Unit 03: Healthy Relationships

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Marking Period 1**
Length: **1 Week**
Status: **Published**

Brief Summary of Unit

The ability to understand and incorporate wellness practices into one's daily living is vital to the well-being of our students and directly correlates to their optimal overall health. Effective health practices provide students with the potential for success when choosing a career and allow for the pursuit of any career interest. When taking this course, students develop their understanding of the interrelationship between wellness, overall well-being and success.

Students will learn and understand skills necessary for improving physical, mental/emotional, and social health in order to achieve overall wellness. Students will learn about health risks, decision making, setting goals, and building good character. Students will learn ways to apply knowledge gained to their own personal life.

Revision Date: July 2020

Standards

By the end of Grade 8:

2.1 Mental Health: Emotional and Social Wellness

Social and Sexual Health

Inclusive schools and communities are accepting of all people and make them feel welcome and included.

- 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
- 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.

Relationships are influenced by a wide variety of factors, individuals, and behaviors

- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
- 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
- 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
- 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.

Community Health Services and Support

Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
- 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.

Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.

- 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.

2.3 Safety

Personal Safety

Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations

- 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).

Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.

- 2.3.8.PS.2: Define sexual consent and sexual agency.
- 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).
- 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.
- 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).

Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal

relationships.

- 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

Interdisciplinary connections across content areas

- LA.WHST.6-8.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic.
- LA.WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- LA.WHST.11-12.6 - Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Inclusion of the Career Ready Practice Standards

- CRP.K-12.CRP4: Communicate clearly and effectively and with reason.

Integration of 21st Century Skills through NJSLS 9

- CAEP.9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Integration of Technology Standards through the NJSLS

- TECH.8.1.8.A.3: Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Transfer

Essential Questions

- How does my emotional health influence my relationships with others?
- How can assertive communication skills help me to develop a healthy lifestyle?
- What do I need to know to make good decisions and stay healthy?
- How can I make good decisions and stay healthy?

- How can goal setting enhance and improve my health?
- How does my behavior reflect my personal choices?
- What can I do to prevent and resolve conflict?
- How can communication enhance my personal health and develop positive relationships?
- How do a person's unique talents contribute to a larger community?

Essential Understandings

- communication is important in any relationship.
- families can go through changes at any time.
- there are strategies that can be used to resist negative peer pressure and risky behavior.
- there are signs to identify an abusive relationship.
- help is available for those in abusive relationships.
- bullying can be prevented.
- the consequences of bullying can have a lifelong effect on both the bully and the victim.

Students Will Know

how to identify the characteristics of a good friend.

strategies to resist negative peer pressure.

how to resolve conflicts.

how to use refusal skills to avoid risky behavior.

what to do if you or someone you know is being abused.

signs of an abusive relationship.

the proper procedure to follow in a bullying situation.

the current anti-bullying policies and laws.

Students Will Be Skilled At

key concepts and terms, including: communication, verbal communication, nonverbal communication, body language, family, nurture, coping, risk, negotiation, mediation, compromise, peer pressure, abstinence, abuse, conflict, assault, rape, homicide, bullying, neglect, sexual abuse.

different methods of effective communication.

ways to improve family and friend relationships.

ways to cope with changes in a family.

Evidence/Performance Tasks

When taking a Physical Education or Health course, students demonstrate differentiated abilities to answer the essential questions and meet course objectives through formative and summative assessments. Evidence of progression in answering the essential questions and meeting course objectives demonstrates the development of proficiency over time. The performance tasks below are implemented as benchmark assessments and, based on individual student readiness and performance, can be implemented as formative and/or summative assessments. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

- participate in class activities that improve knowledge of: building self-concept, self-esteem, strategies for managing and expressing emotions, building and becoming positive influences, the body's reaction to stress, mental and emotional disorders and treatment.
- act respectfully and follow all class and school rules.
- complete group work which allows students to interact and discuss ways to improve mental and emotional health.
- create posters to display healthy strategies to manage and express emotions and stress.
- complete a written assessment on mental and emotional health, including: warning signs of mental and emotional disorders, the different anxiety and mood disorders, and resources and treatments available.
- apply knowledge of stress management, strategies to build a healthy self concept, and self image to one's own personal life.
- develop personal health goals to continue to build and support positive mental and emotional health and wellness.
- answer the essential questions.

Learning Plan

- Preview the essential questions and connect to learning throughout the unit.
- Provide an introduction and overview to understanding health and wellness including topics such as the decision making process, the consequences of risky behaviors, character traits, goal setting.
- Discuss key terms and concepts including: healthy, wellness, physical health, social health, mental/emotional health, stress management, communication, risk, character, conflict, conflict resolution, consequences, abstinence, ethical values, short term goals, long term goals, trustworthiness, respect, responsibility, fairness, caring, citizenship.
- Apply knowledge of the importance of health and wellness to one's personal life including decision making, avoiding risky behaviors, and goal setting
- Preview the essential questions and connect to learning throughout the unit.
- Introduce mental and emotional health highlighting topics such as: mood swings, self-esteem, personality, emotions, confidence, resilience, empathy, and optimism/pessimism.

- Discuss key terms and concepts including: mental health, emotional health, self concept, self esteem, personality, resilience, stress, optimistic, pessimistic, confidence, mood swings, emotions, positive stress, stressors, fight or flight response, adrenaline, fatigue, anxiety disorders, mood disorders, suicide, resources, referral.
- Apply knowledge of self-concept, building positive self-esteem, stress management, personality, resource to help with mental and emotional problems in one's personal life.
- Review all material covered including: mental health, emotional health, self concept, self esteem, personality, resilience, stress, optimistic, pessimistic, confidence, mood swings, emotions, positive stress, stressors, fight or flight response, adrenaline, fatigue, anxiety disorders, mood disorders, suicide, resources, referral.
- Complete group work which allows students to interact and discuss ways to improve mental and emotional health.
- Create posters to display healthy strategies to manage and express emotions and stress.
- Complete a unit test on mental and emotional health, including: warning signs of mental and emotional disorders, the different anxiety and mood disorders, and resources and treatments available.
- Apply knowledge of stress management, strategies to build a healthy self concept, and self image to one's own personal life.
- Develop personal health goals to continue to build and support positive mental and emotional health and wellness.

Materials

Laptops

Projector

Construction paper

Markers

Course videos

Handouts

Associated web content and media sources are infused into the unit as applicable and available

In addition the materials above, the link connects to district approved textbooks and resources utilized in this course

CORE BOOK LIST

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1JN3XzsuRVs09JoqKayEQYWUZt4rJdwqQ3rQI5jqs5C4/edit?usp=sharing