Andrea Peterson  
Grade: 10  
Topic: Improving social and relationship skills

Lesson Plan 1- Scope and Sequence  
I. Relationships  
A. “A relationship is a bond or connection you have with another person” (Merki & Merki, 2004, 248).  
B. Types of relationships we have (Merki & Merki, 2004, 248).  
1. Family  
2. Friends  
3. Intimate  
4. Community/School  
5. Social  
6. Work  
C. Why are relationships so important?  
1. They enhance all sides of the health triangle (Merki & Merki, 2003, 249).  
   a. Social Health  
   b. Physical Health  
   c. Mental/ Emotional Health  
4. Helps to develop communication skills.  
5. Helps to develop dating skills (Hubbard, 1997).  
6. Helps to develop decision-making skills.  
7. Helps to develop listening skills.  
8. Teaches you: (Merki & Merki, 2004, 251)  
   a. Mutual respect and consideration  
   b. Honesty  
   c. Dependability  
   d. Commitment  
   e. Loyalty  
   f. Trustworthiness  
D. Stats on relationships in the US.  
1. 1 and 2 teens say they can trust their parents (Statistics, unknown online).  
2. 75% girls whose group of close friends is composed of high-risk friends is twice as likely to initiate intercourse (Statistics, unknown online).  
3. Number of marriages in 2001 alone: 2,327,000(Center for Disease Control and Prevention [CDC], 2001 population (CDC, 2001, online).  
4. Divorce rate: 4.0 per 1,000 total population (CDC, 2001, online).  
5. Marriage rate: 8.4 per 1,000 total  
6. About 43% of first marriages end in separation or divorce within 15 years (CDC, 2001, online).
7. The older the bride the longer the marriage will last (CDC, 2001, online).

Lesson Plan 2- Scope and Sequence
II. Family Relationships
A. How are families made?
   1. Blood
   2. Adoption
   3. Marriage
   4. Invitation/Agreement
B. What kind of families are there (Post, 1996, 28-29)?
   1. Blended
      a. Family created by the joining of 1 or 2 single parents.
   2. Childless
      a. A couple who chooses not to have children.
   3. Dual-Working
      a. Both parents work outside the home.
   4. Extended
      a. The members of traditional family along with other relatives live together.
   5. Single Parent
      a. One parent with children.
   6. Single
      a. Choosing to live alone
   7. Traditional
      a. Composed of a mother, father and children.
C. Why families are important.
   1. Protect you from harm (Heit & Meeks, 1999, 53).
      a. Provide shelter, food and protection (Post, 1996, 16).
      b. Care for you when you are sick or injured.
   2. Teach you responsibility.
      a. Through healthy and positive actions (Post, 1996, xvii).
   3. Help you prepare to be an authority figure.
III. Healthy Family Relationships
A. Characteristics of a healthy family relationship
   1. Shared responsibility
      a. Child (Heit & Meeks, 1999, 54-55)
         1) Make time for family members
         2) Respect the right to privacy
         3) Share (phone, computer, TV, bathroom)
         4) Complete chores
         5) Spend money within the limits of your family budget
         6) Take care of your belongings and your families
         7) Show appreciation
         8) Never use put-downs
b. Parent/ Guardian (Heit, Meeks, & Page, 2005, 204-206)
   1) Teach children self-respecting behavior.
   2) Teach children healthful attitudes toward sexuality.
   3) Teach children effective communication.
   4) Teach children clear sense of values.
   5) Teach children to make responsible decisions.
   6) Teach children to resolve conflicts.
   7) Teach children effective coping skills.
   8) Teach children to delay gratification.
   9) Teach children to express affection and integrate love and sexuality.
  10) Teach children to give and receive acts of kindness.
  11) Teach children a work ethic.
  12) Teach children to respect authority.

  c. Extended family  (Fowler, unknown, online)
   1) Support and strengthen all relationships in family.
   2) Continue to teach family.
   3) Stay in contact.

Lesson 3-Scope and Sequence
IV. Problems within Family Relationships
   A. Examples  (Heit, Meeks, & Page, 2005, 206-207):
      1. Chemical dependence
      2. Other addictions
      3. Perfectionism
      4. Physical abuse
      5. Emotional abuse
      6. Neglect
      7. Sexual abuse
      8. Abandonment
      9. Mental abuse
     10. Poor Communication

   B. Codependency: a compulsion to control, take care of, and rescue people by fixing their problems and minimizing their pain (Heit, Meeks, & Page, 2005, 207).
         a. Denying feeling about what is happening.
         b. Covering up what is happening.
         c. Becoming overly responsible in hopes that things will change.
         d. Copying the disrespectful and irresponsible behavior.
         e. Becoming a people pleaser.
         f. Trying to control other people.
         g. Withdrawing from other people.
         h. Trying to fix other people’s problems.
         i. Fearing abandonment in relationships.
2. Who can be codependent?
   a. Children
   b. Adults
   c. Grandparents
   f. Peers
C. Can family health be improved?
   1. Practice conflict resolution (Post, 1996, 60).
      a. Define the issue
      b. Suggest solutions
      c. State consequences of each solution
      d. Choose best solution
      e. Take action to implement solution
   2. How to cope (Post, 1999, 72)?
      a. Maintain good physical health
      b. Build close friendships
      c. Maintain close family relationships
      d. Take alone time
      e. Accept feelings
      f. Crying
      g. Write in diary or journal
   3. Learn to compromise
      a. “A settlement of differences in which each side makes concessions” (Took, 2004, online).
      b. Express feelings in healthful ways (Meeks & Heit, 1999, 58)
      c. Be patient and optimistic
      d. Listen to all sides of the situation.
   4. Seek Professional help (Meeks, & Heit, & Page, 2005, 209)
      a. Individual Therapy
      b. Group Therapy
      c. Recovery programs
         1) Alcoholism
         2) Codependence
         3) Gambling
         4) Workaholism

Lesson Plan 4- Scope and Sequence
V. Peer Relationships
   A. “A friendship is a significant relationship between two people that is based on caring, trust & consideration” (Merki, & Merki, 2004, 249).
      1. Casual
      2. Close
         a. More likely to share real feeling with you and makes you feel more comfortable doing the same (Merki, & Merki, 2004, 299).
3. Plutonic
   a. A relationship with a member of the opposite gender in which there is affection, but no sexual activity (Merki, & Merki, 2004, 299).

4. Cliques
   a. A small narrow circle of friends, usually with similar backgrounds or tastes, that excludes people they view as outsiders. (Merki, & Merki, 2004, 300).

B. Why are peer relationships important?
   1. They strengthen self-esteem (Post, 1996, xvii).
   2. They improve social skills.
   3. Help understand personal needs.
   4. Help develop skills in intimacy.
   5. Learn (Merki, & Merki, 2003, 261):
      a. Cooperation- Working together for the good of all.
      b. Compromise- Giving up in order to reach a solution that satisfies everyone.
      c. Empathy- Ability to share another person’s feelings.

C. How can we find good friends?
   1. Find people with similar (Merki & Merki, 2004, 300):
      a. Values- Foundations for peoples beliefs, attitudes and knowledge.
      b. Interests
      c. Beliefs- What one person believes to be true
      d. Attitudes- Clusters of beliefs
   2. Find people that share (Merki & Merki, 2004, 300):
      a. Joys
      b. Disappointments
      c. Dreams
      d. Concerns

D. Keys to building and strengthening peer relationships.
   1. Be loyal
   2. Encourage each other
   3. Respect each other
   4. Avoid peer pressure

E. How can we recognize unhealthy friendships (Meeks, Heit, & Page, 2005, 223-225)?
   1. The people pleaser- Continuously seeks approval of others.
   2. The enabler- Supports others harmful behaviors.
   3. The clinger- Needy and dependent.
   4. The fixer- Tries to fix other peoples problem.
   5. The distancer- Emotionally unavailable to others.
   6. The controller- Possessive, jealous, and domineering.
   7. The center- Is self-centered.
   8. The abuser- A person who is abusive.
   9. The liar- Does not tell the truth.
10. The promise breaker- Is not reliable.

**Lesson Plan 5- Scope and Sequence**

VI. Peer Pressure

A. “When your peers try to influence how you act to get you to do something” (Kids health, 2004, online).

B. “When it is good, you are a member of the crowd; when it is bad, you are part of a mob” (Q&A, unknown, online).

C. Positives (Merki, & Merki, 2003, 305)
   1. Examples set by someone your age.
   2. Influencing peers to take part in a positive act.
   3. Provide examples of what not to do.
   4. Influence to behave in positive ways (Meeks, Heit, & Page, 2005, 396)

D. Negatives (Merki, & Merki, 2003, 305)
   1. Unhealthy influences
   2. Shoplift
   3. Cut class
   4. Use drugs or alcohol
   5. Manipulation
      a. A sneaky or dishonest way to control or influence others.

E. Why do people give in to “peer pressure” (Kids health, online)?
   1. Want to be liked or fit in.
   2. Worry about what others will think of them.
   3. Curious to try something new.
   4. The idea that “everyone is doing it” (Kids health, online).

F. Coping with peer pressure
   1. Who can help with peer pressure?
      a. Parents
      b. Teachers
      c. Friends
      d. Counselors
      e. Coaches
      f. Ourselves
   2. Use Decision Making Model (Marzano, 1992)
      a. Step 1- Identify the decision to be made and state as a question.
      b. Step 2- Identify and describe options/choices.
      c. Step 3- Identify criteria for making decisions. (Values, Family)
      d. Step 4- Weigh each option/choice against criteria.
      e. Step 5- Make decision and explain reasoning.
   3. “Resistance skills are skills are used to say no to an action or to leave a situation” (Meeks, Heit, & Page, 2005,131).
         1) Say no with confidence.
         2) Give reasons for saying no.
         3) Repeat your no response several times.
Lesson Plan 6- Scope and Sequence

VII. Communication Skills

A. “The exchange of thoughts, messages, or information, as by speech, signals, writing, or behavior” (Mind tools, unknown, online)

B. Types of Communication

1. Verbal (Fetro, & Drolet, 2000, 56-57)
   a. Speaking
   b. Active Listening: “Really paying attention to what someone is saying and feeling” (Merki, & Merki, 2003, 794).
      1) Squarely face the person.
      2) Open your posture
      3) Lean towards the sender
      4) Eye contact maintained
      5) Relax while attending
   c. Listening (Merki, & Merki, 2003, 265)
      1) Reflective listening- Rephrase or summarize what has been said to make sure you understand.
      2) Clarifying- Asking how the person feels about the situation.
      3) Encouraging- Giving signals that you are really interested and involved.
      4) Empathizing- Actually feeling the other persons feelings

2. Nonverbal (Fetro, & Drolet, 2000, 58-59)
   a. Paralanguage-“Its not what you say, but how you say it?” How something is said (Fetro, & Drolet, 2000, 58).
   b. Signs- Signals such as body language, eye contact, gestures are movements that a child uses to communicate needs, desires and feelings to adults.
   c. Symbols- Symbols may start as cues and signals and are representations of an event, action, object, person, or place that can be used to communicate.
      1) event
      2) action
      3) object
      4) person
      5) place
   d. Body Language- messages sent with body.

C. The Communication Process- The communication process is a process between two or more people to effectively convey a thought or idea. The
1. **Sender** - The person who is talking/sending the message.
   a. Establish credibility.
   b. Displaying knowledge of the subject, the audience and the context in which the message is delivered.
   c. Know your audience.
2. **Message** - What is being said to the receiver.
   a. Written, oral and nonverbal communication.
   b. Effected by the sender’s tone, method of organization.
3. **Channel** - How the message is being passed on.
   a. Verbal: face-to-face meetings, telephone.
   b. Written: letters, emails and reports.
4. **Receiver** - The person that is receiving the message from the sender.
   a. Messages delivered to audience.
5. **Feedback** - What the receiver gives back to the sender.
   a. Verbal
   b. Non-verbal
6. **Context** - The place where the sender and receiver are when the message is delivered.
   a. Situation where communication is delivered. (Room, car, work)

**D. Different Levels of Communication** (Fetro, & Derolet, 2000, 59).
1. **Cliché Conversation**: Lowest Level
   a. Small talk.
   b. Ice breakers.
2. **Giving Information and Reporting Facts**: Second Level
   a. Without opinions or feelings.
   b. Gossip - what happened to whom, when, where, and why.
   c. Only facts
3. **Expressing Ideas**: Third Level
   a. Share information about themselves.
   b. Involves taking risks.
   c. Observations of listener.
4. **Sharing Feelings**: Fourth Level
   a. Emotional Understanding.
   b. Causes Vulnerability
      1.) Unexpressed feelings lead to an increased feeling of stress (Fetro, & Derolet, 2000, 58).
5. **Self-Disclosure**: Highest Level
   a. Intimate relationships.
1.) Friends
2.) Family
3.) Parents
   b. Openness and honesty.
   c. Sharing of all feelings.

Lesson Plan 7- Scope and Sequence
VIII. Communication Skills
   A. Barriers to effective communication
      1. Verbal and nonverbal messages do not agree (Fetro, & Derolet, 2000,126).
      2. No feedback given.
      3. Speaker makes assumptions (Mind tools, unknown, online).
      4. Listener is not actively listening (Fetro, & Derolet, 2000,126).
      5. Listener is distracted.
         a. Listener is thinking about his/her own thoughts rather than listening.
         a. Unfair judgment towards another person or group of people.
      7. Communication Blockers – The use of communication blockers impede effective communication. (Communication Blockers, unknown, online)
         a. Interrupting
         b. Ignoring
         c. Sarcasm
         d. Name Calling
         e. Blaming
         f. Globalizing
   IX. Effective Communication
      A. Assertiveness Skills: “Assertive people say what they think and stand up for what they believe, want or need without hurting people or denying the rights of others” (Fetro, & Derolet, 2000, 61).
         1. State your opinion (Fetro, & Derolet, 2000, 127).
            a. I-statements: I feel-about-because
         2. Offer a reason
         3. Acknowledge other’s feelings
            a. Choose words carefully
      B. Characteristics of Assertiveness, Aggressiveness, and Passiveness
         1. Assertiveness- Is appropriately honest, expresses wants and feelings directly, chooses for herself, is empathic, evaluates and acts, exercises her personal rights and respects rights of others, uses objective words, listens, makes direct eye contact, has firm and warm voice, uses “I” statements
         2. Aggressiveness- Is inappropriately honest, puts others down, ignores rights of others, dominates, chooses for others, attacks and blames,
overreacts in situations, is sarcastic, loud, makes rigid demands, points finger.
3. Passiveness- Lets others make her decisions for her, doesn’t express feelings, ideas, wants, puts self down, in a conflict runs away or gives in, uses apologetic words, hedges, uses an indirect manner (hoping someone will guess what she wants), cries, pleads, is hesitant, has downcast eyes.

C. What is the ASERT model (Assertive, unknown, online)?
1. A- Ask for help.
2. S- State the problem.
3. E- Express yourself.
4. R- Request change and feedback.
5. T- Talk it out.

Lesson Plan 8- Scope and Sequence
X. Resisting Dating Pressures
A. Using refusal skills towards sexual activity (Meeks, Heit & Page, 2005, 222)
   1. Be confident.
   2. Know your reasons for being abstinent and say them.
   3. Use the broken record technique.
   4. Continuously repeat your reasons.
   5. Use non-verbal behavior to support your message.
   6. Influence friends to avoid sexual activity also.
B. Avoiding Date Pressure (Sex on the Brain, unknown, online)
   1. Go out with a group of friends rather than only your date.
   2. Stick up for your friends if they are being pressured to have sex.
   3. Never feel obligated to "pay someone back" with sex in return for an expensive date or gift.
   4. Think of what you would say in advance in case someone tries to pressure you.
   5. Hang out with friends who also believe that it's OK to not be ready for sex yet.
C. STOP when you feel uncomfortable (Merki, Cleary, Hubbard, 2003, 64)
   1. S- Say no in a firm voice
   2. T- Tell why not
   3. O- Offer other ideas
   4. P- Promptly leave
D. Use decision-making model to make sure choice to date results in (Meeks, Heit & Page, 1999, 26):
   1. Promotion of your health
   2. Protects your safety
   3. Follows the law
   4. Shows respect for yourself and others
   5. Follows the guidelines of your parents
   6. Demonstrates good character
E. Refusal Skills: “Strong refusal skills enable a person to give verbal and nonverbal messages that clearly say no and yet do not jeopardize existing relationships” (Fetro, & Drolet, 2000, 62).

1. Clear “NO” messages (Assertive, online)
   a. Tone of voice.
   b. Body language

2. Fogging statements (Fetro, & Drolet, 2000, 128).
   a. Using humor to maintain control over statement.

3. Delaying Statements
   a. Delay by pretending not to hear what was said.

4. Alternative Actions
   a. Suggesting something else to do.
Bibliography


