Unit 5: Healthy Relationships

Unit #:	APSDO-00026622	Duration:	2.0 Lesson(s)	Date(s)	

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Grade(s)
5, 6, 7, 8
Subject(s)
Wellness

Unit Focus

In this unit, students will continue to learn how to apply the skills that enhance healthy relationships through literacy-based group activities, discussions, and role playing.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer
Connecticut Goals and Standards *Health Education: 8* • Analyze medically accurate information about comprehensive sexuality education from family, school personnel, health professionals and other responsible adults *H.2.4* • Analyze the power of choice with personal relationships and examine the responsibility and consequences regarding actions/behaviors related to sexuality *H.8.7* • Assess the importance of assuming responsibility for personal health behaviors *H.3.1* • Compare and contrast skills for	**T1** (T1) Develop skills, knowledge and concepts needed to make appropriate decisions to create a healthy and balanced lifestyle. **T2** (T2) Communicate effectively based on purpose, task and audience using appropriate vocabulary and body language. **T3** (T3) Advocate based on personal needs (academic, behavioral, emotional and physical) to determine an appropriate solution for self and others. **T4** (T5) Access, evaluate and use information from various sources to deepen understanding of a given topic.

Meaning

Understanding(s)	Essential Question(s)
U1 (U150) The routines you follow have predictable impact on your overall health. **U2** (U151) The way you treat your body (e.g., exercise, sleep, injury and disease	**Q1** (Q150) What choices do I make when I am in charge of myself? **Q2** (Q151) How do I keep myself safe? **Q3** (Q153) How do changes in my body affect

- communicating effectively with family, peers and others *H.5.1*
- Demonstrate avoidance, refusal, negotiation and collaboration skills to enhance healthy relationships *H.5.7*
- Demonstrate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability *H.5.5*
- Demonstrate strategies used to prevent, manage and resolve conflict in healthy ways and identify adults and peers and community resources that might assist, when appropriate *H.5.9*
- Demonstrate the ability to access and evaluate resources from home, school and community that provide valid health information and services for themselves and others *H.2.2*
- Demonstrate the ability to work cooperatively in larger, more diverse groups when advocating for healthy communities *H.8.5*
- Demonstrate various strategies when making decisions to enhance health *H.6.1*
- Describe the interrelationship of mental, emotional, social and physical health throughout adulthood *H.1.2*
- Distinguish between safe, risky or harmful behaviors affecting themselves and others in the community *H.3.3*
- Engage others to develop health campaigns which promote care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer) *H.8.6*
- Prioritize and demonstrate strategies for

prevention, nutrition) affects the body`s ability to appropriately respond.

U3 (U153) Some relationships do not survive because people change or because they no longer communicate effectively.

U4 (U158) Every form of contraceptive has side effects and failure rates.

U5 (U159) Sexual activity has long term physical, emotional and mental effects.

U6 (U162) Even when you know that you are addicted, you may need to admit you need help.

U7 (U167) Identifying the source of stress and your routine for "handling it" makes it easier to reestablish balance.

U8 (U200) How you send and receive information depends on what you are trying to accomplish and who you are talking to.

U9 (U201) The way we communicate with one another has a direct effect on the group`s outcome.

U10 (U202) Describing your feelings/needs/wants may be awkward and uncomfortable but necessary to help your well-being.

U11 (U203) The words you choose affect the people around you.

U12 (U300) The way in which we advocate for self and others has a direct impact on overall well-being and performance.

U13 (U301) Regardless of how old you are, you are the best person to know what you are thinking and how you are feeling

U14 (U500) What sources you look at/turn to for information has an impact on your decision-making.

outward behaviors?

Q4 (Q200) How do I talk to and act with others to achieve _____ (a desired result)?

Q5 (Q201) How do I listen and respond to others` ideas and suggestions?

Q6 (Q202) How do I describe what I`m feeling?

Q7 (Q203) How do I find the words to speak up for myself? How do I find the words to speak up for others?

Q8 (Q300) How do I speak up for myself/someone else? How do I find the words?

Q9 (Q301) How do I speak up for myself/someone else in a way that gets people`s attention?

Q10 (Q302) Where do I go/who do I turn to when I need help?

Q11 (Q500) How do I find out answers to serious and sensitive questions?

Q12 (Q503) How does what I see in the media affect who I am/how I see myself/influence my decisions?

Acquisition of Knowledge and Skill	
Knowledge	**Skill(s)**
	S1

maintaining healthy relationships and solving interpersonal conflicts *H.5.6* • Research and analyze factors that increase the risk of contracting communicable and non-communicable diseases (e.g. HIV/AIDS, sexually transmitted diseases, diabetes, cancer, heart disease, hepatitis) *H.1.9* • Use the ability to influence and support others in making positive health choices *H.8.4*		Identify how information is send and received **S2** Demonstrate effective communication skills (e.g., listening, sharing, responding) **S3** Identify ways to advocate for self and others **S4** Demonstrate how to resolve conflicts constructively **S5** Differentiate between constructive and destructive relationships