

Instructional Unit Title: Communication Works for Everyone

Comprehensive Health
3rd Grade

The teacher may bring in children's books demonstrating effective inter-personal skills so students can analyze the effects of positive verbal communication skills.

The teacher may bring in children's books demonstrating ineffective interpersonal skills so students can analyze the effects of negative verbal communication skills.

The teacher may facilitate a class discussion (using picture books depicting pro-social behavior of the elements of pro-social verbal communication (advocacy) so students can analyze when and where they have witnessed or participated in forms of pro-social behavior.

The teacher may model/create a scenario/use images to provide examples of non-verbal communication so students can evaluate how their body posture and facial expressions communicate emotions.

The teacher may utilize a qualified professional (referee, coach, music instructor) to emphasize positive sporting behavior so students can categorize and define attributes of good sportsmanship.

The teacher may discuss conflict resolution skills using ("I statements" and "you statements") so students can set personal goals for resolving conflicts.

The teacher may provide examples (videos, role play) where personal boundaries are/are not respected so students can reflect on their own boundary setting skills.

The teacher may utilize the school counselor or another health professional to engage students in a discussion about personal space so students can begin to recognize positive ways to establish and maintain personal boundaries.

The teacher may brainstorm incentives for increasing positive social behaviors so students can begin to consider the possible effects/benefits of intrinsic/extrinsic rewards.

PERFORMANCE ASSESSMENT: You and your class are a group of health advocates who are going to author a book for your elementary school peers entitled "How To Communicate Effectively". This book will include chapters on pro-social behavior, establishing and maintaining personal boundaries, verbal and non-verbal communication strategies and sportsmanship behavior. You will author one chapter focusing on one particular aspect of effective communication which will emphasize productive ways to express emotions and needs in order to build and maintain healthy relationships.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.