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# Relationship Skills Handout 1b: Developmental Indicators Activity Answer Key

## Directions

After you complete the developmental indicators matching activity on Handout 1a, check your answers using the Answer Key below. Remember, although social and emotional competencies can be related to developmental indicators, individuals are constantly learning, and relearning competencies based on their context.

Reflect individually or as a group on the following questions:

* Did your answers differ from the ones on the Handout 1b answer key? Discuss your thought processes.
* As students develop, how might they be expected to display each relationship skills sub-competency in their classrooms at each grade band?
* Identify how the developmental indicators might change based on environmental context - at school versus at home versus with peers. Do you see your students differ in the use of these skills across contexts? How?
* Reflect on how students may develop, apply, or demonstrate developmental indicators differently based on their cultural context. How might these differences appear in your classroom?

**Key:** **EE** = Early Elementary, **LE** = Late Elementary, **MS** = Middle School, **HS** = High School

## Relationship Skills Sub-Competency 1:

Student will be able to establish and maintain healthy relationships.(Completed Sample)

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| **Grade Band: MS** | **Grade Band: HS** | **Grade Band: EE** | **Grade Band: LE** |
| * Understand the impact social media may have on relationships and develop appropriate responses to potential stressors. * Identify techniques for developing new positive relationships (greeting someone, complimenting and asking a question, welcoming or offering help). * Practice strategies for maintaining positive relationships (e.g., pursue shared interests and activities, spend time together, give and receive help, practice forgiveness). | * Understand the qualities of healthy dating relationships. * Practice strategies for maintaining positive relationships (e.g., pursue shared interests and activities, spend time together, give and receive help, practice forgiveness). * Recognize how relationships grow and change with peers, teachers, and others. | * Identify relationships that students have with others (e.g., teacher, peers, parents, siblings, etc.) * Identify qualities of a good friend. * Practice basic social skills to acquire new friends. | * With adult support, recognize characteristics of positive and negative relationships. * Recognize characteristics of caring and hurtful relationships. * Name the types of qualities they like and do not like in friends. |

## Relationship Skills Sub-Competency 2:

Student will be able to utilize positive communication and social skills to interact effectively with others

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| **Grade Band: EE** | **Grade Band: HS** | **Grade Band: LE** | **Grade Band: MS** |
| * Demonstrate care and respect for others and their needs by using polite language (which can vary by culture) * Utilize “active listening” skills. * With guidance from adults, learn to use “I” messages. | * Understand and be able to demonstrate how to effectively communicate with others in a variety of social situations. * Effectively demonstrate in social interactions how to present information to an audience of various backgrounds. | * Utilize “active listening” skills. * Express personal opinions and thoughts. * Identify and utilize respectful behaviors when interacting with others. * Use appropriate facial expressions, body language, and tone to support positive interactions. | * Effectively demonstrate in social interactions that the same norms and practices for face-to-face interactions apply to interactions through social and other media. * Practice effective communication techniques and skills. * Identify and be able to demonstrate the difference between passive, assertive, and aggressive communication. |

## Relationship Skills Sub-Competency 3:

Student will demonstrate respect for multiple perspectives.

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| **Grade Band: HS** | **Grade Band: MS** | **Grade Band: LE** | **Grade Band: EE** |
| * Define social networking, its role in social pressure, and its impact on their life. * Demonstrate the ability to be true to personal values when interacting with others. * Identify consequences of safe and risky behaviors. * Demonstrate the ability to be true to personal values when interacting with others. | * Understand the benefits of setting limits for themselves and others (boundaries). * Respond in a healthy manner to peer pressure in a way that allows the student to express their own views while maintaining the friendship. * Respond in a healthy manner to peer pressure with consideration of both personal values and the values of others. | * With adult support, distinguish between positive and negative peer pressure. * Identify and use appropriate strategies to cope with negative peer pressure. | * With adult support, recognize positive and negative influences from others (making smart choices in choosing friends). * With adult support, identify and demonstrate actions to handle negative influences from others. |

## Relationship Skills Sub-Competency 4:

Student will be able to demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

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| **Grade Band: MS** | **Grade Band: LE** | **Grade Band: EE** | **Grade Band: HS** |
| * Utilize conflict resolution strategies when presented with a conflict situation, with increasing independence, but not necessarily without adult support. | * Recognize conflict as a natural part of life. * With adult support, distinguish between destructive and constructive ways of dealing with conflict. * After learning a systematic process, with adult support, begin to apply the steps of a conflict resolution process (listening, express feelings, discuss solutions, make amends). * With adult support and guidance, begin to recognize difference between bullying and normal social conflict. | * With adult support, use a conflict resolution strategy when presented with a challenging situation. * With adult support, use “active listening” to listen to and understand their peers’ perspective when in conflict. | * Utilize effective communication skills to resolve conflicts. * Recognize the role miscommunication may play in creating conflicts. * Recognize the ways that bias and stereotype can fuel conflict and appropriate responses to these biases. |

**Relationship Skills Sub-Competency 5:**

Student will be able to identify who, when, where, or how to seek help for oneself or others when needed

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| **Grade Band: HS** | **Grade Band: EE** | **Grade Band: LE** | **Grade Band: MS** |
| * Recognize and know how to access available community resources. * Identify qualities for a trusting role model. * Utilize self-advocacy strategies. | * With adult support, can identify situations where one can help others. * With adult support, can identify an adult he/she trusts. * Explain situations in which one needs to seek adult help (big problems such as “I’m lost”/small problems such as “My shoelace is knotted”). * With adult guidance, can identify how and where to get help in an emergency. * Identify people who one can go to for help. | * Identify qualities of trusted role models. * Understand how and when to help in various situations. * Explain situations in which one needs to seek adult help (big problems/small problems). | * Recognize and know how to access available community resources. * Identify qualities of a trusting role model. * Utilize self-advocacy strategies. |

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