

Social Development

Focus is on skill development of social awareness and social interaction

– using the lens of interpersonal learning.

Definition: *Developing skills that establish and maintain positive relationships and enable communication with others in various settings and situations.*

Rationale: *Building and maintaining positive relationships and communicating well with others are central to success in school and life. Recognizing the thoughts, feelings, and perspectives of others leads to effective cooperation, communication, and conflict resolution.*

I. Social Awareness

Students will:

- A. Be aware of the thoughts, feelings, and perspective of others.
- B. Demonstrate awareness of cultural issues and a respect for human dignity and differences.

II. Interpersonal Skills

Students will:

- A. Demonstrate communication and social skills to interact effectively.
- B. Develop and maintain positive relationships.
- C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.

Social Awareness

A. Be aware of the thoughts, feelings, and perspective of others.

K-2	<ol style="list-style-type: none"> 1. Identify a range of emotions in others (for example, identify “sad” by facial expression; identify “mad” by tone of voice). 2. Identify possible causes for emotions (for example, losing dog may make you “sad,” your birthday may make you “happy”). 3. Identify possible behaviors and anticipate reactions in response to a specific situation (for example, sharing candy may make your classmate smile; taking pencil may make your classmate yell at you). 4. Identify healthy personal hygiene habits. 	<ul style="list-style-type: none"> • Play a game of “feeling” Pictionary and let children draw examples of expressed emotions. • Brainstorm lists as a class of cause and effect for specific feelings. • Identify literature from curriculum that portrays reactions to specific situations. (Goldilocks and the Three Bears) • Identify a dental hygienist to explain and demonstrate healthy teeth brushing habits.
3-5	<ol style="list-style-type: none"> 1. Describe a range of emotions in others (for example, sadness could be frustration, loneliness, disappointment). 2. Describe possible causes for emotions (for example, there may be multiple reasons for one emotion). 3. Describe possible behaviors and reactions in response to a specific situation (for example, list behaviors that a classmate might show after getting in trouble at school). 4. Develop and practice responsibility for personal hygiene, and describe its impact on social interactions. 	<ul style="list-style-type: none"> • Brainstorm a list of synonyms and antonyms for a specific emotion. • Utilize word webs for a variety of emotions that branches out the possible causes of those emotions. • Role-play behaviors that a classmate might show after getting in trouble at school. • Brainstorm characters from literature that have trouble with interactions with other students due to personal hygiene. (Pigpen from the Peanuts comic)

6-8	<ol style="list-style-type: none"> 1. Describe others' feelings in a variety of situations. 2. Discern nonverbal cues in others' behaviors. 3. Summarize another's point of view. 4. Recognize how their behavior impacts others. 5. Recognize the factors that impact how they are perceived by others. 	<ul style="list-style-type: none"> • Write one to two journal entries which describe feelings of children in specific historical situations. (crossing the prairie in a covered wagon, surviving the Civil War). • Play charades. • Retell a part of a story from the perspective of a specific character. • Students role-play situations where their behavior has positively or negatively impacted others (for example: forwarding a negative text about someone or holding the door open for someone). • Discuss prominent figures as role models, identify their behaviors, and discuss how they are judged by others.
9-12	<ol style="list-style-type: none"> 1. Evaluate opposing points of view. 2. Analyze the factors that have influenced different perspectives on an issue. 3. Differentiate between the factual and emotional content of what a person says. 4. Demonstrate empathy for others. 5. Analyze the factors that impact how others perceive them in various settings. (for example, job interview, family gatherings, school activities.) 	<ul style="list-style-type: none"> • Conduct a mock trial. • Create a Venn diagram on a current event topic utilizing opposing perspectives. • Create a T-Chart for a speech. List emotional factors on one side and factual content on another. • Infer from a work of art the emotional state of the artist as he/she created the work. Identify factors that might have created this emotion from the artists. • Conduct mock interviews for internship programs. Have peers give feedback. • Have business personnel conduct mock interviews and evaluate students on dress, grammar, neatness, professionalism, knowledge of business, etc.

B. Demonstrate awareness of cultural issues and a respect for human dignity and differences.

K-2	<ol style="list-style-type: none"> 1. Describe ways that people are similar and different. 2. Use respectful language and actions when dealing with conflict or differences of opinions. 	<ul style="list-style-type: none"> • Do a “show and tell” about family traditions. • Have students interview one another about their likes and dislikes and then introduce their partner to the class. • Role-play a situation of conflict using productive and helpful language and actions. Then role-play the same situation using destructive and disrespectful language and actions. Compare and contrast the results.
3-5	<ol style="list-style-type: none"> 1. Recognize how culture (for example, ethnicity, SES, gender) affects similarities and differences. 2. Define and recognize examples of stereotyping, discrimination and prejudice. 3. Demonstrate empathy for the perspective of others. 4. Identify how historical events are related to respect for human dignity. 	<ul style="list-style-type: none"> • Compare holiday traditions in various cultures. • Create a class list of stereotypical statements made by the class throughout the week and discuss what makes them true or false. • Have students look at a picture of a pair of shoes and describe the type of person that would wear that pair of shoes. What would they look like, act like, what type of job they would have, educational attainment, etc. • Play small group games that involve cooperating and problem solving with others to complete a task. • Discuss Rosa Parks’ story (or other historical or literary figure) as it relates to fair treatment of others.
6-8	<ol style="list-style-type: none"> 1. Recognize the impact of stereotyping, discrimination, and prejudice. 2. Practice strategies for accepting and respecting similarities and differences. 3. Recognize “perspective taking” as a strategy to increase acceptance of others. 4. Integrate diverse points of view. 5. Analyze how culture impacts historical events. 	<ul style="list-style-type: none"> • Discuss the role of discrimination in acts of bullying. • Create a “web” of similarities by tossing a ball of yarn to classmates with shared traits. • Discuss a clip from “The Blind Side” to identify with the character’s perspective. • Use the Four Corners strategy to have students identify their opinion on a controversial topic. Then have students from each corner come together for a common solution. • Use a cause/effect flow chart to identify the causes of the Border Wars or Quantrill’s Raid.

9-12	<ol style="list-style-type: none"> 1. Recognize how their perspective and biases impact interactions with others. 2. Determine strategies to increase acceptance of others. 3. Evaluate how advocacy for the rights of others contributes to the common good. 4. Appreciate how cultural similarities and differences contribute to the larger social group. 5. Challenge their perspective. 6. Evaluate how culture impacts historical events. 	<ul style="list-style-type: none"> • Journal about a time when they misjudged someone because of their appearance or family background. • Brainstorm a community service project that targets the homeless members of your community. • Compare/contrast the impact of Supreme Court Cases, like Plessey vs. Ferguson and Brown vs. Board of Education. • Discuss the different implications of the metaphors of “the melting pot” and “a tossed salad”. • Listen to various types of music. Identify the perspective of the artists regarding the tone, mood, and content of the music. • Discuss the cultural relevance of religion as it led to the Revolutionary War. Discuss the cultural relevance of race as it led to the Civil War and/or Civil Rights Movement.
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Interpersonal Skills

A. Demonstrate communication and social skills to interact effectively.

K-2	<ol style="list-style-type: none">1. Follow rules that respect classmates' needs and use polite language (for example, wait for their turn, stand in line, let classmate finish speaking).2. Use "I" statements.3. Pay attention to others when they are speaking.4. Understand the importance of respecting personal space.5. Recognize how facial expressions, body language, and tone communicate feelings.6. Take turns and practice sharing.7. Practice sharing encouraging comments.8. Identify and demonstrate good manners.	<ul style="list-style-type: none">• Model and role-play situations with respectful and disrespectful interactions dealing with other classmates.• Locate an example of an I-statement in a book.• Identify I-statements that solve typical recess conflicts.• During Show-and-Tell time, practice active listening skills such as eye contact, being quiet, hands in your lap, one person talking at a time.• Draw a picture representing personal space.• Have students give examples of what respecting personal space looks like and sounds like. (for example: instead of just hugging someone, saying "may I give you a hug.")• Play a game of feeling charades to allow students to decide what feelings look like.• Give students pictures of people and have them identify the feelings of the person in the picture.• Explain sharing and give positive feedback to support the practice in the classroom.• Have students put on a puppet show in which the characters take turns on the swings at recess or share markers during art class.• Role-play with students what an encouraging comment sounds like and looks like with
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		<p>nonverbal behaviors.</p> <ul style="list-style-type: none"> • Demonstrate and utilize proper table manners during lunchtime. • Give students scenarios and have them demonstrate good manners for each scenario (for example: a student drops a plate at lunch or someone holds the door open for you.)
3-5	<ol style="list-style-type: none"> 1. Respond appropriately to social situations. 2. Use “I” statements with rationale. 3. Listen actively and listen for understanding. 4. React to feedback. 5. Recognize the needs of others and how those needs may differ from their own. 6. Recognize how facial expressions, body language, and tone impact interactions. 7. Recognize group dynamics. 8. Practice and evaluate good manners. 9. Recognize that some of the same norms and practices for face-to-face interactions apply to interactions through social and other media. 	<ul style="list-style-type: none"> • Identify different social settings and why they require different social skills. (i.e. a ballgame vs. the library.) • (Clarify rationale in Standard 2) • Create an “I” statement template and display student’s examples. • Have one student read to another student and then give a short report over what was read by using listening skills. • List three examples of feedback you have received from a teacher. Give reasoning for the best reaction to that feedback. • Bring a community member or student with a disability to share their experience with students. Have a student role-play a character from a book and describe inflection, body language and tone that character would have used and why. • Develop group norms before working on a group projects. • Have students watch video clips of different groups interacting and then identify what interactions are effective and which are not as well as different roles of people in each situation.

		<ul style="list-style-type: none"> • Identify why school rules exist and how they are tied to proper manners. • Discuss how not talking to a stranger would equate to not sharing personal information on the Web.
6-8	<ol style="list-style-type: none"> 1. Determine when and how to respond to the needs of others. 2. Monitor how facial expressions, body language, and tone impact interactions. 3. Respond to feedback. 4. Analyze social situations and appropriate responses to those situations. 5. Understand group dynamics and respond appropriately. 6. Appraise and demonstrate professionalism and proper etiquette. 7. Identify appropriate and inappropriate uses of social and other media and the potential repercussions and implications. 	<ul style="list-style-type: none"> • Complete a needs assessment of your community and identify possible ways to address these needs. Evaluate effectiveness and resources available for each. • Watch a speech from a pivotal point in history and describe how the delivery of the speech affected its message. • Ask students to write a journal entry to explain how they have responded to feedback and the impact of their response. • Form a list of social situations and elicit appropriate responses. • Discuss roles within groups and assign these roles during a group project. • During a mock trial discuss the proper court attire and formal etiquette procedures. • Research laws and recent court cases as they apply to proper use of online media, and discuss the life-long implications of improper usage.
9-12	<ol style="list-style-type: none"> 1. Evaluate how societal and cultural norms and mores affect personal interactions. 2. Create positive group dynamics. 3. Present oneself professionally and exhibit proper etiquette. 4. Practice strategies to use constructively in social and other media. 	<ul style="list-style-type: none"> • Compare and contrast the societal norms of two diverse cultures and how they affect personal and social interactions. • Discuss the impact of peer pressure, family, and social groups in forming positive group dynamics or initiate a social group that can have a positive influence on society. • Participate in a mock interview or internship

		<p>program.</p> <ul style="list-style-type: none"> • Research and understand how social media can be used to network in career exploration.
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B. Develop and maintain positive relationships.

K-2	<ol style="list-style-type: none"> 1. Recognize how various relationships in life are different. 2. Identify and practice appropriate behaviors to maintain positive relationships (for example, personal space, voice volume) 	<ul style="list-style-type: none"> • Compare and contrast how to respond to a teacher or police officer as opposed to your parent/guardian. • Have students create a visual advertisement or billboard for appropriate behaviors in the classroom. • Utilize accountability buddies to reinforce appropriate social behaviors.
3-5	<ol style="list-style-type: none"> 1. Recognize characteristics of positive and negative relationships. 2. Understand how personality traits affect relationships. 3. Identify safe and risky behaviors in relationships. 4. Understand the positive and negative impact of peer pressure on self and others. 	<ul style="list-style-type: none"> • Examine a relationship in literature and determine if the relationship is positive – meaning helpful and productive or negative – meaning destructive and disrespectful. • From a list of personality traits determine which were present in a particular fictional, historical, or famous person and then discuss how those traits affected their relationships with others. • Have a police officer or school health official as a guest speaker to address safe and risky behaviors. • Survey students on the different types of peer pressure they experience; create a graph demonstrating positive or negative impact.

6-8	<ol style="list-style-type: none"> 1. Evaluate how relationships impact your life. 2. Understand how safe and risky behaviors affect relationships. 3. Respond in a healthy manner to peer-pressure on self and others. 4. Identify the impact of social media in relationships. 	<ul style="list-style-type: none"> • Compare and contrast the ways in which your various relationships (family, teachers, friends) have assisted you. • Analyze the impact of a friend choosing to engage in an unsafe or risky behavior. • Identify a literary character who refuted peer pressure in a positive way. • Create a web identifying the various impacts of social media.
9-12	<ol style="list-style-type: none"> 1. Define social networking and its impact on your life. 2. Identify consequences of safe and risky behaviors. 3. Reflect upon personal role in applying and responding to peer pressure. 4. Develop understanding of relationships within the context of networking and vocational careers. 	<ul style="list-style-type: none"> • Analyze how social networking can have positive or negative impact on your career. • Visit a rehabilitation center to see first-hand the impact of risky behaviors. • Write about a time when you used positive strategies to escape peer pressure. • Make a T-chart of relationships and how they relate to vocational careers.

C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.

K-2	<ol style="list-style-type: none"> 1. Identify conflict. 2. Identify what actions cause conflict. 3. Identify appropriate and inappropriate ways to resolve conflicts. 	<ul style="list-style-type: none"> • Read a story; tell about the character's conflict with others. • Draw a cartoon with actions leading to conflict. • Illustrate different resolutions to conflict.
3-5	<ol style="list-style-type: none"> 1. Describe and utilize conflict resolution strategies. 2. Describe and apply ways to be proactive and prevent conflict. 	<ul style="list-style-type: none"> • During a class meeting resolve class conflict. • Create a cause and effect diagram of conflict.

6-8	<ol style="list-style-type: none"> 1. Explain how conflict can lead to violence. 2. Understand the role of conflict in everyday life and relationships. 3. Develop self-awareness of their part and actions in creating conflict (for example, spreading rumors, use of social media, wrongful accusations). 4. Identify their role in managing and resolving conflict (for example, staying calm, listening to all sides, being open to different solutions). 5. Reflect on previous experiences to gain conflict management skills. 	<ul style="list-style-type: none"> • Discuss the causes of wars. • Journal about a recent experience you had with conflict in your life. What positives and negatives came from this? • Play the gossip game. Discuss how rumors play a role in creating conflict. • Present a conflict situation and conduct a student debate. • From a list of conflict resolution strategies, identify those that you feel you are strongest at and write a journal entry about how that skill was acquired.
9-12	<ol style="list-style-type: none"> 1. Analyze how conflict has played a role in society. 2. Utilize appropriate conflict resolution skills to prevent, prepare for, and manage conflict (for example, small group settings, workplace conflict) 3. Develop and utilize mediation skills to work toward productive outcomes. 	<ul style="list-style-type: none"> • Discuss the impact of the Civil War in shaping current US culture. • Role-play workplace conflict and discuss possible resolution strategies. • Discuss the concept of win-win conflict resolution.