.1 SUGGESTED STUDENT ACTIVITIES:

- Each student will participate in a minimum of 2 hours of outside community service each quarter.
- The student will report on their community service in writing and through personal interaction and sharing.

5.2 INSTRUCTIONAL MATERIALS USED:

- Guest speakers will come to our class to talk about community service and to make the opportunities for serving in the community available to our students.
- Community Service "forms" will be made available for students to record their experiences as they serve personally to make the community a better and happier place for those in need.

5.3 SUGGESTED TEACHER ACTIVITIES:

- Leading Discussions and Dialogues
- Facilitating sharing of experiences
- Encouragement for those who participate and for those who are reluctant.

6.0 Identifying and managing emotions

6.1 SUGGESTED STUDENT ACTIVITIES:

- The student will define and understand human emotional experiences.
- The student will identify a range of emotions in various categories.
- The student will explain why experiencing a range of emotions is normal.

6.2 INSTRUCTIONAL MATERIALS USED:

- "Managing Emotions in Positive Ways" Worksheet (pages 70-71)
- "Emotion Clock" Worksheet (page 73)
- "Write Your Own Bucket Story" Worksheet (page 75)
- "Keeping Cool About Good Decisions" (page 87)
- Newsprint and colored markers

6.3 SUGGESTED TEACHER ACTIVITIES:

- Role playing
- Leading discussions and dialogue
- Explaining and modeling student activities
- Oversee and monitor student involved activities
- Individual interactions with the student before, during and after activities
- Provide closure opportunities
- Provide links between the classroom lesson and real life situations for the student

7.0 Improving Peer Relationships

7.1 SUGGESTED STUDENT ACTIVITIES:

- The student will explain the elements of healthy peer relationships.
- The student will identify the characteristics of a friend and "not a friend".
- The student will identify qualities that he or she brings to a friendship.
- The student will analyze reasons that people become friends.
- The student will distinguish between positive and negative relationships.
- The student will identify ways to deal with negative peer relationships.

7.2 INSTRUCTIONAL MATERIALS USED:

- Improving Peer Relationships (page 97)
- Looking at Friendship (page 99)
- "Inside Pressure Situations" (page 100)

7.3 SUGGESTED TEACHER ACTIVITIES:

- Role playing
- Leading discussions and dialogue
- Explaining and modeling student activities

- Oversee and monitor student involved activities
- Individual interactions with the student before, during and after activities
- Provide closure opportunities
- Provide links between the classroom lesson and real life situations for the student

8.0 Strengthening Family Relationships

8.1 SUGGESTED STUDENT ACTIVITIES:

- The student will define family.
- The student will identify needs met by families and family members.
- The student will recognize and describe the diversity of family patterns.
- The student will interact with guest speakers talking about family interactions.
- The student will do family interviews.
- The student will produce a family crest.

8.2 INSTRUCTIONAL MATERIALS USED:

- "Strengthening Family Relationships" (page 120-121)
- "The Way It Was" (page 123)
- Guest Speakers from different age groups
- Family Interview forms (page 124-125)
- Family Crest (page 141)
- Poster papers and colored markers

8.3 SUGGESTED TEACHER ACTIVITIES:

- Provide Guest Speakers
- Leading discussions and dialogue
- Explaining and modeling student activities
- Oversee and monitor student involved activities
- Individual interactions with the student before, during and after activities.
- Provide closure opportunities
- Provide links between the classroom lesson and real life situations for the student

9.0 Setting Goals for Healthy Living

9.1 SUGGESTED STUDENT ACTIVITIES:

- The student will be able to identify ways that setting goals can help them to become successful and productive.
- The student will be able to distinguish between long term and short term goals.
- The student will set long term and short term goals for themselves.
- The student will identify the steps necessary to meet their goals.
- The student will commit to a timetable for accomplishing their goals.
- The student will explain why drug use may interfere with reaching their goals.
- The student will have an opportunity to interview and interact with successful people (guest speakers).

9.2 INSTRUCTIONAL MATERIALS USED:

- "Setting Goals for Healthy Living" (page 190-191)
- "Sorting Out Goals" (page 193)
- "Life Path" (page 194)
- "Positive Role Models" (page 195)
- Guest Speakers
- Growing By Setting Goals" (page 200)
- "You Can Do It" (page 201-020)

9.3 SUGGESTED TEACHER ACTIVITIES:

- Provide Guest Speaker
- Leading discussions and dialogue
- Explaining and modeling student activities
- Oversee and monitor student involved activities
- Individual interactions with the student before, during and after activities
- Provide closure opportunities
- Provide links between the classroom lesson and real life situations for the student

10.0 Keyboarding and Basic Computer Skills

10.1 SUGGESTED STUDENT ACTIVITIES:

- The student will learn to type at a minimum of 30 words per minute.
- The student will learn word processing skills.
- The student will prepare an electronic presentation using Internet research.

10.2 INSTRUCTIONAL MATERIALS USED:

- Computers
- Software that teaches and tests keyboarding skills
- Word processing program
- Internet access

10.3 SUGGESTED TEACHER ACTIVITIES:

- Instruct on proper use of computers and software
- Monitor all student use of computers and software
- Test and adjust student accomplishment and assignments
- Instruct, model and monitor appropriate use of the Internet

INSTRUCTIONAL MATERIALS:

Changes and Challenges, Becoming the Best You Can Be (Skills for Adolescence) developed by Lions Clubs International and Quest International
ISBN: 1-56095-073-0, Quest International, 1984 Coffman Road, Newark, Ohio, 43058-4850 (800) 466-2700

Computer Lab and a variety of software to provide instruction, remediation and enrichment in keyboarding, math, spelling, reading, writing, presentation and Internet

AUDIO-VISUAL MATERIALS:

Coping with Criticism

Coping with Teasing

Coping with Bullying

Coping with Anger

"Be Cool Instead of Losing It!" (Disrespect, Failure and Frustration, Rejection) (Conflict Resolution)

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Submitted by Barbara H. Wagner/ Ensign Intermediate

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