

6th Grade Interpersonal Communications and Relationships

Vocabulary

1. Communication
2. Body Language
3. Physical Abuse
4. Neglect
5. Empathy
6. Refusal Skills
7. Compromise
8. Negotiation
9. Tolerance
10. Verbal
11. Assertive
12. Passive
13. Aggressive
14. Consequence
15. Bullied
16. Conflict Resolution
17. Collaborate

6.ICR.1.1 - Group Functioning - Classify behaviors as either productive or counterproductive to group functioning.

I. Pre-Test

- A. What behaviors are conducive to group functioning?
- B. What behaviors are counterproductive to group functioning?
- C. A well-functioning group will exhibit the following behaviors. List 4.

II. Notes

- A. A well-functioning group will exhibit the following behaviors:
 1. _____
 2. _____
 3. _____
 4. _____
- B. Other Characteristics of a Group
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

6.ICR.1.2 – 1.2 Implement verbal and nonverbal communication skills that are effective for a variety of purposes and audiences

I. Pre Test

- A. List all the communication styles that you know.
- B. Why is communication important?

- C. Why do you think it's important to have good communication in relation to life skills?
- D. What is the difference between verbal and nonverbal communication?

II. Notes

- A. Nonverbal Communication: _____
- B. Verbal Communication: _____
- C. Mixed Message: _____

6.ICR.1.3 - Use strategies to communicate care, consideration, and respect for others.

I. Pre-Test

- A. How can a person communicate care, consideration and respect for self and others?
- B. What is Passive Listening?
- C. List 5 DO's of Effective Listening
- D. List 5 DON'T's of Effective Listening

II. Notes:

- A. There are two ways of listening to someone when he or she is speaking to you.
 - 1. Passive Listening/Nonverbal:
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - 2. Active Listening:
 - a) _____
 - b) _____
 - c) _____
 - d) _____

B. DO's of Effective Listening

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

C. DON'T of Effective Listening

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

6.ICR.2.1 - The impact of early sexual activity on physical, mental, emotional, and social health.

I. Pre-Test

- A. List the challenges of social relationships during puberty and adolescence.
- B. What is puberty?

II. Notes

A. What is puberty?

- 1. in girls: _____
- 2. in boys: _____

B. Agree or Disagree? Why?

- 1. It is normal for teenagers to care about how they look.

- 2. It is normal for teenagers to want more freedom or independence.

- 3. It normal for teens to go against what their friends are doing.

- 4. It is normal for teenagers to have girlfriends/boyfriends.

- 5. Is it normal for teenagers to want to spend time with their friends?

6.ICR.2.2 - Summarize the responsibilities of parenthood.

I. Pre-Test

- A. What does it mean to be a good parent?
- B. What 6 things should all parents be providing for their children?

II. Notes:

A. Parents should provide:

- 1. _____
 - a) _____
- 2. _____
 - a) _____
 - b) _____
 - c) _____
 - d) _____
- 3. _____
 - a) _____
 - b) _____
- 4. _____
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____
- 5. _____
 - a) _____
 - b) _____

- c) _____
 d) _____
 e) _____
6. _____
 a) _____
 b) _____
 c) _____
 d) _____

6.ICR.2.3 - Use effective refusal skills to avoid negative peer pressure, sexual behaviors and sexual harassment.

I. Pre-Test

- A. What are the 3 types of communication?
- B. Define body language.
- C. What does it mean to be assertive?
- D. List 5 different ways that you can say no.

II. Notes

A. Types of Communication

	PASSIVE	AGGRESSIVE	ASSERTIVE
What the communicator says			
Tone of voice			
Eye Contact/Facial Expressions			
Posture/body language			
Communicator's attitude/feelings			
Other's attitude or feelings			
Intention			

B. Body Language:

1. 3 types of body language include:

- a) _____
- b) _____
- c) _____

C. Keys to Assertive Behavior:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

D. Ways to Say No

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

6.ICR.2.4 Use resources in the family, school, and community to report sexual harassment and bullying.

I. Pre-Test

- A. What is sexual harassment?
- B. What does “unwelcome” mean?
- C. List 5 examples of sexual harassment.
- D. What can you do if you think someone is being sexually harassed?

II. Notes

A. What percentage of middle school students reported that they had been bullied on school property?

B. What is sexual harassment?

C. What does “unwelcome” mean?

D. Examples of Sexual Harassment

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

E. What do you do if you think someone is being sexually harassed?

- 1. _____
- 2. _____
- 3. _____
- 4. _____

6.ICR.2.5 - Summarize strategies for predicting and avoiding conflict.

6.ICR.2.6 - Design nonviolent solutions to conflicts based on an understanding of the perspectives of those involved in the conflicts.

I. Pre-Test

- A. What is a conflict?
- B. What are 2 things you can do to resolve conflict?
- C. List 4 strategies for resolving conflict.

II. Notes

- A. What is conflict? _____
- B. What is a resolution? _____
- C. What is empathy? _____
- D. Violence can cause?
 - 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
- E. Conflict Avoidance Strategies
 - 1. _____
 - 2. _____
 - 3. _____
- F. Tips for Conflict Resolution
 - 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
 - 5. _____
- G. Strategies for Resolving Conflict
 - 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
 - 5. _____
 - 6. _____

6.ICR.2.7 - Explain the signs of an abusive relationship and access resources to help.

I. Pre-test

- A. What is an abusive relationship?
- B. What are some alerts that a relationship is unhealthy?
- C. What do you do to get help if a red flag pops up?

II. Notes

- A. What is an abusive relationship?

- B. What are some alerts that a relationship is a red flag?
 - 1. _____

Name: _____

Grade/Track: _____

-
2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____

C. What do you do if you have a red flag pop up?

1. _____
2. _____
3. _____

6.ICR.3.1 - Identify the challenges associated with the transitions in social relationships that take place during puberty and adolescence.

I. Pre-Test

- A. How long can a person be influenced by peer pressure?
- B. What is peer pressure?
- C. What is an example of positive peer pressure?
- D. What is an example of negative peer pressure?
- E. What are three techniques of assertive refusal?

II. Notes

A. Define peer pressure:

B. What are the three models of assertive refusals?

1. _____
2. _____
3. _____