

COURSE: Health	GRADE(S): 9 th Grade
UNIT: Sexuality - Relationships	TIMEFRAME: 8 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 4:	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
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	
10.1.9.A.	Analyze factors that impact growth and development between adolescence and adulthood.
10.1.9.E	Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.
10.3. Safety and Injury Prevention	
10.3.9.A.	Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.
10.3.9.C	Analyze and apply strategies to avoid or manage conflict and violence during Adolescence.
<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 inference, draw conclusions, and make generalizations based on text
R11.A.2.4	Identify and explain main ideas and relevant details
R11.B.1 Interpret, compare, describe, analyze, and evaluate components within and between text	
R11.B.1.2	Make connections between text

UNIT OBJECTIVES:	CONTENT:
Discuss the importance of self-esteem and its influence on healthy relationships.	<ol style="list-style-type: none"> I. <i>Self-esteem</i> – “self image” <ul style="list-style-type: none"> - How you feel about yourself? - <i>Positive</i>: the more positive feelings you have about yourself, the higher your self-esteem - <i>Negative</i>: the more negative feelings you have about yourself, the lower your self-esteem. - Self-esteem affects the way you live, how you think, act and feel, and how successful you are in reaching your goals.

Identify and discriminate signs of depression and suicide warning signs.

- o Factors that influence your self-esteem
 - Life experiences.
 - Relationships.
- o The importance of high self-esteem
 - Accept challenges.
 - Enrich your life.
 - Maintain self-confidence.
 - Remain flexible.
- o Effects of low self-esteem
 - Lack of self-confidence.
 - Poor performance.
 - Distorted view of self and others.
 - Unhappy personal life.
- o How to think positively about yourself
 - Accept your strengths and weaknesses.
 - Take a "can-do" attitude.
 - Set realistic goals.
 - Pay attention to your feeling.
 - Be proud of who you are.
 - Learn to love the unique person you are.

- II. *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.
 - Feelings are accompanied by a range of additional symptoms affecting appetite and sleep, activity level and concentration and feelings of self worth.
 - Is a form of mental illness that affects the whole.
 - o Impacts the way one feels, thinks and acts.
 - o If left untreated, depression can lead to school failure, alcohol or other drug use, and even suicide.

- III. *Suicide*
- Causes of Suicide
 - o Tension/Pressure/Stress
 - o Loss of a loved one
 - o Substance abuse
 - o Severe Depression-Feeling of hopelessness
 - Warning Signals
 - o Extremes of behavior
 - o Behavioral changes
 - o Making final arrangements
 - o Statements of worthlessness
 - o Giving away prized possessions
 - o Talking of death or dying
 - o Isolating self from friends and relatives
 - o Drop in grades

Apply and demonstrate prevention for suicide and where to get help.

Compare and contrast the components of healthy vs. unhealthy relationships.

- Suicide Prevention
 - o Believe the unbelievable – Take any and all talk of potential suicide seriously.
 - o Be calm and understanding.
 - o Be direct - Ask questions
 - Have you attempted suicide? Where? When?

Have you planned how you would do it? (If yes, stay with person)

- Listen and be sympathetic – Allow the person to express his or her problems. Let the person know how much you and others care.
- Be honest about own feelings and state your feelings (example: It scares me when you talk about suicide. I do not want to lose you.)
- Get help- Tell someone immediately
 - Guidance Counselor
 - Trusted and Respected Teacher
 - Therapist
 - Parent
 - Clergy
- Call *Suicide Hotline* especially if person is in a desperate state.
 - Stress the temporary nature of the problem.
 - Emphasize that there is professional help available.
 - Make it clear that you understand that the person wants to end his or her pain, but suicide is not the answer.

IV. Information on relationships

- Healthy -positive
 - Examples: Caring, respect, honest, communication, loving and assertive.
- Unhealthy- negative
 - Examples: degrading, abusive(physical, emotional and mental), aggressive, violent, controlling and manipulative.

V. *Sexual Etiquette 101 – 10 Guidelines*

1. Never use force.
2. Respect the word “no”.
3. Avoid potentially difficult situations.
4. Be prepared.
5. There is shared responsibility in a sexual relationship.
6. Communicate openly about contraception.
7. Sexual privacy should be respected.

<p>Discriminate between the different types of sexual harassment.</p>	<p>8. Be consistent with others. 9. Sexual harassment is not a joke 10. Most importantly, do unto others as you would have them do unto you.</p> <p>V. <i>Sexual Harassment</i> <i>Definition:</i> Involves unwanted verbal or physical sexual advances and requests for sexual favors. This behavior is exploitive and unlawful and should never be tolerated by males or females.</p> <ul style="list-style-type: none"> - Types of harassment <ul style="list-style-type: none"> o <i>Verbal:</i> Comments made about an individual's body, sexually explicit or demeaning jokes, leering or sexual proposals. o Unwanted touching, hugging, kissing, and rape, inappropriate gestures, staring up and down. o Stalking – is harassing someone with the intent to threaten or harm that person. o Self-protection when sexually harassed o Firmly tell the person to stop o Document the incident with date, place, behaviors and comments. o Identify potential witnesses, document names. o Discuss situation with parents or adult. o File a grievance. o File civil and criminal charges. o Contact an attorney if unsure.
<p>Demonstrate refusal skills in the area of sexuality.</p>	<p>VI. Resistance Skills in the Area of Sexuality</p> <ul style="list-style-type: none"> - Use assertive behavior. - Avoid saying "no thank you". - Use nonverbal behavior that matches verbal behavior. - Influence others to choose responsible behavior. - Avoid being in situations in which there will be pressure to make harmful decisions. - Avoid being with persons who choose harmful actions. - Report pressure to engage in illegal behavior to appropriate authorities. <p>VII. Rape Oral, anal, or vaginal penetration that occurs without consent through force, intimidation, coercion, or deception.</p> <ul style="list-style-type: none"> - <u>Facts:</u> <ul style="list-style-type: none"> o No one is immune from becoming a victim. o Females between the ages of 10 and 29 are in highest risk category.

- Incidence of rape among females is between 15 and 25%.
 - Males can be rape victims of other males and/or females.
 - Rape is one of the least reported of all violent crimes.
 - Rape appears to be motivated by a combination of power, anger and the desire for sexual gratification.
 - Often the rapist is a victim of sexual abuse.
 - 50% of the time rape is associated with drinking alcohol.
 - Some men try to justify rape, "they were asking for it".
 - Acquaintance rape – is when the rapist is known to the victim. It often occurs in a dating situation.
- Reduce the risk of date rape.
- Set clear limits.
 - Communicate your limits to people whom you date.
 - Avoid sending mixed messages in which you say NO while continuing to encourage sexual advances.
 - Firmly tell a person to stop when you experience unwanted sexual advances.
 - Respond by yelling, screaming, or running away if the person does not stop unwanted sexual advances.
 - Avoid dating or being in the company of someone who is very controlling or demanding.
 - Avoid drinking alcohol and using other drugs that interfere with your judgment and ability to respond.
 - Avoid being in places where there is no one who will hear your call for help should unwanted sexual advances occur.
 - Report date rape to police should it occur.
 - Obtain prompt medical attention should date rape occur.
- *Seduction vs. Rape:*
- Seduction occurs when a woman is manipulated or cajoled into agreeing to have sex; the keyword is *agreeing*.
 - Acquaintance rape often occurs when seduction fails and the man goes ahead and has sex with the woman anyway, despite any protests and without her agreement.

Illustrate the key concepts for each of the date rape drugs.

- Date rape drugs:
 - o Rohypnol (roofies): the “date rape drug”.
 - Illegal in the U.S. Used in other countries as a treatment for insomnia, as a sedative, and as a pre-surgery anesthetic.
 - May cause amnesia.
 - Tasteless and odorless, and dissolves easily in carbonated beverages.
 - o Methylenedioxymethamphetamine (MDMA) (ecstasy)
 - Illegal to make, use or transport.
 - Can produce both stimulant and psychedelic effects.
 - Heightens sexual desire.
 - Effects last approximately 3 to 6 hours.
 - o Gamma hydroxybutyrate (GHB)
 - Made at home. Each batch is unique in strength and purity.
 - Tastes unpleasant, salty, and has a mild odor. Usually slipped into fruity drinks or strong shots.
 - Causes intoxication, impaired judgment, and may cause enhanced sexual feelings.
 - Effects may peak in 15 minutes and last from 3 to 6 hours.
 - Cleared from the body relatively quickly, so it is difficult to detect.
 - o Ketamine (Special K)
 - Only legitimate use is as a veterinary anesthetic or animal tranquilizer.
 - Victim suffers from amnesia and hallucinations that may make recollection impossible.
 - Effects may last an hour or less.
 - Can't be detected in the body after 48 hours.
 - o Methamphetamine (speed, ice, crank)
 - Medically used for obesity and narcolepsy. Illegal for lay person. (Made in clandestine labs.)
 - May cause memory loss.
 - o Alcohol
 - Likeliest date-rape drug.
 - Affects decision-making.
- Professional recommendations for a rape victim:
 - o The decision to report rape is a personal one. Important to remember that it may prevent another rape.

	<ul style="list-style-type: none"> o If reported, all information is important: physical characteristics, clothes, and car. o Prompt medical attention should be obtained. o Seek professional advice/support group. (<i>Rape Crisis Center</i>)
<p>ACTIVITIES:</p> <p>Complete the "Assess your own level of self-esteem" checklist. ("Self-Esteem" Booklet PennSaic 1-800-582-7746 Erie, PA 16502)</p> <p>Create "Coat of Arms" self-esteem project. Each student personalizes a blank shield, (represents medieval coat of arms), with personal information that they don't mind sharing with the class. The opportunity exists for students to be creative by coloring, pasting, or verbalizing the positive aspects of themselves and their lives. (PMSD Materials book) (Analyzing Internal/External Influences)</p> <p>Abusive relationship story – <u>My Quest for Freedom</u> This activity makes use of the "power wheel" provided to us by Women's Resources of Monroe County. Teams analyze one paragraph of the story, looking for signs of abuse, as listed on the wheel. The story is then read aloud with each team reading their paragraph and presenting their findings (PMSD Materials book) (Advocacy)</p> <p>Responsible Decision Making & Resistance Skills Packet (Materials from The Center for Applied Research in Education, 1993) (Decision-Making/Goal-Setting Skills)</p> <ul style="list-style-type: none"> ✧ How to say "NO" and still be friends. ✧ Your friend's ex-girlfriend. ✧ Trying to slow down. ✧ Observer checklist. ✧ Setting limits on sexual behavior. ✧ Refusals/fishbowl observation sheet. ✧ Possible delaying tactics. ✧ At a party. ✧ Sexual Etiquette 101. ✧ Presents & flowers. <p>Role play on "How to Say No" on a date. (Interpersonal Communication)</p> <p>Myths & Facts on Date Rape (Agree/Disagree continuum)</p>	<p>ASSESSMENTS:</p> <p>In a group discussion, students will identify the importance of having self-esteem and how it can affect relationships.</p> <p>While watching a video, students will identify the signs/symptoms of depression and suicide.</p> <p>Role play the necessary steps for prevention of suicide and where to access help. (Interpersonal Communication)</p> <p>Partners will compile a list of components in a healthy relationship and discuss proper sexual etiquette</p> <p>Student groups will underscore "red flags" found in an abusive relationship story and relate it to the power wheel. A discussion will include the importance of having shared power in a healthy relationship.</p> <p>Every student will complete the "Responsible Decision-Making and Resistance Skills" packet.</p> <p>Compile and construct a list on the different levels of harassment.</p> <p>Teams will create and present a role play on "How to Say No" on a date. Assessment will be based on teacher's pre-explained criteria and refusal skills in the area of sexuality.</p> <p>Present a power point or poster on their given date rape drugs.</p> <p>REMIEDIATION:</p> <ul style="list-style-type: none"> ✧ Students given handouts of notes ✧ Teacher-assistance ✧ Peer helpers ✧ Extra time given as needed

Health Educators – PMSD peer education group
S.O.A.R. (Students Organized Against Rape)
Interactive presentation that includes information on laws, date-rape drugs, statistics, prevention and victim care. (*Please note that the video "Playing the Game" is part of this presentation.)
(Advocacy)

Invite Sonya Hackenberg (646-9377) to speak about her experiences working with sexual assault victims. She assists the Doctor in collecting evidence and is a counselor.
(Accessing Information)

Video "Playing the Game"/worksheet.
This video presents a fictitious, but not uncommon, date rape on a college campus. Focuses on male/female miscommunication. The male's and female's recollection of events is presented with both meeting the legal definition of rape. (Accessing Information)

Create a poster on date rape drugs
(Advocacy)

Pat on the Back activity
(Analyzing Internal/External Influences)

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

RESOURCES:

Sexuality Education: A Curriculum for Adolescents, by Pamela Wilson & Douglas Kirby
(PMSD Planning Center)

Video "Self Esteem" ETR

Video "Playing the Game"

Video "Date Rape Drugs"

Video "Sexual Harassment"

Women's Resources 421-4200

The Center for Applied Research in Education,
1993.

PMSD Materials book

Rape Abuse - Incest *National Hot Line 1-800-656-*

ENRICHMENT:

Assuming the role of a "parent", create a list of guidelines for your teen-age daughter to follow when she begins dating. (Age, hours, age of suitor, suitor's regulations, etc.) Explain what, if anything, would change if you had a teen-age son, instead. Explain.

Write and direct a brief play on a possible date-rape situation.

Arrange a visit to the Rape Crisis Center, (Women's Resources 421-4200) Interview employees. Oral or written comments on procedures at the center.

Create a brochure on any topics covered in this section. Include all of the information needed to successfully understand the subject.

Scenario: A friend mentions that they are thinking about committing suicide. Using the decision-making model, go through the actions you would take to help your friend and to come up with the best decision possible

HOPE

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

Other References:

www.Athealth.com

www.Samaritans.org

www.Kidshealth.org

www.Helpguide.org