Health I - Unit 1 - Interpersonal Communication

Unit Focus

Students will demonstrate the ability to use interpersonal communication skills to enhance, rather than compromise, health. Students will have the opportunity to practice and reflect on their interactions with others. The content to achieve these goals will include healthy relationships, violence prevention, and stress management. Students will also be trained in QPR suicide prevention strategy during this unit by a Madison Youth and Family Services staff member.

Stage 1: Desired Results - Key Understandings

Standard(s)

CT School Counseling Standards
CT Counseling: 9-10

- Identify when self or others are struggling with suicidal ideation and who to go to for help (S/ E4.5)

Healthy and Balanced Living Curriculum Framework
Health Education 9-12

- Identify characteristics of healthy and unhealthy relationships (communication, trust, boundaries, respect). (HR 1.2.12)
- Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure. (HR 1.5.12)
- Evaluate effective strategies for handling challenges in relationships (e.g., family members, peers, and significant others). (HR 1.6.12)
- Describe how prosocial behaviors can help prevent violence. (VP 1.1.12)
- Explain how bystanders can help prevent violence by reporting dangerous situations or actions. (VP 1.3.12)
- Examine strategies for mitigating the effects of chronic stress and trauma on mental health and learning. (MEH 1.5.12)
- Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others (suicide prevention awareness). (MEH 1.6.12)
- Identify trusted adults and resources for assistance. (MEH 1.14.12)
- Demonstrate effective peer resistance (refusal skills), negotiation, and collaboration skills to avoid engaging in unhealthy behaviors. (IC 4.2.12)

Transfer

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

Meaning

Understanding(s)

Students will understand that...
U1 Students analyze their own behavior and the behavior of others to shape personal boundaries.
U2 People who respect individual rights and roles engage in respectful exchanges that allows others to understand what is being shared.
U3 Students use prior knowledge, active listening, and communication to accept and/or tolerate other opinions and beliefs.
U4 People consider their audience and weigh word choice when discussing difficult or sensitive topics.
U5 Students demonstrate effective communication which involves active listening, speaking, and recognizing nonverbal behavior.
U6 People monitor and identify warning signs of stress and intervene when strategies can mitigate.
U7 Students differentiate between situations requiring peer support and requiring adult professional help.

Essential Question(s)

Students will keep considering...
Q1 How do I assess and address my relationships to ensure they are healthy?
Q2 How do I respect my rights and the rights of others?
Q3 How do I listen and show that I have heard you?
Q4 What behaviors should I employ in my current situation?
Q5 How does my body alert me that I am feeling stressed (internal)? What are my personal triggers that cause stress (external)?
Q6 When do we have a social responsibility to take action?

Stage 1: Desired Results - Key Understandings

- Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict. (IC 4.3.12)
- Demonstrate how to effectively ask for assistance to improve personal health. (IC 4.4.12)

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)

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** boundaries are useful in creating and maintaining healthy relationships and self-confidence. **K2** that reporting dangerous situations, risky behaviors, and statement can prevent violence or self-harm. **K3** refusal skills. **K4** strategies for addressing issue in relationships and situations. **K5** strategies such as mindfulness, and breathing techniques that can help them navigate stressful situations and the identified stressors. **K6** Vocabulary: Social and prosocial behaviors, refusal skills, boundaries, "I messages," affirmative consent, eustress, acute stress, toxic stress.	*Students will be skilled at...* **S1** creating and maintaining boundaries. **S2** navigating different types of relationships and situations. **S3** understanding the elements of a healthy relationships. **S4** communicating and negotiating responsibly, respectfully, and collaboratively in order to minimize interpersonal conflict. **S5** asking for help for themselves or others. **S6** identifying, navigating, and decreasing stressors from their life. **S7** understanding the difference of being a bystander and upstander.