

P.U.R.P.L.E. People Skills

Class: Practical Living/Vocational Studies

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School: Beaumont Middle School

Approximate Timeline: 3-5 days

Organizers:

What are PURPLE People Skills?

Purple: P=Participation with others

U=Understanding of others

R=Respect and responsibility

P=Peer pressure

L=Listening Skills

E=Emotional support

Targeted Standards:

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

Distinguish between rights and responsibilities in all relationships.

Evaluate constructive and destructive relationships and/or interactions with various groups of people.

2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

Examine and modify nonconstructive expressing of emotions.

Use strategies to manage stress.

Apply interpersonal relationship skills which contribute to emotional wellness.

Analyze and apply strategies for achieving and maintaining self-esteem.

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

Apply rules and appropriate behaviors in lifetime physical activities.

2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.

Secondary Standards:

1.2 Students make sense of the variety of materials they read.

Relate reading experiences to life situations.

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

Write for a variety of purposes and forms to a variety of audiences.

1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

Express information and ideas creatively using technology.

Expand knowledge by identifying and using technology for a specific purpose.

5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.

Create a new solution/idea/product.

6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

Discover relationships among existing knowledge and new ideas, objects, and actions.

Analyze the connections between new and existing knowledge in specific situations.

Essential Questions:

1. What are personal rights?
2. What are personal responsibilities?
3. What are effective conflict resolution strategies?
4. How are communication, cooperation, rules, and respect important to group functioning and/or group dynamics (i.e., sportsmanship, group projects, jobs, club membership, family activities, school and/or church activities)?
5. How do positive interactions contribute to mental/emotional and/or social health?

Culminating Performance:

Create a newsletter or brochure for Beaumont students that addresses the following five questions:

1. What are personal rights?
2. What are personal responsibilities?
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5. How do positive interactions contribute to mental/emotional and/or social health?

Students need to define and explain each concept using specific details. The written information should also demonstrate knowledge of real-life situations by use of stories, examples, and personal experiences. **Please use no real names.**

Scoring Guide

Level 4:

- Student demonstrates an extensive knowledge of the concepts from the essential questions.
- Student makes insightful applications into real-world experiences.
- Student demonstrates an extensive understanding of effective application of the information and ways to solve problems.

Level 3:

- Student demonstrates a broad knowledge of the concepts from the essential questions.
- Student makes connections into real-world experiences.
- Student demonstrates a broad understanding of effective application of the information and ways to solve problems.

Level 2:

- Student demonstrates a basic knowledge of the concepts from the essential questions.
- Student does not consistently make connections into real-world experiences.
- Student demonstrates a basic understanding of how to solve problems.

Level 1:

- Student demonstrates a minimal knowledge of the concepts from the essential questions.
- Student does not make connections into real-world experiences.
- Student demonstrates a minimal understanding of how to solve problems.

Evaluation Component:

Pretest & Posttest (see below)

Knowledge:

PL-M-1.1.1 Individuals have personal rights and responsibilities (e.g., cooperation, communication, patience) when dealing with others (e.g., families, classmates, teams)

PL-M-1.1.2 Conflict-resolution strategies (e.g., problem identification, effective communication, mediation, walking away) provide effective means for dealing with conflict.

PL-M-1.1.3 Communication, cooperation, rules, and respect are important to the effective functioning of groups.

PL-M-1.8.1 The use of appropriate strategies (e.g., assertiveness, refusal skills, decision-making techniques) are positive ways to cope with peer pressure.

PL-M-1.8.2 Strategies (e.g., studying in advance; talking with counselors, parents, and/or friends; planning; getting ample rest; eating properly) for managing stressful situations (e.g., test taking, deadlines, change, grief, rejection) reduce anxiety.

PL-M-1.8.3 Strategies (e.g., walking away, communication skills, conflict resolution) for preventing violence vary with the situation.

PL-M-1.8.4 Using appropriate coping strategies (e.g., realistic goal-setting, effective time management, decision-making processes) promotes mental and emotional health.

PL-M-2.3.2 Rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) during games are necessary.

PL-M-4.3.2 The work habits and work ethics (e.g., cooperation, respect, time, management, team/individual responsibilities) of an individual can impact the success of a group.

PL-M-4.4.3 Both individual and team skills (e.g., identify goals, use listening skills, follow directions, communicate orally, ask questions about tasks, use problem-solving skills) contribute to the successful completion of a task.

Skills/Abilities:

- Examine how respect, rules, communication, and cooperation enable groups to function effectively.
- Practice group processing strategies (e.g., collaboration).
- Demonstrate conflict resolution strategies.
- Practice conflict resolution strategies.
- Determine procedures for dealing with unsafe and threatening situations.
- Develop coping strategies to use with increasing peer pressure.
- Evaluate health behaviors and attitudes of peers.
- Practice strategies for dealing with peer pressure, managing stressful situations, and preventing violence.
- Apply rules and fair play in games and sports.
- Implement strategies (e.g., time management, decision making) to enhance personal success and achievement.
- Consider how long term and short term goals relate to individual and group success.
- Demonstrate sportsmanship (e.g., fair play, following rules, accepting officials' decisions, controlling responses) as it applies to participants and spectators.
- Demonstrate the use of individual and team skills while successfully completing a task.

Technology Standards

T1.1 Demonstrate ethical use of electronic resources

T2.1 Extract information appropriately and record citations

T3.1 Use proper citations

T4.4 Locate Information using the Internet

T4.5 Navigate within an operating system or software

T5.1 Use proper keyboarding with speed and accuracy relative to the task

T5.2 Evaluate information using electronic references

T5.3 Evaluate information from the Internet

T5.6 Enter and edit word processing information

T6.1 Select appropriate software for a task.

T6.4 Use a Word Processor to present information.

T6.5 Create a presentation or product using application software.

T6.6 Use digital imaging and audio

Critical Resources:

- PURPLE People Skills website:
<http://staff.fcps.net/bgwhite/purplepeopleskillshome.htm>

- Purple People Eater lyrics and graphics: <http://www.ben-colder.com/ppe.htm>
- Computers & headphones
- Computer lab
- Magazines (Scholastic Choices)
- Websites (online articles)
- Technology Resource Teacher
- Internet
- WebQuest
- Teens Health: <http://www.teenshealth.org/teen/index2.html>
- For Teens Only: Balancing Lifestyle Changes: <http://ohioline.osu.edu/hyg-fact/5000/5230.html>
- Notetaking Matrix
- Don't Laugh At Me - Download Site: <http://www.dontlaugh.org/curricula/>

Instructional/Assessment Activities:

1. Introduction to unit by using the Purple People Eater song as a springboard. Discuss lyrics.
2. Multimedia lesson: What are personal rights? (Use Student Code of Conduct; use journals)
3. Multimedia lesson: What are personal responsibilities? (Use Student Code of Conduct; use journals)
4. Multimedia lesson: Conflict Resolution (Peer mediation)
5. Multimedia lesson: Communication, cooperation, rules, and respect important to group functioning and/or group dynamics.
6. Multimedia lesson: Positive interactions contribute to mental/emotional and/or social health.

Check sheets & journals will be used for assessment purposes on all activities.

Scoring Guide

Unit Title: PURPLE People Skills

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P.U.R.P.L.E. People Skills Assessment

Date: _____

Name: _____

Directions: Answer the following multiple choice questions by marking the correct answer on the appropriate answer sheet.

1. What type of relationship promotes mutual respect and responsible behavior between individuals?
 - A. Adolescent relationship
 - B. Dysfunctional relationship
 - C. Healthful relationship
 - D. Normal relationship
2. What type of relationship can cause a decline in a person's physical, emotional and social health?
 - A. Adolescent relationship
 - B. Dysfunctional relationship
 - C. Healthful relationship
 - D. Normal relationship
3. What is the **number one** important factor in a friendship?
 - A. Personality
 - B. Trust
 - C. Similar values
 - D. Respect
4. What is the **best** definition of a goal?
 - A. Something you want to achieve
 - B. Something your parent(s) plan for you
 - C. Something you work on for a long time
 - D. Something that makes your friends happy
5. Which of the following is **NOT** a good communication skill?
 - A. Listening skills
 - B. Following directions
 - C. Communicating orally
 - D. Asking no questions
6. Which of following is the **best** definition of peer pressure?
 - A. Be certain your behavior matches your words
 - B. The influence of people of similar age or status
 - C. Skills used to say no to friends
 - D. The influence of your friends and family
7. Which of the following is **NOT** important for groups to function properly?
 - A. Sportsmanship
 - B. Respect

- C. Cooperation
- D. Dishonesty

8. Which of the following is **NOT** a skill used in conflict resolution?
- A. Brainstorm solutions for the problem
 - B. Be honest about what happened to cause the problem
 - C. Tell the other person what he/she did wrong
 - D. Remain calm, do not blame
9. What is an important rule of behavior during games?
- A. Complaining about decisions
 - B. Criticizing a teammate's performance
 - C. Appropriate actions of spectators
 - D. Demoralizing new teammates
10. Which of the following is an example of good work ethic?
- A. Not following directions
 - B. Talking out
 - C. Problem solving
 - D. Responding impulsively

Notetaking Matrix

	Connecting with Your Coach http://www.kidshealth.org/teen/food_fitness/sports/coach_relationships.html	Am I in a Healthy Relationship http://www.kidshealth.org/teen/question/emotions/healthy_relationship.html	For Teens Only: Balancing Lifestyle Changes http://ohioline.osu.edu/hyg-fact/5000/5230.html	How Can I Deal with My Anger? http://www.teenshealth.org/teen/question/emotions/deal_with_anger.html
Intended Audience				
Main Idea				
Important Detail #1				
Important Detail #2				
Important Detail #3				
Important Detail #4				

	<i>How Can I Improve My Self-Esteem</i> http://www.teenshealth.org/teen/question/emotions/self_esteem.html	<i>Why Do I Fight with My Parents So Much?</i> http://www.teenshealth.org/teen/question/emotions/fight.html	<i>Back to School</i> http://www.kidshealth.org/teen/school_jobs/school/back_to_school.html	<i>Focus on Friends</i> http://www.kidshealth.org/teen/your_mind/relationships/friends.html
Intended Audience				
Main Idea				
Important Detail #1				
Important Detail #2				
Important Detail #3				
Important Detail #4				

Date _____

Name _____

Introduction to PURPLE People Skills (Component #1)

Directions:

- Access the website <http://www.ben-colder.com/ppe.htm>
- Read the words to *Purple People Eater* while you listen to the song. You may need to listen to the song more than once.
- Respond to the following questions with personal observations showing connections between the song and required information.

Respond:

List the different negative descriptions of the Purple People Eater within the song.

Compare the descriptions from the previous question to typical things said by middle school children about their peers, family and/or teachers.

Reflect on the fun, seriousness, silliness and message of the song.

Express your thoughts on the meaning of PURPLE People Skills?

P= Participation with others

U= Understanding of others

R= Respect and responsibility

L= Listening skills

E= Emotional support