

UNIT 6: Family Life and Human Sexuality**LESSON TITLE:** Relationships**Health Literacy Skill:**

- Self-Management
- Advocacy

MSDE Performance Indicator:

7.MS.b: Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

8.MS.b: Demonstrate how to influence and support others to make positive health choices

1c.8.1: Distinguish healthy relationships from unhealthy ones

OBJECTIVE: Students will demonstrate how to influence and support themselves and others to make positive healthy choices within relationships.

Teacher Notes:

1. Teachers are encouraged to use best practices when presenting material to students.
2. Before starting lesson, review class expectations and Family Life guidelines with the class.
3. Remind students of anonymous question protocol.
 - a) **Teacher Suggestion:** Question box and/or Anonymous Padlet Page.
 - b) Padlet page for students to use throughout the family life unit and/or quarter. This should be added to each lesson. Be sure to review the settings...attribution should be off; require approval should be on.
4. **Teachers should review Family Life Teacher Resources:**
 - a) Secondary Family Life Teacher Vocabulary Resource
 - b) Answering Difficult Question Document
 - c) Teaching Sensitive Topics in Health Education

MATERIALS:

PowerPoint - Relationships

10 Signs of Healthy and Unhealthy Relationships Video

Relationship Scenarios

Instead of Saying This Say That

VOCABULARY:

Comfortable Pace	Intensity	Trust	Possessiveness	Honesty
Manipulation	Independence	Isolation	Respect	Sabotage
Equality	Belittling	Healthy Conflict	Betrayal	Fun
Guiltling	Taking Responsibility	Deflecting Responsibility	Kindness	Volatility

MOTIVATION: Warm-up- Provide students with a blank piece of paper and tell them to NOT write their name on the paper. Provide them with the following question:

- How would you define the word RELATIONSHIPS?
- Have students share their responses and then share definition

- **Student Activity:** Tell students they have THREE minutes to build a paper airplane.
- **Teacher Choice:** Have student throw their airplane in the classroom or in the hallway. Before student throw, tell students you want them to focus on how their airplane flies, how others fly and the different types of design. Once students throw their airplane, they will get a different one and go back to their seats.

Lesson Procedures:

1. **Student Response:** Have students answer the following prompt on their paper:
 - a. **What do you believe is the connection between airplanes and relationships?**
 - i. Challenge students to think about how each airplane flew, the design of each airplane, the parts of an airplane to help formulate their response. Have students share their connections.
2. **Brainstorming: Relationship Traits:** Using their “airplane”, students are to brainstorm and write what they believe to be the top 5 healthy and unhealthy behaviors that might be present in a relationship? Encourage students to think about friendships, romantic, family. Have students share their responses to compare and contrast each other’s thoughts.
3. **“10 Signs of Healthy and Unhealthy Relationships “Video:** As students watch and listen to the video, have students to refer to their list of healthy and unhealthy relationship traits. Encourage students to write down traits they did not think of that are shared in the video and give a CHECK to ones that were mentioned.
4. **Student Response:** On their “airplane”, have students write which traits they believe is the most important to have in a relationship and why they believe this. Have students turn and learn and share their responses.
5. **Relationship Resource :** Students will need the following resource:
 - a. Instead of Saying This Say That
 - b. Have student review the resource and share which area do you think would benefit a teen the most in a relationship and why
6. **Relationship Analysis: What would you say?**
 - a. Provide students with two of the six relationships scenarios. Students will answer the following questions:
 - i. Is the relationship healthy or unhealthy? Support your response with evidence from the text
 - ii. Which option from the “Instead of Saying This Say That” resource so you believe would work best in this situation. Provide detail in your response.

Closure: Student Choice: Students pick which question or questions (teacher choice) to answer as part of their closure:

- a. Which information will you be able to apply best to your own relationships?
- b. Which information do you think would be most helpful to a friend or family member?
- c. Write about a Healthy Relationship in your life. What characteristics of this relationship do you value and why is this relationship important to you?

ASSESSMENT:

Airplane Activity
Relationship Analysis

Closure Question

Extension Activity:

Teachers Assignment Creation- Students will create their own “Relationship Scenario”. The scenarios can either be healthy or unhealthy using the information they learned in the “10 Signs of Healthy and Unhealthy Relationships” video.

- a. If students have created an unhealthy scenario, they will use the “Instead of Saying This Say That” resource to provide how they would handle the situation.
- b. If students created a healthy scenario, they would state why they believe it is healthy by using the resources provided throughout the lesson.