

Relationship Skills Handout 5b: SEL Lesson Planning Tool Sample Indicators and Teaching Strategies

**Relationship Skills** are the ability to establish and maintain healthy and rewarding relationships with individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict, and seeking and offering help when needed.

## **Sub-Competency 1:**

Student will be able to establish and maintain healthy relationships

**Sample Indicators/Learning Objectives:**

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| --- | --- | --- | --- |
| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| * 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. | * 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. |

**Sample Teaching Strategies:**

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| --- | --- | --- | --- |
| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| * Students will analyze and discuss children’s stories with relationship themes. * Students will define what it means to be a friend and use common language about the skills involved in being a good friend (e.g., sharing, listening, supporting, encouraging). * Students will practice introducing themselves to each other and students from another class. * Students will pick a friend to write a “My Buddy” book about their friend and why they’re friends. | * Student will analyze relationships in lessons and books and build upon the types of and definition of good relationships. * Students will compare and contrast characters in a story to determine what makes one character likable. * Have students respond to a clip that shows quality friendship and one that shows a negative relationship. | * Students will work in small groups and use scenarios to identify and practice proper online behavior. * Students will define the behaviors that can support or erode a relationship and reflect and develop on those behaviors after working in groups. * Students will write a hypothetical story pretending that they were moving away and in a new school. How would you go about making new friends? How would you try to maintain your relationship with your friends at this school? | * Encourage journaling about values and relationships. * Facilitate class discussion on scenarios describing three high school friendships. All with challenges but to different degrees. * Have students participate in grade level school spirit events that requires group work and results in a piece that showcases the power of strong teamwork. * Project based learning activities that organize students into teams. |

## **Sub-Competency 2:**

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

**Sample Indicators/Learning Objectives:**

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| --- | --- | --- | --- |
| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| * 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. | * 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. | * 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. |

**Sample Teaching Strategies**

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| --- | --- | --- | --- |
| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| * Have students participate in a kindness week and create Kindness cards to handout when they hear exceptionally polite language. * Students will receive a written story from their teacher after they have read it, the teacher will keep the story and the students will tell their partners the story. After the students will continue to discuss back and forth until they come to an agreement what the original story was. * Students will practice using “I” messages during their morning meetings to describe how they’re feeling and how do they plan on making it a great day. * Students will practice welcoming a new student to their classroom. * In small groups students will practice taking turns during discussions. | * Students will complete the word problems assigned to them, where one student act as a scribe and the other would be the reporter. * Students will write “I” messages to create a “Know your class board” so students can see an effective way to communicate different emotions. * Students will create acrostic poems detailing how they can act respectfully towards one another. * Students will act out scenarios, where they will say “nice” things, but will use inappropriate facial expressions or tones to communicate them. Afterwards have students comment on how tone and facial expressions distorted the message. * Discuss age-appropriate physical and emotional cues of a certain feeling/emotion. | * Provide opportunities for students to work in in-class simulations of proper actions and reactions to a topic. * Students will design plays to show positive and negative reactions in different settings. * Have students apply a “online etiquette” rubric to a transcript. * Watch several clips that demonstrate different types of communication. Have students categorize the communication and explain why they chose that category. * Students will practice how to ask a question during a discussion. | * Students will work in small groups to problem solve (ex. Build a house with tape, pipe cleaners, paper clips) and then give verbal presentations to explain the sequence and specific details on how group worked cooperatively. * Teach a process where students can reflect on and evaluate their communication skills at the end of a project. * Have students prepare a speech to deliver and provide them with information about several different populations represented in the audience. After, have them reflect on how they adjusted their speech to reflect the different members of the audience. |

## **Sub-Competency 3:**

Student will be able to identify ways to resist inappropriate social pressure**.**

**Sample Indicators/Learning Objectives:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| * 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. | * With adult support, distinguish between positive and negative peer pressure. * Identify and use appropriate strategies to cope with negative peer pressure. | * 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. | * 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. |

## **Sample Teaching Strategies:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| * Students will analyze and explore stories with social pressure themes. | * Students will discuss variety of outcomes and consequences to role play situations. * Have students write a story about a pretend student who is stuck in a difficult situation and how he/she can get out of it. | * Students will write essays, poems to show positive and negative reactions in different settings. * Facilitate a classroom discussion on how to effectively set boundaries. * Find examples in literature showing both negative and positive reactions and their consequences. | * Students will read and respond to some current event articles detailing the effects social media is having students. * Students will journal to detail their non-negotiables and how they can make sure they are true to themselves despite feeling pressured to do something out of character. * Students will read literature demonstrating consequences and results of risky behaviors. |

## **Sub-Competency 4:**

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

**Sample Indicators/Learning Objectives:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| * 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. | * 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. | * Utilize conflict resolution strategies when presented with a conflict situation, with increasing independence, but not necessarily without adult support. | * Utilize effective communication skills to resolve conflicts. * Recognize the role of miscommunication may play in creating conflicts. * Recognize the ways that bias and stereotype can fuel conflict and appropriate responses to these biases. |

## **Sample Teaching Strategies:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| * Students will analyze and discuss children’s literature with conflict resolution themes. * Students will demonstrate and model solutions to conflicts. * With adult guidance, students will use “I” messages during recess when there is conflict over materials. * Students will engage in active listening as students share their stories about a time they got into an argument with their family member. | * Students will demonstrate and model solutions to conflicts. * Students will watch clips to see variety of people (different ages, cultures, etc.) facing conflict and coming to a resolution. * Students will create parallel comic strips explaining the “2 wrongs don’t make a right” where one has a character that takes destructive approach to conflict and the other a productive approach. * Students will create conflict resolution flyers detailing the conflict resolution process to hang up in the hall. * Students will participate in a bullying lesson, where they will describe the difference between bullying and conflict. | * Students will explore literature and short stories that involve conflict. Students will detail how the character’s conflict is similar to one they faced. * Students will identify opportunities where conflict resolution was or should have been used and come up with alternative endings if needed. * Students will apply the conflict resolution process to a historical event and theorize how the world would be different if they followed this process. | * Students will role play conflict scenarios and possible constructive ways to handle them. * Students will compare a conflict they endured to a character in literature. After, they will determine if they faced similar consequences and if not why? * Students will be given 2 slightly different accounts of the same scenario. Students will write a persuasive essay to try and convince the reader why one approach was more just then the other. Afterwards, the students will swap their accounts and determine if they would like to adjust their response. * Students will review historical events, where bias and stereotyping encouraged conflict. |

## **Sub-Competency 5:**

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

**Sample Indicators/Learning Objectives:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| * 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. | * Recognize and know how to access available community resources. * Identify qualities for a trusting role model. * Utilize self-advocacy strategies. |

## **Sample Teaching Strategies:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| * Students will set up a small community to act out and demonstrate situations that may need help in an emergency and who to trust. * Students will role play situations in which help is required (for themselves and for others). * Have a community member come in and talk to students about their jobs and how they can help in simple terms. * Have a law enforcement officer visit the classroom to explain to students the different situations where they would or would not need adult help. | * Make available service learning opportunities that are student lead and incorporate critical reflection opportunities. * Students will do a community outreach project. * Students will practice emergency response drills to understand when they absolutely need an adult. * Students will create charts detailing who, when and how to ask for help. | * Bring community members into the classroom to discuss with students. * Make available service learning opportunities that are student led and incorporate critical reflection opportunities. * Have students draft letters to state or national entities reflecting a need of their community. | * Make available service learning opportunities that are student led and incorporate critical reflection opportunities. * Students will team up with a variety of local groups or businesses to tackle community problems. * Have students design a peer court for minor issues in their school. * Have students examine trustworthy vs. deceptive marketing when deciding whether a resource is trustworthy. |

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