

Jay Curriculum: Unit Cover Page

Unit title: Family Life & Development **Grade Level:** 10
Content Area(s): Health **Date Created:**
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Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

- A1 Analyze the relationships between personal health procedures and individual well-being.
- A2 Describe the interrelationship of physical, mental, emotional and social health through the stages of life.
- A6 Describe health issues common to different stages of life
- A11 Demonstrate in-depth understanding of complex health concepts
- B4 Analyze various health problems and identify those that require professional health care services
- E1 Demonstrate healthy ways to listen and communicate effectively with family, peers, and others
- E2 Demonstrate strategies that can be used to prevent or solve conflicts without harm.
- E3 Analyze the possible cause of conflicts in schools, family
- E5 Utilize strategies to overcome barriers when communicating information, ideas, feelings, opinions about health issues.
- E7 Adopt health messages and communication techniques to the characteristics of a particular audience
- F1 Demonstrate various decision making strategies that can be used to address behaviors which lead to trouble.
- F2 Analyze health concerns that require collaborative decision making.

Unit: Family Life & Development

Brief Summary of Unit/Topic

Summary:

Very in depth units that begin with health relationship from family, peers, and intimate. Delves into conflict resolution, physical intimacy, STD, HIV and pregnancy and human development.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Students will know:

- Effective way to communicate verbally and nonverbally.
- How to develop a healthy relationship in the family, with friends, and that of intimate kind.
- Will know how to develop a relationship emotionally intimate not physically intimate.
- Understand sexual development
- Abstinence
- Birth control
- STD's
- The cost of pregnancy, financial, emotional and physically
- Development from fertilization to birth.

Students will be able to:

- To communicate clearly and effectively
- Develop healthy relationships
- Determine risky behavior and delay it.

Enduring Understanding/s:

Choices made during these years will affect the rest of life.

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See <u>aligned scoring guide</u> .)
Mg risk handout activity	A1			
Test covering communicate as a family member, friend, in intimate relationship	A2			
Family develop power point presentation	A6			
The birth process – power point presentation	A11			
Project with Save Lady presentation and quiz	B4			
I didn't know I was saying that worksheet	E1			
Relationship Contract worksheet	E2			
Lesson 2, Helping Friend activity	E5			
The Abstinence Service Message	E5,7; F1,2			

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

You and Your Family:

- Day One
 - Objectives:
 - Describe why the family is the basic unit of social health
 - List 3 reasons why family life has changed in the past 40 years. Britt – higher divorce rate; BJ – technology, TV an entertainer, took over; Josh – bigger vehicles so all can go places, family time, discuss things; Linda – more women work.
 - Describe 6 different family forms
 - Differentiate between the responsibilities of adults and children, within families
 - ID ways to cope with changes in the family
 - Activity: (5 minutes)
 - Write the term Family on the chalkboard. Instruct students to come up with a definition of the term that reflects all the different types of families they know.
 - Discuss the definition of family on p. 98 – Bold print
 - Discuss with class the 3 major forces of change in the American Family.
 - (15 minutes) Activity: Have small groups of students (3-4) create a chart listing the pros and cons of each of the 3 changes discussed. Encourage debate within the groups. After they have finished, discuss the charts, noting how the changes have both positive and negative results.
 - Family Forms – Identify the 6 Family Forms (5 minutes)
 - Nuclear
 - Single Parent
 - Blended
 - Foster
 - Other example: married couple, no kids; gay couples; unrelated people
 - (20 minutes) Activity: Divide the class into 6 groups (a group could be 1 person). Assign each group one of the 6 family forms. Have them list positive aspects of the form they are assigned. Have each group present their list to the class for further discussion.
 - Responsibilities within the Family
 - Explain Adult, children's and shared responsibilities
 - Activity: Personal Inventory Sharing Responsibilities. Share with Class.
- Day 2
 - Activity – Read Latchkey Kids, Answer questions 1-6. Class Discussion.
 - Activity – read Families and Television, Answer questions 1-3. Enrichment Activity. Discuss with class. Discuss other television families.
 - Ask: In television families, what are some of the causes of family stress. Make a list on the chalkboard. Are these cause of stress in real-life families? Discuss.
 - Students will probably identify the major causes of family stress. They will also recognize that the conflicts in real-life families are not as easily resolved as they are in TV families.
 - Where can family members go to help resolve their problems. Discuss. Possible answers: teacher, guidance counselor, clergy, support groups, AA, Al-Anon, Ala Teen, Hotlines, DHS.
 - Discuss forms of Family Violence: Physical, Sexual, Emotional Abuse
 - Have students compile a list of community resources that provide help for victims of family abuse. Provide the name, telephone number, and the kind of help each offers.
 - Discuss Runaways.
 - Why do some teens run away? What are some alternative to running away? Where can a person go for help?
 - Assignment: continue search for community resources for family problems including family violence and runaways.
- Day 3
 - Assemble list – ask for a volunteer (extra credit?) to work process the list. Perhaps we could coordinate the 3 sophomore classes to work together on the list.
 - Activity – Conflict resolution – read and answer questions. Discuss with class.

- Activity – write characteristics of a healthy family on the chalkboard. Have students list all the traits that they think are important for keeping the family together and happy.
- List some TV shows about families. Which of these shows are about healthy families. What skills do they use to solve family problems. Are these families realistic? Why or why not?
- Discuss skills for solving family problems, Resolving Conflicts p. 109; Expressing Emotions p. 110; Using Decision-making skills p. 110 (use handout – Skills for Solving Family Problems)
- Day 4
 - Activity: A Day as a Parent
 - Activity: Family Health worksheet. Review for Test. Chapter Review Sheet.
- Day 5
 - Test

Skills for Healthy Relationships:

Objectives:

- Describe 4 techniques for communicating effectively
- Explain how cooperation builds strong relationships
- Describe how compromise can be an effective way to resolve conflicts
- Identify successful strategies for working in a group.
- Day 1 – 3 skills for effective relationships - 3C's
 - Communication
 - “I” messages – statement of feelings and expectations that does not blame or judge the other person. Suppose you’re upset that friend forgot to call you. When you speak to your friend the next day, you shout, “Can’t you remember anything?” Your statement could put your friend on the defensive and cause a disagreement. Use an “I” message instead, “I’m upset because we didn’t talk last night.”
 - Activity: Change the following “you” messages to “I” messages.
 - You’re always late. Can’t you ever be on time.
 - Why do you always borrow my clothes without asking?
 - You treat me like a baby when you make me come home so early.
 - Active Listening- Communication is a 2-way process – a listener and a speaker. Focusing your full attention on what the person is saying and at the same time letting that person know you understand and care. (read bullets on p. 121)
 - Assertiveness – show transparency or use handout. Discuss - Assertive, Passive, Aggressive Communication.
 - Body Language (Kinesthetic) – a way of communicating information or feelings nonverbally through body movements, posture, gestures, and facial expressions. Eye contact.
 - Research has shown that 93% of a message’s credibility is communicated nonverbally. 55% body language; 38% tone, pitch, variation in voice quality. Only 7% of the impact of a message is carried by words.
 - Activity: non verbal communication. Give each student a slip of paper with a message that they can communicate nonverbally. Have students work in small groups or as a class.
 - Day 2 – continue 3 C’s
 - Enrichment Activity (if you have time) Read: I didn’t know I was saying that! And discuss with class.
 - Cooperation
 - Working together for a common goal. Have students give examples from their own experiences of how cooperation was important in accomplishing a goal either in school or at home.
 - Compromise
 - Willingness of a person to give up something in order to reach agreement. Skill of give and take, sacrifice something to get something in return. Both people must feel comfortable with the compromise.
 - Friendships – give and take relationship based on mutual trust, acceptance, and common interest or values.
 - Activity: have students recall their earliest friendship. How old were they? How did it begin? What happened to it? Share with class.
 - Changes in relationships: do you have the same friends now as you did in Elementary School? Will you have the same friends when you’re 22 as you have now? What are the

- positives and negatives about changes in relationships? (Have students generate a list). Is change a necessary part of relationships? How has your relationship with your parents changed?
- Activity: Do Helping Friends Activity and discuss with class.
 - Importance of Friendships:
 - Develop communication skills
 - Allow you to try out various roles...leader, helper, advice-seeker, supporter
 - Fun and necessary part of our social health
 - Important throughout our lives as you enter the work world, marry, start a family, become involved in the community.
 - Activity: Types of Friendships: assign student(s) a type of friendship and have them provide a brief description of the friendship including why it is valuable to you.
 - Casual friendships
 - Close friendships
 - Opposite sex friendships
 - Report to class
 - Assignment: have students create greeting cards for a new holiday called "Friends Day". The cards should express positive feelings about friends.
- Day 3 – Intimate Relationships
 - Share greeting cards with class
 - Activity: A-Z – Divide class into 2 groups. Give one group the letters A-L and the other group M-Z. Have the groups brainstorm words to match the letters that indicate the value of friends and friendship. Report Back.
 - Sexuality Questionnaire
 - Sexual IQ
 - Intimate Relationships
 - Sexuality: is more than "sex". Sexuality involves the whole person, how we think and feel about ourselves, our bodies and our gender. Sexuality involved sexual relationships with others and reproduction (use transparency).
 - Infatuation: feelings of intense and sometimes overwhelming attraction to another person. This is a normal, healthy feeling that enables you to form close attachments later in your adult life.
 - Day 4 & 5 Video Production
 - Day 6 – Review video and discuss abstinence
 - Read Teen Pregnancy in the US. Answer questions/discuss.
 - Watch Teen Dating Violence Video/discuss
 - Assign: the Cost of having-raising a child for the 1st year of life.
 - Day 7
 - Review and Test

REFERENCES: