

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Interpersonal Communication – HS Health

Unit	Interpersonal Communication
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Effective communication enhances personal, family, and community health.</p> <p>The health skill, <i>Interpersonal Communication</i>, guides students to better understand, practice, and reflect on their interactions with others. By providing students with a safe space to practice strategies for healthy communication, students are more prepared to handle social situations throughout their life. <i>Interpersonal Communication</i> is written in four stages: Communication Techniques, Boundary Setting/Refusal Skills, Conflict Resolution, and Collaboration. Each stage of this model supports students to better understand themselves and their community while working toward having more authentic, intentional dialogue with others.</p> <p>The four stages of <i>Interpersonal Communication</i> were designed to support the growth of each student toward more complex levels of communication, beginning with the individual and ending with effective group work. These stages were developed in sequential order to ensure strategies build upon one another, leading to more inclusive, authentic, and collaborative teamwork.--www.rmc.org</p>
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p><u>Standard 1</u></p> <ul style="list-style-type: none"> ● Can students analyze characteristics of healthy relationships and explain how to build and maintain healthy relationships with family members, peers, and boyfriends and girlfriends? ● Can students evaluate strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends? ● Can students analyze situations that could lead to being pressured to having sex? ● Can students examine situations that could lead to tobacco use and summarize the long-term health benefits of abstaining from or discontinuing tobacco use? ● Can students analyze why it is important to understand the perspectives of others in resolving a conflict situation? ● Can students summarize why the presence of weapons increases the likelihood of injury and why it is important to tell an adult if there are people who are in danger of hurting themselves or others?
<p>Power Standards</p>	<p>Standard 4: Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>

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<p>Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>HS 4.1 Compare and contrast effective communication skills to improve healthy relationships and/or reduce engaging in risky behaviors.</p> <p>HS 4.2 Analyze and demonstrate how to effectively manage personal information in electronic communications.</p> <p>HS 4.3 Choose healthy ways to express affection within relationships.</p> <p>HS 4.4 Use consensual, consistent language to set personal limits and explain its implications for decision-making to avoid risky behaviors.</p>
<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>1.14 Analyze characteristics of healthy relationships and explain how to build and maintain healthy relationships with family members, peers, and boyfriends and girlfriends.</p> <p>1.15 Evaluate strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.</p> <p>1.28 Analyze situations that could lead to being pressured to having sex.</p> <p>1.31 Examine situations that could lead to tobacco use and summarize the long-term health benefits of abstaining from or discontinuing tobacco use.</p> <p>1.34 Analyze why it is important to understand the perspectives of others in resolving a conflict situation.</p> <p>1.38 Summarize why the presence of weapons increases the likelihood of injury and why it is important to tell an adult if there are people who are in danger of hurting themselves or others.</p>
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>Refusal skills Conflict resolution skills Consensual language Characteristics of Healthy Relationships Unhealthy relationships Effects of tobacco use Assertive communication Passive communication Aggressive communication Passive-aggressive communication Eye contact Verbal Non verbal I-messages Active listening Polite Emotions Tone of voice Peer pressure</p>

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	<p>Conflict Triggers Win-win situations Trade Compromise Cooperation Defuse Negotiation Fairness Respectful tone point of view. Consequences Trusted adult Internal refusal External refusal Self statements Personal responsibility Active listening, Consensus Collaboration Agreements Negotiation</p>
<p><u>Cross Curriculum Connections</u> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Communication Skills Physical Education: Students effectively communicate game strategies to other students during game play. Students use effective communication to support other students. Language Arts: Public speaking, debate, writing. Technology: Examine online video, movies, for effective or ineffective communication. Create short video clips of effective communication skills. Social Studies: Examine current and historical events through the lens of effective and appropriate communication. Business: Oral speaking, presentations, job interviews. Vocational: collaboration, creating projects, service learning. Refusal Skills Music, Art: Create posters depicting refusal communication techniques.</p>

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	<p>Physical Education: Use effective communication techniques and refusal skills during physical education</p> <p>Language Arts: Reading stories about others who use and analyze their actions and refusal skills. Writing prompts analyzing character and plots for how they used refusal skills. Analyze media clips for positive and negative refusal techniques.</p> <p>Social Studies - Choose a historical event and determine if the refusal technique was effective. Explain the situation from alternate points-of-view. Analyze cultural norms of specific societies and how they may impact refusal skills.</p> <p>Conflict Resolution</p> <p>Physical Education: Compromise in team situations and evaluate how compromise can increase the team's goals.</p> <p>Language Arts: Analyze the themes of conflict and identify in a piece of literature.</p> <p>Social Studies: Study a conflict in American History And analyze how things would have been different if they would have come up with a different solution.</p> <p>In any content area, teaching students how to listen and resolve conflict can support the overall learning environment.</p> <p>21st Century Skills</p> <ul style="list-style-type: none"> ● Collaboration ● Communication ● Problem Solve ● Social Skills
<p>Assessing Learning</p> <p>How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<p>Standard 4: Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>In grades 9-12, students will show mastery of general communication skills when they are able to effectively communicate thoughts, feelings, and ideas assertively, advocate for positive change, and be able to demonstrate the communication skills of restating, reframing, clarifying and summarizing. Mastery also includes their ability to use these skills in situations involving conflict management, negotiation, refusal, and asking for help/support.</p> <p>Students can compare and contrast effective communication skills to improve healthy relationships and/or reduce engaging in risky</p>

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	<p>behaviors. Students can analyze and demonstrate how to effectively manage personal information in electronic communications. Students can choose healthy ways to express affection within relationships. Students can use consensual, consistent language to set personal limits and explain its implications for decision-making to avoid risky behaviors.</p> <p>Mastery of conflict management/negotiation involves the student being able use strategies to avoid and defuse conflict. Students need to be able to demonstrate skills and strategies to enhance personal health.</p> <p>Mastery of refusal skills in 9-12 grades, is that students are also able to determine what situations they need to use refusal skills and demonstrated strategies that show that they can avoid and/or say no in unhealthy or unsafe situations.</p>
<p><u>Instructional Strategies and Other Resources</u></p>	<p>https://www.aeseducation.com/blog/what-are-21st-century-skills</p> <p>www.rmc.org</p> <p>https://healthsmartva.org/</p> <p>www.</p> <p>https://www.cdc.gov/healthyschools/sher/standards/4.htm</p> <p>Lesson Planning for Skills-Based Health Education</p>
<p><i>**Each Unit Framework guides planning and delivery of instruction. An Instructional Planning Companion tool to guide instructional planning (Unit/Lesson Plans) can be found on the Curriculum Platform.</i></p>	