Grade 6 Health - Unit 1 - Effective Communication & Healthy Relationships

Unit Focus

This unit focuses on the role of effective interpersonal communication skills in maintaining and enhancing health. Students will demonstrate their skills for effective communication, including skills for refusal, friendship skills, and how to be an ally to prevent bullying. Students will be able to recognize that respectful communication, including empathy for others, promotes healthy relationships. Students will demonstrate their interpersonal communication skills through various activities and role-play. Students will be introduced to the four communication styles and recognize why assertive communication is the most effective. Handouts will be read in class in addition to videos to explain passive, aggressive, passive-aggressive, and assertive communication. Students will practice using "I statements" using a situation with someone in their life with whom they need to be assertive. Students will watch video clips to evaluate different perspectives and discuss their responses. Active listening skills will be introduced through discussion and videos, and then practiced with partners using various topics. A role-play assessment will allow students to demonstrate their understanding of effective interpersonal communication. Madison Youth Services will provide a 1-2 day anti-bullying program, "Who's Got the Power".

Stage 1: Desired Results - Key Understandings

Standard(s)

Healthy and Balanced Living Curriculum Framework
Health Education 6-8

- Describe characteristics of healthy relationships (communication, respect, trust, and boundaries). (HR 1.3.8)
- Differentiate between healthy and unhealthy relationships. (HR 1.4.8)
- Explain why it is wrong to tease others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts). (HR 1.5.8)
- Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence. (VP 1.1.8)
- Describe short- and longterm consequences of violence to perpetrators, victims, and bystanders. (VP 1.2.8)
- Demonstrate the use of effective verbal and nonverbal communication skills to enhance health. (IC 4.1.8)
- Demonstrate effective peer resistance and negotiation skills to avoid or reduce health risks. (IC 4.3.8)
- Demonstrate how to effectively communicate empathy and support for othe (IC 4.6.8)

Transfer

Students will be able to independently use their learning to...
T1 Respectfully and responsibly communicate with others from a variety of backgrounds and perspectives.
T2 Respond to situational challenges and social interactions based on consideration of societal norms, safety, and belief systems.

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** Students demonstrate effective communication which involves active listening, speaking, and recognizing nonverbal behavior. **U2** Communicating feelings can help others to understand and/or help. **U3** Individual actions can influence others thinking and actions. **U4** Students differentiate between situations requiring peer support and requiring adult professional help.	*Students will keep considering...* **Q1** What strategies can I use to help me in this moment? **Q2** How can I express how I am feeling? **Q3** How do I listen and show that I have heard you? **Q4** What is the main issue and who can help me to deal with it?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** Assertive communication is an effective and healthy communication style.	*Students will be skilled at...* **S1** Demonstrating assertive communication skills

Stage 1: Desired Results - Key Understandings		
Madison Public Schools Profile of a Graduate • Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1) • Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)	**K2** There are benefits to being an ally when supporting peers. **K3** Refusal skills are effective strategies and techniques that can be used to avoid risky situations **K4** Vocabulary: Bystander, ally, bully, communication, empathy, active listening, "I statement", passive, aggressive, assertive, passive-aggressive, refusal skill, power dynamic, harassment, abuse, non-verbal communication, compromise, negotiation.	**S2** Using effective communication skills to develop positive relationships **S3** Recognizing how being an ally can contribute to positive peer interactions **S4** Identifying trusted adults in their lives at home, at school, and in the community