

8th Grade Health Education – Relationships and Social Wellness/Interpersonal Communication Skills

Illinois State Standard

24 Promote and enhance health and well-being through the use of effective communication and decision making skills.

National Health Standard

4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Performance Descriptors

24A.f.1 Model good relationship skills.

24A.g.2 Demonstrate how peers can help one another avoid and cope with potentially dangerous situations.

24A.g.3 Decide what actions to take when bullying occurs.

24A.g.4 Identify passive, aggressive, passive-aggressive, and assertive forms of communication.

24A.h.1 Explain how positive communication can help build and maintain a healthy relationship.

24A.h.2 Demonstrate conflict mediation and conflict resolution skills.

4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.

4.8.3 Demonstrate effective conflict management or resolution strategies.

Transfer goals: Students will be able to independently use their learning to...self -assess their current relationships and communication skills to help improve their quality of their life.

Knowledge: Students will know...

The difference between a healthy and unhealthy relationship with friends/self/partner/family.

How to help someone who is involved in an unhealthy relationship or bullying situation.

The four main types of abuse (physical, emotional, neglect, and sexual abuse).

Positive communication skills and conflict resolution skills.

The aspects of Erin’s Law.

What is [consent and the laws associated](#) with consent in Illinois.

Resources to help victims of abuse and bullying.

There are benefits and drawbacks of online talk and messaging for the victim as well as the bystanders.

The risks and responsibilities of carrying out romantic relationships in the digital world (Sexting).

Skill: Students will be able to...

Identify passive, aggressive, passive-aggressive, and assertive forms of communication (“I” messages).

Identify and model aspects of healthy relationships vs. unhealthy relationships.

Demonstrate ways to reduce violence and keep themselves safe (Include child abduction).

Identify the warning signs of abuse.

Identify sources of help for victims of abuse, bullying and cyberbullying.

Identify and develop a plan to report situations or online behavior which may make them feel uncomfortable.

Demonstrate effective conflict management or resolution strategies.

Apply effective verbal and nonverbal communication skills.

Understandings: Students will understand that...

Communicating positively will lead to healthy relationships.

Abuse can happen in various ways and take many forms.

Everyone can make an effort to help reduce the spread of violence.

Essential questions: Students will keep considering...

How can I improve my communication skills?

How can I help someone who is involved in an unhealthy relationship or bullying situation?

Are my relationships healthy?

How can I improve my relationships?

Performance Task: Students will use communication skills to analyze a scenario and develop a dialogue to reach an effective compromise. **(DISTRICT SUMMATIVE)**