Unit 03: Relationships

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Marking Period 1**
Length: **2 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 how to manage and build healthy relationships throughout the teen years. Students will also learn skills necessary for effective communication, dealing with peer pressure, refusal skills, conflict resolution, bullying, abuse, and dating violence. Students will learn ways to apply knowledge gained during the unit to their own personal life.

Revision Date: July 2020

Transfer

Essential Questions

- How does my emotional health influence my relationships with others?
- How do I learn to stand for and communicate my beliefs to others without alienating them?
- How do we learn to understand and respect diversity in relationships?
- How do we know when a relationship is not worth saving?
- How do you know when the time is right for you to become sexually active?
- What determines a person's sexual orientation?

Essential Understandings

- many changes occur in relationships during the teen years.
- becoming an effective communicator is a lifelong skill.
- peer pressure can be both negative and positive.
- they should set limits and boundaries for themselves in their relationships.
- there are different types of families, and being a family member requires responsibility.
- there are healthy ways to handle conflicts.
- there are policies and laws protecting students against bullying, harassment, and intimidation.

- there are several warning signs of dating violence and steps that can be taken to get help.

Students Will Know

- key terms and concepts, including: relationships, clique, peer pressure, positive peer pressure, communication, body language, “I” message, refusal skills, aggressive, passive, assertive, limits, consequences, abstinence, family, extended family, single parent family, commitment, divorce, conflict, bully, harassment, intimidation, prejudice, resolution, mediation, compromise, violence, homicide, victim, assault, battery, rape, abuse, physical abuse, emotional abuse, neglect, domestic violence, sexual abuse, sexual harassment.
- strategies to become a more effective speaker and communicator.
- the difference between positive and negative peer pressure.
- some effective refusal skills.
- the different types of families.
- healthy ways of dealing with family change.
- the difference between conflict and bullying.

Students Will Be Skilled At

- the steps of the mediation process.
- ways to protect yourself against abuse, violence, and bullies.
- where to get help for abuse, violence, and bullying.

how to identify the warning signs of dating violence.

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 demonstratic or absence of skill.

- create posters to promote the different steps involved in conflict resolution.
- work in groups to strategize ways to protect themselves and others from abuse, violence, and bullies.
- act out skits on refusal skills for negative peer pressure.
- complete a written assessment covering positive and negative peer pressure, refusal skills, different types of families, conflict resolution steps, warning signs of abuse and violence, and the differences between conflict, bothering, and bullyin
- follow all class rules and regulations.
- answer the essential questions.

Learning Plan

- Preview the essential questions and connect to learning throughout the unit.
- Introduce the relationship unit, including: communication skills, positive and negative peer pressure, refusal skills, conflict resolution, abuse, violence, bullying vs. conflict vs. bothering.
- Identify and discuss key terms and concepts, such as: relationships, clique, peer pressure, positive peer pressure, communication, body language, “I” message, refusal skills, aggressive, passive, assertive, limits, consequences, abstinence, family, extended family, single parent family, commitment, divorce, conflict, bully, harassment, intimidation, prejudice, resolution, mediation, compromise, violence, homicide, victim, assault, battery, rape, abuse, physical abuse, emotional abuse, neglect, domestic violence, sexual abuse, sexual harassment.
- Create posters to promote the different steps involved in conflict resolution.
- Work in groups to strategize ways to protect themselves and others from abuse, violence, and bullies.
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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 environment.

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.

There are factors that contribute to making healthy decisions about sex.

- 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.
- 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
- 2.1.8.SSH.9: Define vaginal, oral, and anal sex.
- 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).

2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

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 respons 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.

Suggested Strategies for Modifications

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