



<b>Subject Area:</b> Wellness/Health	<b>Course:</b> 8th Health	
<b>Unit 3 Title:</b> Effective Communication to Create or Maintain Healthy Relationships	<b>Start Date:</b> January	<b>End Date:</b> February
<b>Unit Summary:</b> Students will review the components of effective communication and the importance of these components in regards to developing and maintaining healthy relationships with friends, family, themselves, and partners.		

### Stage 1: Desired Results

#### Massachusetts Learning Standards

- **8.1.HR.3** Identify warning signs of potential danger in a relationship and strategies to get help. [HE; SE]
- **8.1.SH.3** Analyze ways to prevent pregnancy and sexually transmitted infections (STIs), including methods that can be taken before becoming sexually active (e.g., communicating with a partner, HPV vaccine, contraception). [HE]
- **8.1.SH.4** Describe possible short- and long-term consequences (positive and negative) of engaging in sexual activity and identify ways to avoid negative or potentially harmful consequences. [HE]
- **8.1.SH.7** Explain the importance of, and ways to identify, setting personal limits to avoid unintended outcomes from risky or unwanted sexual behavior and to make sexual health decisions. [HE]
- **8.3.HR.1** Identify characteristics of healthy and unhealthy relationships and ways to seek help in unhealthy or unwanted relationships. [HE; SE]
- **8.3.HR.2** Demonstrate effective verbal and non-verbal communication skills (e.g., listening, conflict resolution, negotiation, refusal) that foster healthy relationships, communicate boundaries, and show respect in a variety of situations (e.g., familial relationships, peer relationships, romantic relationships). [HPE; SE]
- **8.3.HR.4** Explain why consent and respecting a person's boundaries are important. [HPE; SE]
- **8.3.HR.5** Demonstrate effective approaches to boundary setting (e.g., acknowledge feelings, communicate the boundary, target alternative),

<p>maintenance of a variety of boundaries (e.g., related to technology use, emotional, physical). [HPE; SE]</p> <ul style="list-style-type: none"> <li>● <b>8.1.HS.1</b> Assess personal health practices and develop short- and long-term goals that support healthy sexual behaviors (e.g., abstinence, delay, use of contraception, use of barriers, giving and obtaining consent). [HE]</li> <li>● <b>8.3.SH.1</b> Explain the difference between sexual orientation and gender identity. [HE]</li> <li>● <b>8.3.SH.2</b> Explain three dimensions of sexual orientation (i.e., identity, attraction, and behavior) and how they are all a part of an individual's sexual orientation that may or may not align with each other. [HE]</li> </ul>	
<b>Transfer (Authentic, relevant application of learning to new situations)</b>	
<p><b>Students will be able to independently use their learning to...</b></p> <ul style="list-style-type: none"> <li>● Create an infographic about a topic related to healthy relationships including, but not limited to, teen dating violence, healthy friend relationships, and positive self-esteem.</li> </ul>	
<b>Meaning</b>	
<p><b>Enduring Understandings</b></p> <p><b>Students will understand that...</b></p> <ul style="list-style-type: none"> <li>● That everyone has rights and responsibilities in relationships</li> <li>● Effective communication involves actively talking and listening</li> <li>● Establishing boundaries helps to establish respect and an understanding of one's values</li> <li>● Having a strong relationship with yourself will help you establish a better foundation for healthy relationships with others</li> </ul>	<p><b>Essential Questions</b></p> <p><b>Students will consider...</b></p> <ul style="list-style-type: none"> <li>● What does effective communication feel, look, and sound like?</li> <li>● How can you contribute to a healthy relationship with yourself, friends, family, and partners?</li> <li>● How does the media influence the relationships we have with ourselves?</li> </ul>
<b>Acquisition</b>	
<p><b>Knowledge</b></p> <p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>● Characteristics of a healthy relationship</li> </ul>	<p><b>Skills</b></p> <p><b>Students will be skilled at...</b></p> <ul style="list-style-type: none"> <li>● Identifying healthy vs unhealthy relationships</li> </ul>

<ul style="list-style-type: none"> <li>• Conflict resolution skill cues</li> <li>• Different types of families and the challenges associated with each type of family</li> <li>• 4 keys to a healthy relationship:             <ul style="list-style-type: none"> <li>○ Establishing appropriate boundaries</li> <li>○ Effective communication</li> <li>○ Trust</li> <li>○ Respect)</li> </ul> </li> <li>• Self-esteem</li> <li>• Self-worth</li> <li>• Self-respect</li> <li>• Self-care</li> <li>• Growth mindset</li> <li>• Body image</li> <li>• Warning signs of teen dating violence</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying how to improve their relationship with themselves by achieving positive body image, growth mindset, and improving self-esteem</li> <li>• Recognizing signs of teen dating violence</li> <li>• Understanding their roles in different types of relationships (friends, family, partner)</li> <li>• Identifying personal values and determining how their values contribute to healthy relationships</li> </ul>
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