

COURSE: Health	GRADE: 12 th Grade
UNIT: Relationships	TIMEFRAME: 4 Lessons

NATIONAL STANDARDS:	
STANDARD 1:	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
STANDARD 2:	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
STANDARD 3:	Students will demonstrate the ability to access valid information and products and services to enhance health.
STANDARD 5:	Students will demonstrate the ability to use decision-making skills to enhance skills.
STANDARD 7:	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
STANDARD 8:	Students will demonstrate the ability to advocate for personal, family and community health.

STATE STANDARDS:	
10.1. Concepts of Health	
10.1.12.A.	Evaluate factors that impact growth and development during adulthood and late adulthood.
10.1.12.B.	Evaluate factors that impact the body systems and apply protective/preventive strategies.
10.1.12.D.	Evaluate issues relating to the use/non-use of drugs.
10.1.12.E.	Identify and analyze factors that influence the prevention and control of health problems.
10.2. Healthful Living	
10.2.12.D.	Examine and apply a decision-making process to the development of short and long-term goals.
10.3. Safety and Injury Prevention	
10.3.12.A.	Assess the personal and legal consequences of unsafe practices in the home, school or community.
10.3.12.C.	Analyze the impact of violence on the victim and surrounding community.
<i>Reading Assessment Anchors:</i>	
R11.A.2 Understand nonfiction appropriate to grade level	
R11.A.2.1	Identify and apply the meaning of vocabulary in nonfiction
R11.A.2.3	Make inferences, draw conclusions, and make generalizations based on text
R11.A.2.4	Identify and explain main ideas and relevant details
R11.B.3 Interpret, describe, and analyze concepts and organization of non-fictional text	
R11.B.3.1	Interpret, describe, and analyze the characteristics and uses of facts and opinions in non-fictional text.

UNIT OBJECTIVES:	CONTENT:
Evaluate the components of healthy relationships.	<ul style="list-style-type: none"> I. Developing Loving Responsible Family Relationships <ul style="list-style-type: none"> - <i>Successful Relationship Skills:</i> <ul style="list-style-type: none"> o Desire to have success in relationships. o Show care and concern for others. o Express feelings in healthful ways.

- o Articulate values.
- o Focus on responsible decision making and coping effectively in difficult situations.

- ***The Loving Functional Family:*** A family where feelings are expressed openly and honestly, effective coping skills are practiced and members show respect for each other.
 - o Active listening is utilized: A person is reassured that his/her message is heard & understood.
 - o Use eye contact.
 - o Lean toward the person
 - o Summarize what the person says.
 - o Ask questions for clarification.

Encourage the child to express their feelings:

- o It is all right to be angry, but that anger can not be expressed in ways that harm the self or others.
- o Holding anger inside can interfere with relationships.
- o There are emotional consequences to repressed anger.
- o There are physical consequences to repressed anger: ulcers, high blood pressure, and headaches.

- Functional Families Share a Belief System and a Sense of Values.
- Functional Families Teach Responsible Decision-Making and Resistance Skills.
- Responsible Decision Making Process:
 - o Clearly describe the situation you face.
 - o List possible actions.
 - o Share your list with a responsible adult.
 - o Evaluate each possible action.
 - o Decide which action is most appropriate
 - o Act in a responsible way & evaluate the results.
 - o Stages of a Life Crisis.
 - Denial
 - Anger
 - Bargaining
 - Depression
 - Acceptance

- ***The Dysfunctional Family:*** Feelings are not openly and honestly expressed, coping skills are inadequate, members are

distrustful of each other, and behave in ways that perpetuate problems.

- o Children do not learn:
 - Self-loving behavior.
 - Healthful attitudes toward sexuality.
 - Healthful ways to express feelings.
 - Faith and a sense of values.
 - Coping skills to delay gratification.
 - Skills to be emotionally independent.

- o Causes of Dysfunctional Families
 - Alcoholism and drug-related problems.
 - Parent abandons a child after divorce.
 - Emotional, Physical, Sexual abuse.
 - Families where parents try to control children, demand perfection, and pressure children to succeed.
 - Violence and mental disorders.

- **Co-dependence**: A mental disorder in which person loses personal identity, has frozen feelings, and copes ineffectively.

- o Characteristics of Co-dependents:
 - Low Esteem
 - Isolation
 - Desperate for love
 - Intimidated by Angry People
 - Live life as Victims
 - Feelings of Guilt
 - Repress Feelings
 - Need to be in Control

II. Suicide/Depression

- Depression is a serious health problem that affects people of all ages, including children and adolescents.

- o It is the persistent experience of a sad or irritable mood and the loss of interest or pleasure in nearly all activities.
- o Feelings are accompanied by a range of additional symptoms affecting appetite and sleep, activity level and concentrations, and feelings of self-worth.
- o It is a form of mental illness that affects the whole.
 - Impacts the way one feels, thinks and acts.
 - If left untreated, depression can lead to school failure, alcohol or other drug use, and even suicide.

- *How depression commonly is treated?*

- o Depression is commonly treated with

<p>Explain between the different types of treatment available.</p>	<p>therapy or with therapy and medication. A combination of approaches is usually most effective.</p> <ul style="list-style-type: none"> ▪ <u>Cognitive-behavioral therapy</u>: Focuses on the causes of the depression and helps change negative thought patterns. ▪ <u>Group Therapy</u>: Is often very helpful for teens, because it breaks down the feelings of isolation that many adolescents experience. (sometimes it helps just to know that "I'm not the only one who feels this way") ▪ <u>Family Therapy</u>: As an adjunct to individual therapy can address patterns of communication and ways the family can restructure itself to support each member, and can help the teenager feel like others share the responsibility for what happens in the family. ▪ <u>Physical Exercise</u>: is helpful in lifting depression, as it causes the brains chemistry to create more endorphins and serotonin, which change mood. ▪ <u>Creative Expression</u>: Through drama, and/or music is often a positive outlet for the strong emotions of adolescents. ▪ <u>Volunteer Work</u>: Is sometimes helpful for adolescents. Helping someone else whose problems are greater than one's sense of purpose and meaning. ▪ <u>Medication</u>: Medication for depression should be used with great caution and only under careful supervision. Recent studies by the UK government and the FDA have lead to warnings that not all psychiatric drugs may be appropriate for teenagers and children because "there is an increase in the rate of self-harm and potentially suicidal behavior in this age group." ▪ <u>Hospitalization</u>: May be necessary in situations where a teen needs constant observation and care to prevent self-destructive behavior. Hospital adolescent treatment programs usually include individual, group and family counseling, as
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<p>Identify how depression can impact relationships.</p>	<p>well as, medications.</p> <ul style="list-style-type: none"> ▪ <u>Special Schools, Wilderness Challenges or Boot Camp</u>: Are sometimes recommended for troubled teens. These alternatives are intended to help adolescents learn coping skills, develop confidence, learn to trust and work with others, improve academics and/or deal with negative behaviors. Whether or not they are good options largely depends on the staff running the program. In many cases, they are not trained mental health professionals and may use confrontation, humiliation and punitive measures designed to break down resistance rather than build up internal strengths. Sometimes abuse programs do more harm than good and can even result in worse outcomes for adolescents. Before considering such alternatives, do careful research on their philosophy, methods and the background of their employees. <p>- <i>Depression associated with relationships.</i></p> <ul style="list-style-type: none"> o Some teens are struggling with concerns about sexuality and relationships, wondering if their feelings and attractions are normal and if they will be loved and accepted. o Depression is a serious health problem that affects people of all ages, including children and adolescents. It is the persistent experience of a sad or irritable mood and the loss of interest or pleasure in nearly all activities. o Sometimes a depressed person plans a suicide in advance. Many times, though, suicide attempts are not planned in advance, but happen impulsively, in a moment of feeling desperately upset. Sometimes a situation like a breakup, a big fight with a parent, an unintended pregnancy, being harmed by abuse or rape, being ousted by someone else, or being victimized in any way can cause a teen to feel desperately upset.
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- *Five ways to heal a broken heart:*
 - 1) Share your feelings → Share feelings with someone you trust → Hang out and do things you normally enjoy.
 - 2) Take good care of yourself.
 - Get lots of sleep, eat healthy foods, and exercise regularly to minimize stress and depression
 - 3) Remember what is good about you.
 - Sometimes people with broken hearts start to blame themselves for what's happened.
 - Remind yourself of your good qualities
 - Get your friends to help you remember what's good about you.
 - 4) Keep yourself busy
 - 5) Give yourself time
 - It takes time for sadness to go away. Almost everyone thinks they won't feel normal again, but the human spirit is amazing.
 - Mending a broken heart can take a couple of days to many weeks-and sometimes even months.

III. Healthy Sexual Relationships

- Shared Power Wheel
 - o Negotiation & fairness
 - o Non-threatening behavior
 - o Respect
 - o Honesty & accountability
 - o Trust & support
 - o Shared responsibility
- Healthy Sexual Etiquette 101 - 10 Guidelines
 1. Never use force.
 2. Respect the word "No".
 3. Avoid potentially difficult situations.
 4. There is shared responsibility in a sexual relationship.
 5. Be prepared.
 6. Communicate openly about contraception.
 7. Sexual privacy should be respected.
 8. Be consistent with others.
 9. Sexual Harassment is not a joke.
 10. Do unto others as you would have

	<ul style="list-style-type: none"> o Rape appears to be motivated by a combination of power, anger and a desire for sexual gratification. o Often the rapist has been a victim of sexual abuse. o 50% of the time rape is associated with drinking alcohol. o Some men try to justify rape, "They were asking for it." o Acquaintance rape - is when the rapist is known to the victim. o It often occurs in a dating situation. <ul style="list-style-type: none"> ▪ <i>Guidelines to Follow to Avoid Rape</i> <ul style="list-style-type: none"> ➤ Don't tell people you're home alone ➤ Use dead-bolt locks on outside doors ➤ Never open the door for a stranger ➤ Keep entrances well lighted ➤ Have keys ready ➤ Drive with your car doors locked ➤ Learn self-defense techniques ➤ Use a whistle ➤ Do not hitchhike ▪ <i>Recommendations for a Rape Victim</i> <ul style="list-style-type: none"> ➤ Seek professional advice/support group, Rape Crisis Center. The decision to report the rape is a personal one. Important to remember that it may prevent another rape. ➤ All information is important; physical characteristics, clothes, and car. ➤ Obtain prompt medical attention. ➤ Do not shower, DNA evidence may be lost. ➤ Do not blame yourself; this was not your fault.
<p>ACTIVITIES:</p> <p><i>Video:</i> <i>Men, Women and the Sex Difference,</i> Television; The Learning Channel, Discussion following the film</p> <p>Healthfulness of Expressing Hurt feelings and anger in a healthy way via discussion (Interpersonal Communication) Activity: PMSD Materials Book ✧ Conflict in Your Family p.21 ✧ Remember a Conflict p.22</p>	<p>ASSESSMENTS:</p> <p>Class will evaluate a list of components for a healthy relationship.</p> <p>Students will provide a matching written analysis of their compatibility list with their individualized score on the "Are You The One For Me?" worksheet.</p> <p>Students will draw a "Power Wheel" depicting their ideal relationship.</p>

<ul style="list-style-type: none"> ❖ Nonverbal Communication p.23 ❖ How well did you Listen? p.24 ❖ The Key is Communication pp. 11-12 ❖ Peace at last! pp. 12-13 ❖ Suggested Activities: pp. 14-15 ❖ "I" Messages practice: pp. 16-17 ❖ <i>Guidelines for Active Listening</i> p. 18 ❖ <i>Guidelines for Negotiation</i> p. 19 ❖ <i>Guidelines for Problem Solving</i> p.20 <p>(Interpersonal Communication, Self-Management Analyzing Internal and External Influences)</p> <p><i>Education for Sexuality, Meeks, Heit Relationship Diary: Differentiate between I-Messages and You-Messages. p.298 Appendix (Interpersonal Communication)</i></p> <p><i>Looking Ahead activity p.299, Meeks, Heit:</i></p> <p><i>Maintaining a Healthful Balance, p. 302 appendix Meeks, Heit, Maintaining a Balance in Four Areas of Life-- Family/Social, Physical, Mental, and Spiritual. (Advocacy)</i></p> <p><i>Friendly Persuasion p.303 appendix, Meeks, Heit, Why drinking alcohol interferes with responsible Decision-making regarding sexual behavior. (Interpersonal Communication, Decision-Making/Goal-Setting, Analyzing Internal and External Influences)</i></p> <p><i>Resisting Temptation pp. 304-305, Meeks, Heit, Identify resistance skills under pressure (Interpersonal Communication, Decision-Making/Goal-Setting, Analyzing Internal and External Influences)</i></p> <p><i>Having a Life Principle p.312, Meeks, Heit Identifying life principles that guide their actions (Self-management)</i></p> <p><i>The Perfect Match p.316 –320, Meeks, Heit, Differentiate between Healthful and Responsible Relationships and Co-dependent Relationships. (Interpersonal Communication)</i></p> <p><i>Toxic Family pp. 344-345, Meeks, Heit, Identify negative patterns of behavior that act as toxins, creating dysfunctional families and a painful existence for children. (Analyzing Internal and External Influences)</i></p> <p>Meeks Heit: <i>Family Circles</i> pp. 347-349 Contrast healthful interdependence in loving, functional</p>	<p>Groups will write a short story or draw a cartoon series depicting the use of resistance skills in the area of sexuality.</p> <p>Students will complete an internet research project on its affects, different types of treatments, and its impact on relationships.</p> <p>REMEDIATION:</p> <p>Peer helper.</p> <p>Teacher notes.</p> <p>Extended time given for assignments.</p> <p>Interview a member of the SAP team to become more familiar with the topics of this unit.</p> <p>ENRICHMENT:</p> <p>Interview a professional counselor regarding relationships and share the information with class.</p> <p>Read and critique "relationship" articles from teen magazines.</p> <p>Design a <i>Healthy Relationship Guide</i>. Students may choose the grade level, topics and format.</p> <p>Create a game show relating to dating and relationships.</p> <p>Create your own reality show pertaining to dating and relationships.</p>
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families with enmeshment and emotional distancing in dysfunctional families. **(Analyzing Internal and External Influences)**

Family Sculpture pp. 350-351, Meek, Heit
Contrast the communication styles of the loving, functional family with those of the dysfunctional family. (Analyzing Internal and External Influences)

"Assess your Own Level of Self-Esteem" Checklist (Self-Management)

Power Wheel Worksheet - Women's Resources (Interpersonal Communication)

Equity Wheel Worksheet - Women's Resources (Interpersonal Communication)

Possible Delaying Tactics:

- ✧ At a Party
- ✧ Sexual Etiquette 101
- ✧ Presents & Flowers

(Interpersonal Communication, Decision-Making/Goal Setting)

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

RESOURCES:

Education for Sexuality and HIV/Aids, Meeks, Heit, Curriculum and Teaching Strategies by Linda Brower Meeks, Philip Heit, and John Burt, Meeks, Heit Publishing Company, Inc. 1993 pp. 3-16

Web Sites:

<http://www.edu.gov/health/disease.htm>

www.athealth.com/consumer/issues/factdepression.html

www.athealth.com
www.kidshealth.org
www.helpguide.org