

02_Unit 2: Relationships, Dating & Interpersonal Communications

Content Area: **Physical Education/Health**
Course(s):
Time Period: **Marking Period**
Length: **2-3 Classes**
Status: **Published**

General Overview, Course Description or Course Philosophy

This course is designed to empower students by providing learning experiences that encourage and foster conscious and healthy decision making, involving relationships, sexuality, family planning, and more. This course includes discussions of abstinence and helps to develop attitudes, values and skills that are essential in making responsible decisions regarding sexuality throughout their life. This course also features aspects of simulated parenting responsibilities throughout the marking period long baby project.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Relationships, Dating & Interpersonal Communications - 2-3 Classes

Students will analyze and identify components of healthy and unhealthy relationships. Students will reflect on interpersonal communication styles and the significance of setting boundaries. Students will examine expectations and influences on sexual behavior among adolescents and young adults. Throughout this unit students will identify warning signs of unhealthy relations, dating violence, ‘consenting behavior’ and the laws that apply; while gaining a deeper awareness of issues of sexual assault and recruitment for trafficking. Students will begin to understand cycles of abuse and how the legal system works to protect and works against victims of domestic violence

Enduring Understandings

- Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.
- There are state and federal laws that provide access to sexual health care services for minors and protect minors from unhealthy sexual situations.
- State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.
- Respect, self-esteem and effective communication are important attributes of a healthy relationship.
- Abusive relationships are about power and control.
- Healthy relationships establish boundaries.
- Personal values and priorities will influence your decisions on when to become sexually active.
- Consent laws vary from state to state.
- Exploitation and Trafficking can happen anywhere.
- Ability to develop an exit plan for an abusive relationship.
- A harmful relationship destroys self respect, interferes with productivity and health, and includes addictions/or forms of violence.

- A violent relationship is a relationship in which one or both persons are harmed physically, mentally, and/or emotionally.
- There are many ways to prevent/resolve harmful relationships.
- Physical, Emotional, Social, and Verbal are different types of abuse in relationships.
- Date rape is forced sexual relations by someone the person knows and may have a romantic relationship with.

Essential Questions

- What are some attributes that one might look for in a potential dating or life partner?
- Why is it important to set dating limits/boundaries?
- What tactics are used to exploit vulnerabilities to recruit youth?
- How can I practice self-protection strategies and educate those around me to successful strategies?
- How can I prevent date rape?

CONTENT AREA STANDARDS

NJSLS-Comprehensive Health and Physical Education

- 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).
- 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
- 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.
- 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).
- 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
- 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
- 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

NJSLS - Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.)
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

(e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

STUDENT LEARNING TARGETS

1. Students will access the importance of maintaining individuality, balance, open communication, support, and safety in dating relationships.
2. Acknowledge the importance of relationships in the adolescent years.
3. Recognize characteristics and signs of an unhealthy relationship as opposed to those of a healthy relationship.
4. Identify elements of an “Exit Plan” if you are involved in a violent relationship.
5. Gain an awareness of dating violence and preventative strategies to combat abuse.
6. Recognize the influence of culture, media and technology when making decisions.
7. Recognize common methods of manipulation.
8. Identify the different types of date rape drugs and the side effects they cause.
9. Discuss consent: “No Means No”; permission may be removed at any time.

Declarative Knowledge

Students will understand that:

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Procedural Knowledge

Students will be able to:

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EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

- Analyze various dating violence situations, and discuss strategies for resolving the conflict.
- Use Role-Play; students will illustrate the use of refusal skills when confronted with “problem situations”.
- Group discussion on the influence of media (video, print music & computer technology) and how it may affect decision making.
- Invite a guest speaker to discuss the effects of Sexual Violence. - JWBS usually presents for us.

Summative Assessments

Reflection Letter

Baby Book Continuation - Pre-Pregnancy Planning

RESOURCES (Instructional, Supplemental, Intervention Materials)

Glencoe Health Book

Ready Or Not Tot Book

Teacher Approved Internet Sites

British Tea Consent Video

JWBS Website

SAC Counselor/Administrative Approved Resources

<https://www.njsp.org/sex-offender-registry/megans-law.shtml>

<https://childhelpline.org/>

INTERDISCIPLINARY CONNECTIONS

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

