

Objective

By the end of this lesson, students will be able to identify their core values and how their behaviors demonstrate these values.

Vocabulary

Values (n.) the beliefs and ideals that matter most to you

Lesson Notes

- The values survey in the Warm-Up has 20 items on it and might take longer than four minutes for students who struggle with reading. Consider reading the items aloud and have students rate them if you think students will need more time.
- Have students save their handouts. They'll need to refer to them throughout the unit.
- If you create a list of values after the Video, save it to use in Lesson 21.

Program Themes

Values

Prep

- **This lesson requires use of the student handout.** Make sure to have handouts ready before the lesson.
- Whiteboard or large piece of paper to record and save student responses
- A personal example of a behavior that demonstrates one of your values
- Partners



Bold—Teacher's script

Italics—Anticipated student responses

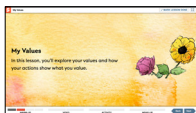
CASEL Core Competencies

Self-Awareness

Warm-Up (10 min.)



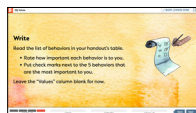
Set the purpose for Unit 4.



Set the purpose for today's lesson.



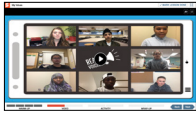
Read the text on the screen aloud.



Whether we realize it or not, we all have values that guide our behaviors. Identifying the behaviors that are most important to us helps us figure out our core values.

Read the instructions on the screen aloud. Give students four minutes to rate their behaviors on their handouts.

Video (5 min.)



In this video, you'll hear a few different students talk about their values. As you watch, listen for why each student's values are important to them.

Play the video.



Read the questions on the screen aloud. Give students time to discuss. Call on pairs at random to share their answers. If desired, write a list on the board or chart paper of all the values named by students. Select the Possible Answers button to show example answers.

Activity (7 min.)



Read the instructions on the screen aloud. Select the Example Values button to show possible values.

Share a personal example of a value that guides one of your behaviors, or use the following example: **I often do some shopping for my elderly neighbor. My value of helping others guides this behavior.**

Give students time to complete the activity on their handouts. When they're finished, call on volunteers to share their responses.



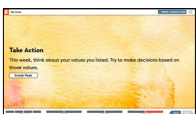
Read the text on the screen aloud. Give partners one minute to discuss the question. Call on students at random to share with the class.

Wrap-Up (3 min.)



Have students write their responses to the questions on the screen. Call on volunteers to share their responses.

Remind students to save their handouts.



Conclude the lesson by encouraging students to take action on what they learned.

Select the Sneak Peek button to introduce the next lesson's topic.

Objective

By the end of this lesson, students will be able to describe the connection between their values and healthy behaviors in relationships.



Bold—Teacher's script

Italics—Anticipated student responses

Prep

- Completed student handouts from Lesson 20
- Display list of values from Lesson 20
- Whiteboard or large piece of paper
- An example of a healthy relationship from your own life
- Small groups (three students per group)

Lesson Notes

- The relationships addressed in this lesson are all types of relationships, not just romantic relationships.
- Eighth-grade students are typically curious about dating, or may already be dating. In this lesson, there's one question about healthy dating relationships. Having students recognize when a dating relationship is not healthy can help prevent abuse and bullying in their dating relationships.
- Have students save their written work. They'll need it to complete the Activity in Lesson 26.

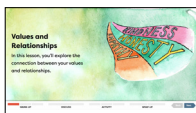
Program Themes

Relationships, Values

CASEL Core Competencies

Self-Awareness, Social Awareness, Relationship Skills

Warm-Up (3 min.)



Set the purpose for today's lesson.



Review the last lesson.

Give students time to think about the question on the screen. Then call on students at random to share their responses.

Select the Review button for a summary of what was learned.



Our lives are made up of many different kinds of relationships, and it takes work to keep them positive and healthy.

Have students write their responses to the prompts on the screen. Call on volunteers to share their responses. Write the words or phrases they share on paper or a whiteboard.

Discuss (3 min.)



Read the description on the screen aloud and give students time to discuss the first question. Call on pairs at random to share their responses. Select the Other Signs button to show additional qualities of a healthy relationship.

Give students time to discuss the second and third questions on the screen aloud. Call on pairs at random to share their responses.

Healthy relationships make you feel happy. They're beneficial for both people and help you grow in positive ways. They're supportive and encouraging—that's why we call them "healthy."

Activity (17 min.)



Read the text on screen aloud.

Have students take out their handouts from the last lesson. If you saved a class list of values from the last lesson, point out where it's displayed.



In any relationship, our values help determine our actions. Let's take a look at your values and how they affect your relationships.

Read the instructions on the screen aloud. Select the Example the button to show an example answer. Give students time to complete the activity.



Arrange students into groups of three.

Read the instructions on the screen aloud. Give students five minutes to discuss their values. When groups have finished, call on volunteers to discuss their responses with the class.

Wrap-Up (2 min.)

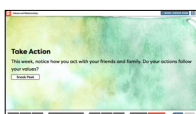


Take a minute to reflect on your experience building healthy relationships.

Have students write their responses to the questions on the screen.

If you think that you or someone you know might be in an unhealthy relationship, reach out to an adult you trust for advice and support.

Remind students to save their written work.



Conclude the lesson by encouraging students to take action on what they learned.

Select the Sneak Peek button to introduce the next lesson's topic.

Objective

By the end of this lesson, students will be able to analyze conflicts from multiple perspectives to help prevent them from escalating.

Vocabulary

Perspective-taking (n.) the process of being able to identify and understand another person's feelings, thoughts, needs, and wants

Program Themes

Conflicts, Perspective-Taking, Relationships

Prep

Partners



Bold—Teacher's script

Italics—Anticipated student responses

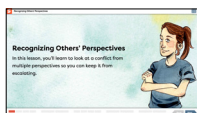
Lesson Note

Have students save their written work. They'll need it to complete the Activity in Lesson 26.

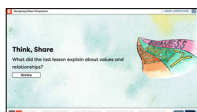
CASEL Core Competencies

Self-Management, Social Awareness, Relationship Skills

Warm-Up (5 min.)



Set the purpose for today's lesson.



Review the last lesson.

Give students time to think about the question on the screen. Then call on students at random to share their responses.

Select the Review button for a summary of what was learned.



Let's start with a scenario.

Read the scenario and questions on the screen aloud. Have students write their responses. Call on students at random to discuss their responses.



But both Riley and Simone only know their half of the situation.

Read the question on the screen aloud. Select the first card and read the question aloud. Call on students at random to share their responses.

Select the second card and read the question aloud. Call on students at random to share their responses.

What do you need to consider when you're trying to understand someone else's perspective? *What they're thinking or feeling. What they might need or want. What's going on in their lives. What the situation is from their point of view.*

Define (4 min.)



Read the definition on the screen aloud. Call on volunteers to respond to the prompt.

Select the Questions button on the screen and read the examples aloud.

It's best to just ask the other person directly, rather than guess. Then you can get accurate information. Remember to ask respectfully.



Give students time to think about the questions on the screen. Call on students at random to share their responses. Select the Possible Answers button to show sample responses.

Asking the other person what they're thinking and feeling is one of the best ways to understand what's really going on. Once you have all of the information, you'll be more ready to solve or avoid the conflict.

Video (4 min.)



In this video, a student describes a conflict she had with her friend. As you watch, think about each person's perspective. How might you feel in their situation? What would you think about it? What would you want and need?

Play the video.



Read each question on the screen aloud and give students time to think. Then call on students at random to share their responses. Select the Possible Answers button to show example answers.



Now put yourself in Odessa's shoes.

Read the questions on the screen aloud. Give students time to think. Then call on students at random to share their responses. Select the Possible Answers button to show example answers.



Give students time to discuss the question on the screen. Call on pairs at random to share their responses. Select the Possible Answers button to show sample answers.

Activity (8 min.)



Read the scenario on the screen aloud.

Activity (cont.)



Give students about five minutes to write their answers. When they're finished, call on pairs at random to share their responses.

Wrap-Up (4 min.)



Considering other people's perspectives is an important part of building healthy relationships and solving conflicts.

Have students write their responses to the questions on the screen. Call on volunteers to share their responses.

Remind students to save their written work.



Conclude the lesson by encouraging students to take action on what they learned.

Select the Sneak Peek button to introduce the next lesson's topic.

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Objective

By the end of this lesson, students will be able to generate and evaluate solutions to conflicts that are mutually acceptable to everyone affected.

Vocabulary

Compromise (n.) an agreement where both people give up some of what they want or need



Bold—Teacher's script

Italics—Anticipated student responses

Program Themes

Conflicts, Perspective-Taking, Relationships, Values

Prep

- Completed written work from Lessons 20 and 21
- Whiteboard
- Partners

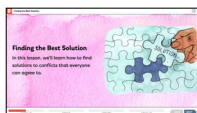
Lesson Note

Have students save their written work. They'll need it to complete the Activity in Lesson 26.

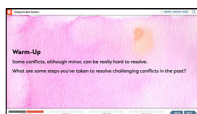
CASEL Core Competencies

Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Warm-Up (5 min.)



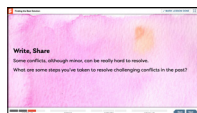
Set the purpose for today's lesson.



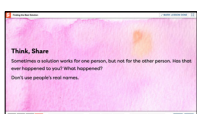
Review the last lesson.

Give students time to think about the question on the screen. Then call on students at random to share their responses.

Select the Review button for a summary of what was learned.



Have students write their responses to the question on the screen, then discuss them with a partner. Call on volunteers to discuss their responses with the class. Write students' responses on the whiteboard. Have students give a thumbs-up if they've used the same steps. *Talk it through. Try to think of different ideas. Understand each others' perspective. Have an open mind.*



Read the question on the screen aloud. Call on volunteers to discuss their experiences with the class.

Define (5 min.)



Read the first two sentences on the screen aloud. Select the Compromise button to show a definition of the word. Read the prompt and give students time to respond.

Define (cont.)



Researchers have found that there are four helpful steps to resolving conflicts.

1. **What's the conflict? Identify the conflict. Try to understand perspectives of everyone involved.**
2. **What are possible solutions? Brainstorm solutions that are safe and respectful and take everyone's perspectives into account.**
3. **For each solution, consider the consequences. How will everyone feel? Will it meet their wants and needs? Will it work? Will it uphold personal and family values?**
4. **What's the best solution? What's a solution both people can agree to?**

Let's look at an example of how two students could use these steps. Select the Example button to show an example of how two students might use these steps. Read the example aloud.

Activity (11 min.)



Now we'll try using these steps to help two siblings resolve a conflict and find a solution they can both agree on.

Read the scenario on the screen aloud.



Now that we know the situation, let's learn more about each person's perspective. Select each white dot on the image and read the perspectives aloud.



Archie and Sam's parents have told them to work this conflict out amongst themselves. You'll use the conflict resolution steps to brainstorm possible solutions to this conflict and choose the best one.

Read the instructions on the screen aloud. Select the Perspectives button to show each person's perspective. Give students time to complete the activity. When they're finished, call on pairs at random to discuss the solution they chose. Have other students give a thumbs-up if they chose the same solution.

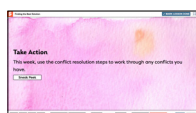
Raise your hand if your solution is a compromise. Give students time to respond.

Wrap-Up (4 min.)



Have students write their responses to the question on the screen. **It might be helpful to think back to the values you listed at the beginning of this unit.** Call on volunteers to share their responses.

Remind students to save their written work.



Conclude the lesson by encouraging students to take action on what they learned. Select the Sneak Peek button to introduce the next lesson's topic.

Objective

By the end of this lesson, students will be able to identify a variety of ways for making amends to restore a relationship that's been damaged.

Vocabulary

Making amends (v.) making up for doing something wrong; doing something to repair the damage

Program Themes

Conflicts, Perspective-Taking, Relationships

Prep

Partners or small groups



Bold—Teacher's script

Italics—Anticipated student responses

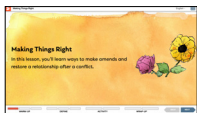
Lesson Note

Have students save their written work. They'll need it to complete the Activity in Lesson 26.

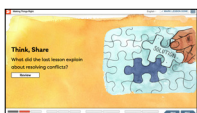
CASEL Core Competencies

Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Warm-Up (4 min.)



Set the purpose for today's lesson.



Review the last lesson.

Give students time to think about the question on the screen. Then call on students at random to share their responses.

Select the Review button for a summary of what was learned.



Have students write their responses to the questions on the screen. When they're finished, have students share their responses with a partner.

Define (5 min.)



Conflicts can often affect relationships in negative ways. To help resolve a conflict, it's important to take responsibility for any of your actions that may have harmed the relationship. One way to take responsibility is to apologize.

Read the first question on the screen aloud. Call on students at random to discuss their ideas. *Shows you regret what you did. Shows you understand the impact of what you did.*

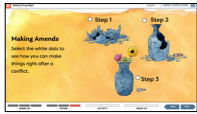
Another way to take responsibility is to make amends for the harm you may have caused. Read the second question on the screen aloud. Call on students at random to discuss their ideas.

Define (cont.)



Read the definition the screen aloud.

Making amends is more than saying, “I’m sorry.” It means actively doing something to help restore the relationship and assure the other person that whatever you did will not happen again.



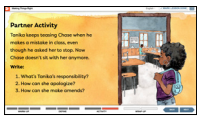
But how do you go about making things right and restoring a relationship after a conflict? Here are some steps to make amends. Select the white dots and read the text aloud.

Activity (12 min.)



Let’s give these steps a try with two scenarios. We’ll do the first one together. You’ll do the second one on your own with a partner.

Read the scenario on the screen aloud. Give students time to think about each question. Call on students at random to share their responses. Select the Possible Answers button to show possible answers.



Now it’s your turn to follow the same three steps and determine the best way to make things right in a new situation.

Give students time to complete the activity. When they’re finished, call on pairs at random to discuss their responses.

There are many ways that Tanika could make amends. You all did a great job brainstorming some ideas. Restoring a relationship can sometimes take a lot of effort, time, and patience.

Wrap-Up (4 min.)



Have students write their responses to the questions on the screen. Call on volunteers to share their responses.

Remind students to save their written work.



Conclude the lesson by encouraging students to take action on what they learned. Select the Sneak Peek button to introduce the next lesson’s topic.

Objective

By the end of this lesson, students will be able to distinguish between healthy and unhealthy relationships.



Bold—Teacher's script

Italics—Anticipated student responses

Prep

- **This lesson requires use of the student handout.** Make sure to have handouts ready before the lesson.
- Partners or small groups

Lesson Notes

- Eighth-grade students are typically curious about dating, or may already be dating. In this lesson, there's one scenario about a dating relationship. Having students recognize when a dating relationship is not healthy can help prevent abuse and bullying in their dating relationships.
- If students disclose that they have an unhealthy relationship with a family member, encourage them to speak with a trusted adult, such as the school counselor.
- Have students save their written work or handouts. They'll need them to complete the Activity in Lesson 26.

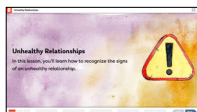
Program Themes

Relationships

CASEL Core Competencies

Relationship Skills, Responsible Decision-Making

Warm-Up (3 min.)



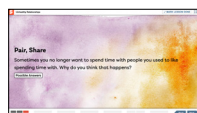
Set the purpose for today's lesson.



Review the last lesson.

Give students time to think about the question on the screen. Then call on students at random to share their responses.

Select the Review button for a summary of what was learned.



Give students one minute to discuss the question on the screen. Call on pairs at random to share their responses. Select the Possible Answers button to show sample responses.

From time to time, it's important to take a step back and evaluate our relationships.

Define (4 min.)



It's important to pause and evaluate a relationship if you think it might be becoming unhealthy.

Read the text on the screen aloud. Then select each white dot on the image in order from Warning Sign #1 to #7 and read each aloud.

Can you think of any other warning signs? Give students time to think, then call on volunteers to respond.

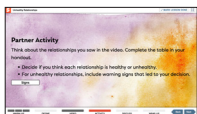
Video (3 min.)



Introduce the video: **In this video, a few students talk about their relationships. As you watch, listen for warning signs that their relationships might be unhealthy.**

Play the video.

Activity (5 min.)



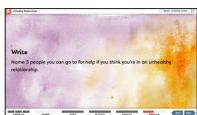
Read the instructions on the screen aloud. Give student time to complete the activity. When they're finished, call on pairs at random to share their responses. Select the Signs button to show the signs of healthy and unhealthy relationships.

Discuss (6 min.)



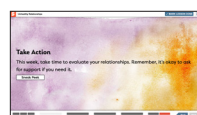
Read the question on the screen aloud. Give students two minutes to discuss the question on the screen. Call on pairs at random to share their responses. Select the Strategies button to show possible strategies.

Wrap-Up (4 min.)



Have students write their responses to the questions on the screen. Call on volunteers to share their responses.

Remind students to save their handouts.



Conclude the lesson by encouraging students to take action on what they learned. Select the Sneak Peek button to introduce the next lesson's topic.

Objectives

By the end of this lesson, students will be able to:

- Describe the importance of choosing healthy relationships
- Tell if a relationship is healthy
- Recognize and manage unhealthy relationships

Lesson Note

You may optionally choose to use an additional session to give students time to create their posts digitally so they can include images, songs, and videos.

Program Themes

Conflicts, Relationships, Values

Prep

- Completed written work from Lessons 20–25
- Small groups (3 or 4 students per group)



Bold—Teacher's script

Italics—Anticipated student responses

CASEL Core Competencies

Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Warm-Up (2 min.)



Set the purpose for today's lesson.



Review what students learned in Unit 4.

Discuss (2 min.)

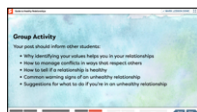


Read the question on the screen aloud. Give students time to think. Call on students at random to share their responses. Select the Possible Answers button to show what makes a relationship healthy.

Activity (13 min.)



Imagine our school is participating in a national campaign to promote the lessons you've learned in this unit. Your team is tasked with creating a social media post that's a guide to healthy relationships.



Read the activity guidelines on the screen aloud. Have students take out their written work from lessons 20–25. Give students time to complete the activity.

Double check that your post includes all of these elements. Give students time to check their posts and make changes if needed.

Wrap-Up (8 min.)



Have teams share their posts with the class. Have students discuss the questions on the slide.



Conclude the lesson by encouraging students to take action on what they learned. Select the Sneak Peak button to introduce the next lesson's topic.

In this performance task, students will work in small groups to create a social media post that's a guide to healthy relationships.

Instructions to Teachers

This performance task is an opportunity for students to demonstrate the skills and knowledge they acquired throughout **Unit 4: Managing Relationships and Social Conflict**.

The rubric below can be used as a tool to guide you as you observe and listen to your students during the performance task. If you're uncertain that students are meeting criteria, you can check their understanding by asking questions that encourage further elaboration or clarification. If students are struggling with criteria, you can provide support as needed. In addition, there are suggested resources for ways to reinforce or continue to practice the skills and knowledge.

UNIT GOAL	SKILL OR KNOWLEDGE TO BE DEMONSTRATED	EVALUATION CRITERIA		UNIT RESOURCES FOR REINFORCEMENT AND CONTINUING PRACTICE
		Approaching	Meeting	
Choose healthy relationships	Knowing that their values guide their behaviors	The social media post explains the importance of values to relationships in a simple or surface way.	The social media post explains the importance of values to relationships in a complex way.	Lessons L20: My Values L21: Values and Relationships Advisory Class Meetings: • Values Reflection • My Values Class Challenges: • Shared Values • The Art of Values
	Identifying what they value in friends and close relationships, and how their behaviors in these relationships are guided by their values	The post does not explain that someone's values guide how they behave in a relationship.	The post explains that someone's values guide how they behave in a relationship.	
	Describing signs and characteristics of healthy relationships	The social media post lists fewer than three signs or characteristics of a healthy relationship. The post does not include concrete behaviors that are part of a healthy relationship.	The social media post lists at least three signs or characteristics of a healthy relationship. The post includes concrete behaviors that are part of a healthy relationship.	Lesson • L21: Values and Relationships Advisory Class Meetings: • Be Aware • Dating • Maintaining Relationships



Performance Task: Guide to Healthy Relationships

Performance Task Rubric
GRADE 8 | Unit 4 | Lesson 26

UNIT GOAL	SKILL OR KNOWLEDGE TO BE DEMONSTRATED	EVALUATION CRITERIA		UNIT RESOURCES FOR REINFORCEMENT AND CONTINUING PRACTICE
		Approaching	Meeting	
Choose healthy relationships	Describing signs and characteristics of unhealthy relationships	The social media post lists fewer than three signs or characteristics of an unhealthy relationship. The post does not include concrete behaviors that are common in an unhealthy relationship.	The social media post lists at least three signs or characteristics of an unhealthy relationship. The post includes concrete behaviors that are common in an unhealthy relationship.	Lesson • L25: Unhealthy Relationships Advisory Class Meetings: • Unhealthy Signs • Be Aware • Dating • Maintaining Relationships
		The social media post lists only one concrete action that can be taken. OR The actions listed are vague and therefore not helpful as a guide to healthy relationships.	The social media post lists at least two concrete actions that can be taken. AND The actions listed are specific and therefore helpful as a guide to healthy relationships.	
Treat others with respect despite differing values and opinions	Knowing that trying to understand someone else's perspective is a sign of respect Knowing that asking questions, listening, and communicating are all a part of perspective-taking	The social media post does not specifically mention perspective-taking as part of respecting others who have different values and opinions. The post lists one specific action that helps with perspective-taking.	The social media post specifically mentions perspective-taking as part of respecting others who have different values and opinions. The post lists more than one specific action that helps with perspective-taking.	Lesson L22: Recognizing Others' Perspectives Advisory Class Meetings: • Can Conflict Be Positive? • Value of Listening



Performance Task: Guide to Healthy Relationships

Performance Task Rubric
GRADE 8 | Unit 4 | Lesson 26

UNIT GOAL	SKILL OR KNOWLEDGE TO BE DEMONSTRATED	EVALUATION CRITERIA		UNIT RESOURCES FOR REINFORCEMENT AND CONTINUING PRACTICE
		Approaching	Meeting	
Use conflict-management strategies to manage conflicts (including those within close relationships) when values and perspectives differ	Identifying the four steps in the conflict resolution process: 1. What's the conflict? 2. What are possible solutions? 3. For each solution, consider the consequences. 4. What's the best solution?	The social media post mentions the conflict resolution process, but does not specify any of the four steps or give other details about the process.	The social media post mentions the conflict resolution process, specifies at least two of the four steps to take, and/or gives details about the process.	Lessons L23: Finding the Best Solution L24: Making Things Right Advisory Class Meeting: • Can We Compromise? Class Challenge: • Conflict Resolution Sale

Additional Observation Notes

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Objectives

By the end of this lesson, students will be able to:

- Identify challenges many students face starting high school
- Identify people they can go to for help with these challenges

Vocabulary

- **Nervous** (adj.) alarmed or anxious
- **Overcome** (v.) to deal with, gain control of, or get past something



Bold—Teacher’s script

Italics—Anticipated student responses

Lesson Notes

- This lesson should be taught at the end of the year.
- As an extension to the lesson, consider contacting your local high school for volunteers to come to your school to speak about their experiences.
- You may also want to contact your school’s counselors for the most up-to-date and accurate information and contacts at the high school level.

Program Themes

Academic Success, Belonging, Growth Mindset, Planning Ahead, Resilience, Starting Right

Prep

Write the following categories on a whiteboard or a large piece of paper. You’ll list student responses under each of these categories throughout the lesson:

High School Challenges

- Things that make us excited about starting high school
- Things that make us nervous about starting high school
- What we can do when we’re nervous
- Who can you go to for help?

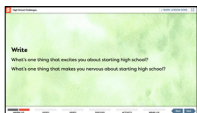
CASEL Core Competencies

Self-Awareness, Self-Management

Warm-Up (4 min.)



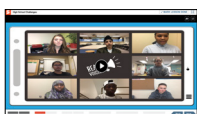
Set the purpose for today’s lesson.



Have students write their responses to the questions on the screen. Call on volunteers to share their responses.

If desired, as they share their responses, list them on a whiteboard or large piece of paper under the headings “Things that make us excited about starting high school” and “Things that make us nervous about starting high school.”

Video 1 (6 min.)



In this video, students talk about what makes them nervous about starting high school. As you watch, think about how the students might overcome the things that are making them nervous.

Play the video.

Video 1 (cont.)



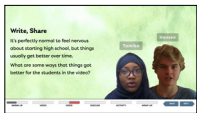
Have students write their responses to the question on the screen. Call on students at random to share their responses.

Video 2 (4 min.)



Now we'll hear some students talk about how things improved for them after they started high school. As you watch the video, listen for what helped them get past their worries.

Play the video.



Have students write their responses to the question on the screen. Call on students at random to share their responses.

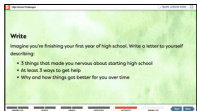
Discuss (2 min.)



Remember, you can always reach out for help.

Have students write their responses to the question on the screen. Call on students at random to share their responses. As they do, write their responses on the whiteboard under the heading: "Who can you go to for help?" Select the Possible Answers button to show sample answers.

Activity (7 min.)



Read the activity instructions on the screen aloud. Give students time to complete the activity.

Wrap-Up (2 min.)



Call on volunteers to share their letters with the class.

Discuss the questions on the screen as a class.

You've learned so many skills and strategies this year that will help you as you start high school. I hope you save the letters you wrote today and look back at them sometime to reflect on how far you've come.