

# Relationships and Personal Development

## UNIT 1: Understanding Self (3 weeks)

### ESSENTIAL QUESTION

### BIG IDEAS

#### Who am I?

Students will...

- Analyze personal characteristics, values, individual's needs, and their effects on interpersonal relationships.
- Differentiate between self-esteem and self-image.
- Analyze environmental influences that impact interpersonal relations.
- Reflect on how their personal characteristics impact potential career opportunities.

### GUIDING QUESTIONS

- Content
  - What are the basic human needs? (Maslow's Hierarchy of Needs)
  - What is the difference between Self-Esteem and Self- Image?
  - What is the anatomy of the Adolescent Brain?
  - What is Adolescence?
  - What human developmental theories are relevant to adolescent development (eg. Maslow's Hierarchy of Needs, Broffenbrenner's Ecological Systems Theory, Bandura's Theory of Self-Efficacy)?
  - What are the environmental influences that affect interpersonal relationships?
  - What is Nature vs. Nurture?
  - What are values?
- Process
  - How does the adolescent brain affect decision making and relationships?
  - How does birth order affect personality?
  - How can personality affect interpersonal relationships?
  - How do values impact your choices and decisions?
- Reflective
  - How does your personality affect interpersonal relationships?
  - Where would you place yourself on the diagram of Maslow's Hierarchy of Needs and why?
  - How have your environmental influences affected your personality and interpersonal relationships?
  - What are your personal values and how do they affect your relationships?
  - What are your personal characteristics and how do they affect your potential career opportunities?

### FOCUS STANDARDS

- Analyze personal needs and characteristics and their effects on interpersonal relationships. (41.3)

- Analyze the effects of personal characteristics on relationships. (41.3.1)
- Analyze the effect of personal need on relationships. (41.3.2)
- Analyze the effects of self-esteem and self-image on relationships ( 41.3.3)
- Analyze the effects of personal values and behaviors on interpersonal relationships ( realistic and unrealistic expectations) ( 41.3.5)
- Identify responsibilities of individuals engaged in personal, family and community careers. (e.g. social work, teacher, family therapy, child-care provider, social services director, foster care, juvenile officers, early childcare center directors, home care directors) (41.10.2)
- Summarize education & training of individuals engaged in personal, family and community careers. (41.10.3)
- Explore certifications of individuals engaged in personal, family and community careers. (41.10.4)

# Relationships and Personal Development

## UNIT 2: Managing Stress (2 weeks)

### ESSENTIAL QUESTION

**How do I manage stress?**

### BIG IDEAS

Students will...

- Identify types of stress and describe various healthy stress management techniques
- Understand basic emotions
- Analyze the difference between healthy boundaries and unhealthy boundaries
- Investigate careers related to individual and family stress management.

### GUIDING QUESTIONS

- Content
  - What is stress?
  - What is the difference between eustress and distress?
  - What are the physical and mental effects of stress?
  - What are the basic human emotions?
  - What are stress management techniques?
  - What is the PACED Decision Making model and how does it relate to problem solving?
  - What professionals are available to help with stress management and crisis?
- Process
  - How does stress affect mental health and the adolescent brain?
  - How do healthy boundaries help to manage stress?
  - How can you assess your own stress levels, and know when to seek help?
  - How can you use stress as a resource?
  - How can labeling your emotions help to manage your stress?
  - How can locus of control impact stress? (Internal or external)
- Reflective
  - What are ways you manage your stress?
  - What are your healthy boundaries?
  - How have you used stress as a resource in the past?
  - How does your decision making and problem solving affect your own stress management?
  - How do you use the PACED Decision Making Model to solve a problem?

### FOCUS STANDARDS

- Analyze the effects of life span events and conditions on relationships. ( good stress vs. bad stress)

(41.3.4)

- Demonstrate stress management strategies for family, work, and community settings. (e.G. sensory, mindfulness, therapeutic, etc.) (41.2.6)
- Demonstrate nonviolent strategies that address conflict. (41.6.4)
- Apply the roles of decision making and problem solving in reducing and managing conflict. (41.6.3)
- Analyze the origin and development of attitudes and behaviors regarding conflict (conflict with self, environment, others, special needs. (41.6.1)
- Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members. (41.9.3)
- Identify responsibilities of individuals engaged in personal, family and community careers. (e.g. social work, teacher, family therapy, child-care provider, social services director, foster care, juvenile officers, early childcare center directors, home care directors) (41.10.2)
- Summarize education & training of individuals engaged in personal, family and community careers. (41.10.3)
- Explore certifications of individuals engaged in personal, family and community careers. (41.10.4)

# Relationships and Personal Development

## UNIT 3: Communication & Conflict Resolution (2 weeks)

### ESSENTIAL QUESTION

**How does effective communication prevent and resolve conflicts?**

### BIG IDEAS

Students will:

- Describe the different types of communication styles, effective listening, and feedback techniques
- Differentiate between verbal and non-verbal behaviors in communication across cultures, and social settings.
- Identify types of conflict and how to resolve it

### GUIDING QUESTIONS

- Content
  - What are the different types of communication styles (assertive passive, aggressive, passive-aggressive, manipulative)?
  - What is the difference between verbal and non-verbal communication?
- Process
  - How does someone identify different types of conflict?
  - How does communication change in different settings and with different groups of people ?
  - How does effective listening help when communicating and reducing conflict?
  - How do similarities and differences among people affect conflict prevention and management?
- Reflective
  - What are conflicts you can encounter and how can you resolve them?
  - How can using “I-statements” help to prevent conflict?
  - How is communication and conflict resolution used in your desired future career field?

### FOCUS STANDARDS

- Apply the roles of decision making and problem solving in managing and/or preventing conflict. (41.3.6)
- Analyze communication styles and their effects on relationships. (e.g. assertive, passive, aggressive, passive-aggressive, manipulative) (41.5.1)
- Demonstrate verbal and nonverbal behaviors and attitudes across cultures that contribute to effective communication. (41.5.2)
- Demonstrate effective listening and feedback techniques. (41.5.3)

- Analyze strategies to overcome communication barriers in family, community, cultural, and work settings. (41.5.4)
- Analyze the effects of technology on communication in family, work, cultural and community settings (e.g. implications of social media, written vs verbal) (41.5.6)
- Evaluate effective conflict prevention and management techniques (41.6)
- Explain how similarities and differences among people affect conflict prevention and management. (e.g. nature vs nurture, cultural, heredity) (41.6.2)
- Identify responsibilities of individuals engaged in personal, family and community careers. (e.g. social work, teacher, family therapy, child-care provider, social services director, foster care, juvenile officers, early childcare center directors, home care directors) (41.10.2)

# Relationships and Personal Development

## UNIT 4: Interpersonal Relationships (4 weeks)

### ESSENTIAL QUESTION

**How are meaningful relationships built and maintained throughout life?**

### BIG IDEAS

Students will:

- Understand the difference between healthy and unhealthy relationships.
- Analyze processes for building and maintaining interpersonal relationships.
- Analyze the effects of empathy for diverse groups.
- Explain how values, ethics, and personal standards guide behaviors within relationships

### GUIDING QUESTIONS

- Content
  - What are the processes for building good relationships?
  - What is the family life cycle?
  - What is the difference between a healthy and unhealthy relationship?
  - What is the power and control wheel?
- Process
  - How are relationships built and maintained over time?
  - How does socio-economic status, gender, social status, race and ethnicity, and spirituality affect individuals, families, and society?
  - How might someone cope with unhealthy relationships?
  - How can professionals help to build, repair, and maintain healthy relationships?
- Reflective
  - How does your family's perspectives, values, and personal standards affect your relationships with others?
  - What are examples of healthy and unhealthy relationships that you see in your life?
  - What are the effects of the various stages of the family life cycle on your relationships?
  - How can critical thinking help solve ethical dilemmas within personal relationships?

### FOCUS STANDARDS

- Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.(41.1)
- Demonstrate awareness of multiple diversities and their effects on individuals, families, and society. (e.g. socio- economic groups, gender, social status, race and ethnicity, spirituality) (41.1.1)
- Analyze the effects of social and cultural diversity on individuals and families. (41.1.2)

- Analyze the effects of empathy for diversity on individuals in family, work, and community settings.(41.1.3)
- Analyze and evaluate functions and expectations of interpersonal and intrapersonal relationships.(41.2)
- Analyze processes for building and maintaining interpersonal relationships. (e.g. family, peer, dating, intergenerational) (41.2.1)
- Predict the effects of various stages of the family life cycle on interpersonal relationships. (41.2.2)
- Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships. (41.2.3)
- Analyze factors that contribute to healthy and unhealthy relationships. (e.g. power and control wheel) (41.2.4)
- Evaluate processes and strategies for coping with unhealthy relationships. (e.g. local community resources, LMFT, LCMFT) (41.2.5)
- Demonstrate values and standards that guide behavior in interpersonal relationships (41.4)
- Apply critical thinking and ethical criteria to evaluate interpersonal relationships. (e.g. autonomy, justice, honesty/truth telling, promise keeping, acting on the benefit of others, non-maleficence) (41.4.1)
- Apply ethical guidelines when assessing interpersonal issues and situations. (e.g. autonomy, justice, honesty/truth telling, promise keeping, acting on the benefit of others, non-maleficence) (41.4.2)
- Apply critical thinking and ethical standards when making judgments and taking action. (e.g. autonomy, justice, honesty/truth telling, promise keeping, acting on the benefit of others, non-maleficence) (41.4.3)
- Demonstrate ethical behavior in family, workplace, and community settings.(41.4.4)
- Compare the relative merits of opposing points of view regarding current ethical issues.(41.4.5)
- Demonstrate effective responses to harassment. (e.g coping & diffusing skills, legal ramifications) (41.6.5)
- Assess community resources that support conflict prevention and management (41.6.6)
- Summarize the importance of friends, family, and community relationships for individuals with a variety of conditions that affect their well-being. (41.9.4)
- Identify responsibilities of individuals engaged in personal, family and community careers. (e.g. social work, teacher, family therapy, child-care provider, social services director, foster care, juvenile officers, early childcare center directors, home care directors) (41.10.2)



# Relationships and Personal Development

## UNIT 5: Personal and Family Well-being (3 weeks)

### ESSENTIAL QUESTION

**What influences individual and family well-being?**

### BIG IDEAS

Students will:

- Investigate health, wellness, and safety issues of individuals and families that influence well-being.
- Analyze environmental factors that impact the well-being of individuals and families.
- Analyze situations to decipher appropriate prevention and crisis intervention strategies.

### GUIDING QUESTIONS

- Content
  - What are factors that influence family well-being?
  - What is a crisis?
  - What are environmental factors?
- Process
  - How do addictions affect individual and family well-being?
  - How does trauma, adverse childhood experiences, and mental wellness impact well-being?
  - How does social, emotional, physical, and economic well-being impact families?
  - How do professionals help individuals and families promote well-being?
- Reflective
  - What resources are available to individuals and families to promote their own well-being?
  - Give an example of a tv, movie, show, scene or scenario that would require a crisis intervention.
  - How could you provide support to individuals or families that are going through a crisis?

### FOCUS STANDARDS

- Analyze the impact of conditions that could influence the well-being of individuals and families. (41.8)
- Investigate health, wellness, and safety issues of individuals and families with a variety of conditions that could influence their well-being. (e.g. addictions, mental wellness, special needs, trauma, adverse childhood experiences) (41.8.1)
- Analyze management and living environment issues of individuals and family conditions that influence their well-being. (41.8.2)
- Analyze personal, social, emotional, economic, vocational, educational, and recreational issues of individuals and family conditions that influence their well-being. (41.8.3)
- Differentiate between situations that require personal prevention or intervention and those situations that require professional assistance. (41.8.4)

- Analyze situations which require crisis intervention (41.8.5)
- Summarize the appropriate support needed to address selected human services issues. (e.g. industry professionals, local resources) (41.8.6)
- Analyze ways in which individuals with conditions that affect their well-being influence the family and family members financially, socially, physically, and emotionally over the lifespan. (41.9.2)
- Identify ways to provide support that validates the participants' capabilities and right to privacy, dignity, and autonomy (41.9.5)
- Identify strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks. (41.9.6)
- Describe needs and accommodations for people with a variety of conditions that could affect their well-being. (e.g. addictions, mental wellness, special needs, trauma, adverse childhood experiences, grief) (41.9.1)

# Relationships and Personal Development

## UNIT 6: Teamwork & Leadership (2 week)

### ESSENTIAL QUESTION

#### Why is teamwork and leadership important?

### BIG IDEAS

Students will...

- Demonstrate teamwork and leadership skills in the family, workplace, and community.
- Demonstrate processes for cooperating, compromising, and collaborating in diverse groups.
- Understand strategies that promote leadership, trust, and a sense of community.

### GUIDING QUESTIONS

- Content
  - What is leadership?
  - What is trust?
  - What is the difference between cooperating, compromising, and collaborating?
  - What traits are associated with being a “good leader”?
- Process
  - How do strengths and limitations of team members impact a team?
  - How are responsibilities organized and delegated within an effective team?
  - How is trust built within groups and teams?
  - What strategies are used to create a successful team?
- Reflective
  - What makes a good leader?
  - How have you demonstrated leadership in the past?
  - Share an experience where you have demonstrated good teamwork.
  - How does teamwork and leadership influence families, workplace, and community?
  - How could your leadership style and teamwork skills impact your desired future career?

### FOCUS STANDARDS

- Demonstrate teamwork and leadership skills in the family, workplace, and community. (41.7)
- Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members. (e.g. creating social norms, team building skills with specific purpose) (41.7.1)
- Demonstrate strategies to motivate, encourage, and build trust in group members. (41.7.2)
- Demonstrate strategies that utilize the strengths and minimize the limitations of team members. (41.7.3)
- Demonstrate techniques that develop team and community spirit.(41.7.4)

- Demonstrate ways to organize and delegate responsibilities. (41.7.5)
- Create strategies to integrate new members into the team. (41.7.6)
- Demonstrate processes for cooperating, compromising, and collaborating. (41.7.7)
- Identify responsibilities of individuals engaged in personal, family and community careers. (e.g. social work, teacher, family therapy, child-care provider, social services director, foster care, juvenile officers, early childcare center directors, home care directors) (41.10.2)
- Summarize education & training of individuals engaged in personal, family and community careers. (41.10.3)
- Explore certifications of individuals engaged in personal, family and community careers. (41.10.4)

# Relationships and Personal Development

## UNIT 7: Community Outreach (completed throughout course) (2 weeks)

### ESSENTIAL QUESTION

**How can I impact my community?**

### BIG IDEAS

Students will...

- Demonstrate problem solving, creativity, and critical thinking in a family or community setting.
- Enhance career readiness through exploring and identifying careers, certifications, and skills needed for professionals focusing on individuals, families, and the community
- Investigate how globalization impacts individuals, families, and organizations
- Evaluate the effects of diverse perspectives, needs, and characteristics on individuals and families.

### GUIDING QUESTIONS

- Content
  - What are 21st century skills?
  - What careers exist to help individuals, families, and communities?
  - What education and certifications are needed for careers related to individual, family and community well-being?
  - What are diverse perspectives?
  - What is globalization?
- Process
  - How do individuals and families use community resources to meet needs?
  - What steps would you take to help someone in need or crisis?
  - What are the global impacts of the organizations that help our community?
- Reflective
  - What are the needs of your community?
  - How have you used problem solving, creativity, and critical thinking to solve or help a family or community-based problem?
  - What are ways that you can help your community?
  - How can your choices and actions create a global impact?

### FOCUS STANDARDS

- Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity, spirituality. (41.1.4)
- Analyze the effects of globalization and increasing diversity on individuals, families, and society. (e.g

- how organizations develop international influence) (41.1.5)
- Enhance development of 21st century process skills (e.g. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation) in personal, family and community settings (41.10.1)
  - Identify responsibilities of individuals engaged in personal, family and community careers. (eg. social work, teacher, family therapy, child-care provider, social services director, foster care, juvenile officers, early childcare center directors, home care directors) (41.10.2)
  - Summarize education & training of individuals engaged in personal, family and community careers. (41.10.3)
  - Explore certifications of individuals engaged in personal, family and community careers. (41.10.4)
  - Demonstrate awareness of multiple diversities and their effects on individuals, families, and society. (e.g. socioeconomic groups, gender, social status, race and ethnicity, spirituality) (41.1.1)
  - Analyze the effects of social and cultural diversity on individuals and families. (41.1.2)
  - Analyze the effects of empathy for diversity on individuals in family, work, and community settings. (41.1.3)
  - Apply ethical principles of communication in family, community, cultural and work settings. (e.g confidentiality, age- appropriateness) (41.5.5)
  - Assess community resources that support conflict prevention and management. (41.6.6)
  - Describe needs and accommodations for people with a variety of conditions that could affect their well-being. (e.g. addictions, mental wellness, special needs, trauma, adverse childhood experiences, grief) (41.9.1)