

Unit Name and # of Days- Grade 10 Dating Violence (Safe Dates lesson 7 and 8)

Safe Dates Curriculum Lesson #7: How We Feel, How We Deal

Safe Dates Curriculum Lesson #8: Equal Power through Communication

Overview - what will the students know and be able to do as a result of this lesson?

Through the use of a discussion students will recognize and effectively handle their anger, so it doesn't lead to abusive behavior. Students will learn the four SAFE skills for effective communication and practice these skills in a variety of role-plays.

I Can Statements

We will express feelings or emotions in various ways

We will understand the importance in acknowledging and communicating their feelings

We will identify situations that trigger my anger

We will identify physiological and psychological cues when I'm angry

We will identify a variety of nonviolent ways to respond to anger

We will understand that I have a choice in how I respond to anger

We will increasingly use nonviolent responses to anger

We will describe the four SAFE communication skills for resolving conflict

We will demonstrate the use of the four SAFE communication skills

We will describe some nonviolent responses when a dating partner doesn't communicate in a way that is fair and equal

Essential Questions (1 or 2 per unit) - Big overarching questions that extend beyond the course-

Ex: Why is it important that I understand the impact of substances on my body over time?

How do we deal with how we feel?

What are some safe skills for effective communication?

Why is it important to learn healthy communication skills?

Learning Progressions

What should the students come in knowing?

The students will come in already knowing how to recognize what caring relationships look like.

Students will know how to define dating abuse. Students will have already learned why people abuse others? Students will have previously learned how to help friends in relation to unhealthy relationships. Students will have already learned how to overcome gender stereotypes.

What are the students working on?

The students will be thinking about their feelings to recognize different types of feelings, and to acknowledge the importance of feelings. Students will learn that everyone has things that set him or her off. By helping to identify what personally makes

What will they work on next year?

Next year there will be a continuation with dating violence. Students will continue learning from the Safe Dates Curriculum.

Vocabulary - Essential terms for the unit

Feelings

Triggers

Hot Buttons

Immediate Anger

Pent up Anger

Calming Strategies

Effective Communication

The Acronym "SAFE" in dealing with communication (**S**tay calm, **A**sk questions, **F**ind out feelings, **E**xchange ideas)

Texts and Resources for the Unit

Safe Dates Curriculum Sessions 7 and 8

Technology Integration Strategies and Resources:

Marker board, Safe Dates handout 20, handout 21, (session 7 Safe Dates Curriculum)

Safe Dates handouts 23-27 (Session 8 of Safe Dates Curriculum)

Safe Dates Curriculum CD-Rom

Learning Plan:

Deep Learning Competencies: Collaboration, Communication, Critical Thinking, Character, Citizenship, Creativity: Turn and Talk Activity based on the *6 Essential Human Needs in a relationship*, Classroom discussion.

Describe the major activities that will occur in teaching and learning

By the end of this lesson, students will be able to express their feelings in various ways.

Students will be able to understand the importance of acknowledging and communicating their feelings. We will work to identify situations that trigger anger, along with identifying physiological and psychological cues that demonstrate that someone is angry. Students will understand that there is a choice in how to respond to anger and that there are a variety of nonviolent ways of responding to anger.

Standards

standard 2: 5.3

Unit Name and # of lessons: Grade 10 Healthy Communication, Abstinence and Condom Day Lesson

Overview - What will the students know and be able to do as a result of this lesson?

Students will be able to identify the appropriate steps with regards to safe and effective condom use. Students will also be able to identify what makes a condom reliable. Students will be able to describe how condom use can prevent pregnancy and spread of sexually transmitted infections. Students will be able to identify how to properly handle and store condoms.

I Can Statements

I can identify the many reasons why abstinence is the best choice for teenagers.

I can identify various refusal skills.

I can identify the various pressures that exist for teenagers.

I can identify the 10 steps to proper and effective condom use.

I can identify what makes a condom reliable.

I can explain how the use of condoms can prevent pregnancy and STI's.

I can explain why the handling and storage of condoms properly will help increase their effectiveness.

I can explain how to effectively handle and store condoms.

Essential Questions (1 or 2 per unit) - Big overarching questions that extend beyond the course-

What are the advantages of a barrier method of contraception versus hormonal method?

How is the regular use of condoms effective in preventing pregnancy and sexually transmitted infections?

Learning Progressions

The students will come in with an understanding about what abstinence is. Next year they will be exposed to a number of contraceptive methods.

Vocabulary - Essential terms for the unit

Latex, Water based lubricant, Expiration Date, no Nonoxynol-9 (spermicide), Reservoir tip, Barrier Method

Texts and Resources for the Unit

Worksheets, Health Smart High School, Examples/models of the types of contraception

Technology Integration Strategies and Resources

Powerpoint presentation

Learning Plan

Describe the major activities that will occur in teaching and learning

A short video on Abstinence will be shown as an introduction.

A worksheet on Refusal skills will be handed out and discussed.

A PowerPoint presentation through lecture will be used to facilitate discussion while covering the essential questions. Teacher demonstration will be used to enhance student understanding of the steps of condom use.

Place to Click on Standards

5.1.1, 5.3.1, 5.3.2, 5.5.2, 5.5.4, 5.7.3, 6.1.1, 6.1.3, 6.3.1, 6.3.4, 6.5.1,

Unit Name and # of Days- Class Action: 8 Lessons

Overview - what will the students know and be able to do as a result of this lesson?

Class Action is a high school curriculum in the Project Northland series that reduces alcohol use. It involves a series of various court cases involving alcohol use and the laws surrounding them. The cases are as follows: Drinking and Driving on Trial, Fetal Alcohol Syndrome on Trial, Drinking and Violence on Trial, Date Rape on Trial, Drinking and Vandalism on Trial, School Alcohol Policies on Trial, Drinking and Hazing on Trial, Binge Drinking on Trial.

I Can Statements

I can be aware of the legal issues surrounding underage alcohol use

I can recognize underage alcohol use as a community wide problem

I can discuss and debate the legal intricacies of alcohol-related issues

I can learn about the social, emotional, economic, and legal consequences of underage alcohol use

Essential Questions (1 or 2 per unit) - Big overarching questions that extend beyond the course-

Ex: Why is it important that I understand the impact of substances on my body over time?

How is alcohol use a community wide problem?

How can we learn to make decisions that help to keep us safe?

What are the laws associated with underage alcohol use

Learning Progressions

What should the students come in knowing?

Students will have had the Project Northland program that was offered at the middle school:

grade 6: Slick Tracy Curriculum, grade 7: Amazing Alternatives, grade 8: Powerlines curriculum

What are the students working on?

The students are working on specific tasks within each given case in an effort to better understand the laws associated with each of the specific cases.

What will they work on next year? Students will continue to take what has been learned in this Class Action curriculum into eleventh grade when they further study alcohol and other date rape drugs

Vocabulary - Essential terms for the unit

Affidavit, award, breach of duty, civil trial, criminal trial, damages, defendant, deposition, expert testimony, foreseeable harm, judge, jury, liable, negligence, oath, party, plaintiff, preponderance of evidence, prosecutor, rebuttal, sue, witness

Texts and Resources for the Unit

Class Action online documents- shared documents: prep sheets, strategy sheets

Technology Integration Strategies and Resources:

All documents are uploaded and shared as documents through use of Google Chrome

Class Action Prep Sheets: all students working on a given court case receive the same common prep sheet

Class Action Strategy Sheets: all students in class receive their own individual document based on their case and then this shared Google document is also specific to their own individual task within their group

Learning Plan:

Describe the major activities that will occur in teaching and learning

Students will be researching and presenting their court cases in a mock trial format. They will be working as a team of prosecutors in an effort to prove that negligence took place. Breaking into smaller groups based on their topic in an effort to collaborate and enhance their case.

Standards standard 3: 3.1

7: 1.4

7: 2.6

7: 3.1

7: 3.3

7: 6.2

7: 7.1

7: 7.2

7: 7.4