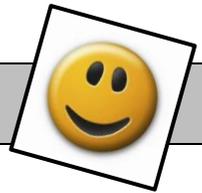
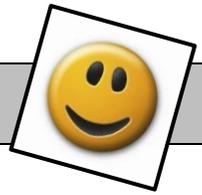


**UNIT OVERVIEW**

STAGE ONE: Identify Desired Results			
Established Goals/Standards	<p><b>NYS HEALTH SKILLS &amp; FUNCTIONAL KNOWLEDGE:</b></p> <p>CM.1.2 Demonstrates effective verbal (assertiveness) and nonverbal communication skills to enhance health.</p> <p>CM.1.3 Demonstrates healthy ways to express needs, wants and feelings.</p> <p>CM.1.8. Analyzes possible causes of conflict and demonstrates negotiation skills and other strategies to manage conflict in healthy ways.</p> <p>CM.1.9 Demonstrates the ability to work in groups with shared responsibilities, benefits, and risks to enhance health.</p> <p>Source: "A Guidance Document For Achieving the New York State Standards In Health Education" (2005)</p> <p><a href="http://www.p12.nysed.gov/sss/documents/GuidanceDocument4.25.update.pdf">http://www.p12.nysed.gov/sss/documents/GuidanceDocument4.25.update.pdf</a></p>	Long-Term Transfer Goal	
		<p><i>At the end of this unit, scholars will use what they have learned to independently...</i></p> <ul style="list-style-type: none"> <li>• Make healthy choices and develop life skills that support a healthy, active lifestyle.</li> </ul>	
		Meaning	
		<p><b>Enduring Understandings</b> <i>Scholars will understand that...</i></p> <ul style="list-style-type: none"> <li>☆ What you say and how you say it is important.</li> <li>☆ Effective communication skills can be used to build relationships.</li> <li>☆ Working well with others requires good communication skills.</li> </ul>	<p><b>Essential Questions</b> <i>Scholars will consider such questions as...</i></p> <ul style="list-style-type: none"> <li>• What does it take to be on a team?</li> <li>• How do you like to be treated?</li> <li>• Does it matter HOW you say it?</li> </ul>
		Acquisition	
<p><i>What knowledge will scholars learn as part of this unit?</i></p> <ul style="list-style-type: none"> <li>• The communication "dos" and "don'ts"</li> <li>• Definitions of passive, aggressive and assertive</li> <li>• Assertiveness skills</li> <li>• Using "I-statements" to practice assertiveness</li> <li>• The role of body language in communication</li> <li>• Identify and use skills that are essential for working with others</li> <li>• Giving directions should be clear and concise.</li> <li>• Barriers to communication</li> <li>• Conflict can arise due to poor communications skills or misunderstandings.</li> </ul>	<p><i>What skills will scholars learn as part of this unit?</i></p> <ul style="list-style-type: none"> <li>• Assertiveness skills</li> <li>• Communication skills</li> <li>• Working in a group</li> <li>• Asking open-ended questions</li> <li>• Listening skills</li> </ul>		



STAGE TWO: Determine Acceptable Evidence	
	Assessment Evidence
<p>Criteria to assess understanding: <i>(This is used to build the scoring tool.)</i></p> <ul style="list-style-type: none"> <li>• Knowledge of Communication skills</li> <li>• Demonstration of assertiveness</li> <li>• Application of Communication skills while working with peers</li> </ul>	<p>Performance Task focused on Transfer: Scholars will work in groups, partners or individually to create a project (role-play, short story or comic strip) that demonstrates <u>effective</u> communication skills. Scholars will share their work with their peers using a gallery walk format. The project will be accompanied by a reflective writing task that asks scholars to identify both effective and ineffective communication skills that may have been demonstrated by themselves and their peers during the work period and Gallery Walk.</p> <hr/> <p>Other Assessment Evidence:</p> <ul style="list-style-type: none"> <li>• Chain Challenge</li> <li>• Communication Do's and Don'ts Exit Ticket</li> <li>• Role-plays and discussion</li> <li>• My Barrier Exit Ticket</li> <li>• "Stating My Position"</li> <li>• Student Role-plays (student volunteers)</li> <li>• Assertiveness Review Game Data</li> </ul>



T, M, A (Code for Transfer, Meaning Making and Acquisition)	<b>STAGE THREE: Plan Learning Experiences</b>	
A, M	<p><b>Learning Events:</b></p> <p><u>Lesson 1, “Team Builders”</u>: Scholars will begin with a sorting task classifying the communication dos and don’ts. Scholars will participate in 2-3 team building activities. (“Marble Tunnel” or “Bull’s Eye” and “Chain Challenge”.) Each activity will be followed by a discussion. The “Chain Challenge” involves students getting feedback from the teacher about cooperation or communications skills observed throughout the activity. After processing the activity, scholars will be introduced to the Communication Do’s and Don’ts. Scholars will end the class completing and Exit ticket. <b>(2 class blocks)</b></p>	<p><b>Evidence of learning:</b> (formative assessment)</p> <ul style="list-style-type: none"> <li>• Chain Challenge</li> <li>• Communication Do’s and Don’ts Exit Ticket</li> </ul>
A, T	<p><u>Lesson 2, Barriers to Communication</u>: Scholars will begin with a “Do Now” that gauges prior knowledge about barriers to communication. Scholars will then participate in a “Turn and Talk, Say it in your own words” protocol to process the “Barriers to Communication” note sheet. After processing scholars will be instructed work in groups to create a role play that demonstrates a barrier to communication. As groups present their barriers, the audience will identify the barrier that is being demonstrated. The lesson will end with scholars completing an exit ticket wherein students identify and describe their biggest barrier in communicating with others.</p>	<ul style="list-style-type: none"> <li>• Role-plays and discussion</li> <li>• My Barrier Exit Ticket</li> </ul>
A, T	<p><u>Lesson 3, Assertiveness</u>: After completing a journal task wherein scholars identify their style of dealing with others, scholars will learn the definitions of passive, aggressive and assertive. The focus of the mini-lesson will be on assertiveness and using I-statements. Scholars will then practice being assertive using the hand out “Stating My Position”. After discussing scholars’ answers, we will role-play some of the scenarios on the page, focusing on authenticity. If time allows, we will play the Assertiveness Review game on Kahoot.</p>	<ul style="list-style-type: none"> <li>• “Stating My Position”</li> <li>• Student Role-plays (student volunteers)</li> <li>• Assertiveness Review on Kahoot!</li> </ul>
T	<p><u>Lesson 4, Communication Project</u>: Scholars will begin working on their performance tasks. Performance tasks will be presented 20 minutes into the class block on the second day. This will allow time for students to complete the writing reflection once all groups have presented their work. <b>(3 blocks)</b></p>	