

# FAYETTE COUNTY PUBLIC SCHOOLS

## Unit Framework for Interpersonal Communication – 8th Health

Unit	Interpersonal Communication
<p><b>Big Ideas</b> What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>General communication techniques consist of behaviors that are needed in any communication situation. More time should be spent on speaking and listening skills in the earlier grades. However, they need to be continually reinforced throughout the students' PreK-12 experience. Mastery of these skills is critical for students to become successful in applying them towards other interpersonal communication scenarios and for a specific purpose, such as Boundary Setting/Refusal Skills, Conflict Resolution, or/ and Collaboration.</p> <p>The general communication skills consist of behaviors that are needed in any communication situation. More time will be spent on these skills in the earlier grades. However, they need to be continually reinforced throughout the students' PK-12 experience. Mastery of these skills is critical for students to become successful in applying them towards other interpersonal communication scenarios and for a specific purpose.</p> <p>In grade 6-8, students are concentrating on listening skills, using a respectful tone when responding to adults and peers, and learning some techniques on how to control emotions. Teachers are starting to help students understand the needs of others. This is important when becoming an effective communicator.</p> <p>Refusal skills are important for helping students avoid and escape unhealthy situations. Refusal skills are related to decision making skills. Students use refusal skills to act on decisions they have already made. In grades 6-8, students have a concept about saying no to strangers. As a result, most of the pressure to engage in unhealthy behaviors comes from internal influences or from the external influences such as peer pressure. Students need to be able to use a variety of strategies to say no in different situations. In grades 6-8 students begin to use the refusal strategies in a broader model that examines the internal or external conflicts in a situation, determines consequences, identifies a specific refusal technique, handles pressure while leaving the door open when needed, and reflects on the effectiveness of the technique.</p> <p>Conflict is a normal, and even healthy part of a relationship. Conflict is inevitable, learning to deal with it in a healthy way is crucial and when not managed effectively it can be harmful. Conflict resolution uses two overlapping models defusing conflict and negotiation skills. It is important for students to have the ability to first defuse conflict and identify if they should negotiate or ask for help. Defusing conflict is a</p>

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key communication skill that allows for effective negotiation. Being able to defuse conflict and negotiate are important skills for students to learn and practice.

In grades 6-8, resolving conflict requires students to practice active listening skills to find common ground to compromise. Students will practice non-violent strategies to resolve and defuse conflict. Additional strategies are added to this model as students are more able to effectively communicate with others. Students will work towards win-win negotiation. Negotiation may also take on more serious content, and context around reducing or minimizing risky behaviors.

Collaboration skills is one of the recognized 21st century skill areas. It is important for students to know how to work in group situations to accomplish common goals. These skills are introduced and reinforced throughout their PK-12 experience. By the time they reach high school, they should have the skills necessary to successfully contribute to a group situation.

Collaboration skills at the 6-8 grade level involves moving beyond partner work into more independent small group situations. Individuals in the groups are expected to take on different roles and responsibilities. Group norms need to be established with teacher guidance and respected while completing the task in the small groups.

Source: [www.rmc.org](http://www.rmc.org)

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<p><b>Essential Questions</b> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 1</p> <ul style="list-style-type: none"> <li>• Can students differentiate healthy and unhealthy relationships?</li> <li>• Can students describe the importance of seeking help and treatment for common infectious diseases and chronic diseases and summarize health practices to prevent the spread of disease?</li> <li>• Can students describe the factors that contribute to and that protect against engaging in sexual behavior and explain the importance of setting personal limits to avoid sexual risk behaviors?</li> <li>• Can students describe how power and control differences in relationships can contribute to aggression and violence and describe how prejudice, discrimination and bias can lead to violence?</li> <li>• Can students explain that rape and sexual assault should be reported to a trusted adult?</li> </ul> <p>Standard 4</p> <ul style="list-style-type: none"> <li>• Can students apply effective verbal and nonverbal communication skills to enhance health and promote healthy behaviors/relationships?</li> <li>• Can students demonstrate how to ask for assistance to enhance the health of self and others?</li> <li>• Can students demonstrate refusal and negotiation skills to avoid or reduce health risks?</li> <li>• Can students demonstrate effective conflict management and/or resolution strategies?</li> </ul>
<p><b>Power Standards</b> Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 4: Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>8.4.1. Apply effective verbal and nonverbal communication skills to enhance health and promote healthy behaviors/relationships.</p> <p>8.4.2. Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>8.4.3. Demonstrate refusal and negotiation skills to avoid or reduce health risks.</p> <p>8.4.4. Demonstrate effective conflict management and/or resolution strategies.</p>
<p><b>Supporting Standards</b> Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>8.1.5. Differentiate healthy and unhealthy relationships.</p> <p>8.1.6. Describe the importance of seeking help and treatment for common infectious diseases and chronic diseases and summarize health practices to prevent the spread of disease.</p> <p>8.1.9. Describe the factors that contribute to and that protect</p>

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	<p>against engaging in sexual behavior and explain the importance of setting personal limits to avoid sexual risk behaviors.</p> <p>8.1.12. Describe how power and control differences in relationships can contribute to aggression and violence and describe how prejudice, discrimination and bias can lead to violence.</p> <p>8.1.13. Explain that rape and sexual assault should be reported to a trusted adult.</p>
<p><b><u>Essential Vocabulary</u></b>          What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>peer pressure, consequences, trusted adult, assertive, aggressive, passive, communication, internal refusal, external refusal, self statements, conflict, triggers, win-win situations, trade, compromise, cooperation, defuse, negotiation, fairness, respectful tone point of view, personal responsibility, assertive, active listening, cooperation, compromise, consensus, collaboration, agreements, eye contact, verbal, nonverbal, I messages, active listening, polite, emotions, tone of voice</p>
<p><b><u>Cross Curriculum Connections</u></b>          Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Music, Art</p> <ul style="list-style-type: none"> <li>● Students communicate their feelings effectively through arts and music. Create posters depicting communication techniques.</li> <li>● Create posters depicting refusal communication techniques.</li> </ul> <p>Physical Education</p> <ul style="list-style-type: none"> <li>● Students effectively communicate game strategies to other students during game play. Students use effective communication to support other students.</li> <li>● Use effective communication techniques and refusal skills during physical education.</li> <li>● Compromise in team situations and evaluate how compromise can increase the team's goals.</li> </ul> <p>Language Arts</p> <ul style="list-style-type: none"> <li>● Reading stories about others who use general communication skills.</li> <li>● Reading stories about others who use and analyze their actions and refusal skills.</li> <li>● Analyze the themes of conflict and identify in a piece of literature.</li> </ul> <p>Social Studies</p> <ul style="list-style-type: none"> <li>● Examine current and historical events through the lens of effective and appropriate communication.</li> <li>● Choose a historical event and determine if the refusal technique was effective. Explain the situation from alternate points-of-view.</li> </ul>

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	<ul style="list-style-type: none"><li>• Study a conflict in American History and analyze how things would have been different if they would have come up with a different solution.</li></ul> <p>Math</p> <ul style="list-style-type: none"><li>• Students use effective communication skills when explaining math concepts and reasoning to other students.</li></ul> <p>Technology</p> <ul style="list-style-type: none"><li>• Examine online video, movies, for effective or ineffective communication. Create short video clips of effective communication skills.</li></ul> <p>In any content area, teaching students how to listen and resolve conflict can support the overall learning environment.</p> <p>Collaboration Skills can be used in any content area during group projects, assignments, and during classroom activities.</p> <p>Source: <a href="http://www.rmc.org">www.rmc.org</a></p> <p>21st Century Skills</p> <ul style="list-style-type: none"><li>• Communication</li><li>• Collaboration</li></ul>
<p><b>Assessing Learning</b> How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<p>In grades 6-8, students will show mastery of general communication when they are able to effectively communicate thoughts, feelings, and ideas assertively. Mastery also includes their ability to use these skills in situations involving conflict management, negotiation, refusal, and asking for help.</p> <p>Mastery of refusal skills in grades 6-8, 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>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 collaboration in Grades 6-8 is observed when students can successfully collaborate in a way where they actively listen, communicate assertively, compromise, participate in a group decision, and demonstrate personal responsibility during the collaborative activity.</p>

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<b><u>Instructional Strategies and Other Resources</u></b>	<a href="https://www.aeseducation.com/blog/what-are-21st-century-skills">https://www.aeseducation.com/blog/what-are-21st-century-skills</a> <a href="http://www.rmc.org">www.rmc.org</a> <a href="https://healthsmartva.org/">https://healthsmartva.org/</a> <a href="https://www.cdc.gov/healthyschools/sher/standards/3.htm">https://www.cdc.gov/healthyschools/sher/standards/3.htm</a> Lesson Planning for Skills-Based Health Education
<b>**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.</b>	