

### **Family and Social Health Unit Plan**

#### **Unit Goals**

- 1. Students will develop healthful family relationships.**
- 2. Students will develop into loving children who are involved and interested in the lives of their immediate and extended family members.**
- 3. Students will take responsibility for their own actions, and not feel guilty for those of their parents, relatives, and friends.**
- 4. Students will become adaptable to the changes that may occur in their family.**

#### **Lesson Learning Objectives**

##### **Day #1 Healthful and Dysfunctional Families**

- 1. Students will be able to differentiate key characteristics between a healthful and dysfunctional family.**
- 2. Students will list and describe eight out of twelve things learned in a healthful family.**

##### **Day #2 Changes in the Family**

- 1. Students will recognize the process of divorce by describing the six stages.**
- 2. Students will understand the different family compositions by providing examples of changes and/or adaptations that are made to a traditional family.**

##### **Day #3 Healthful Friendships**

- 1. Students will list four questions to ask before initiating a friendship.**
- 2. Students will discuss ways to initiate friendship and respond to rejection.**

##### **Day #4 Harmful Relationships**

- 1. Students will evaluate the negative effects harmful relationships may have on their health status.**
- 2. Students will outline steps to evaluate, change, and end harmful relationships.**

##### **Day #5 Dating and Marriage**

- 1. Students will establish a personal code of conduct to follow.**
- 2. Students will establish dating guidelines with parents.**

##### **Day # 6 Abstinence! and Teen Parenthood**

- 1. Students will list 5 reasons for practicing abstinence.**
- 2. Students will describe the risks associated with being a teen mother and teen father.**

**Healthful and Dysfunctional Families**

**Learning Objectives**

1. The students will be able to differentiate key characteristics between a healthful and dysfunctional family.
2. Students will list and describe eight out of twelve things learned in a healthful family.

**Lesson description [e.g. lecture, activities, games, etc...]**

At the beginning of the day, the warm-up activity should be written on the board. Students know what to do (see special instructions below).

**Warm up activity:** Describe your immediate family. Who do you live with? Do you have siblings? If so, describe them. Are you close? What activities do you do as a family?

Last week, students were to deliver a letter to their family about a project for this unit. The project is called the “Family Experiment Journal.” Explain what the project is given the information below. (Hand out the information sheet at the end of class when homework is assigned). The journal is due at the beginning of class on Day #6 of this unit.

**Family Experiment Journal:** The students are to have dinner with their family a minimum of three times. During the meal, there should be no distractions (television, answering the phone, playing games, etc.). After the meal is over, students are to record their observations to make a journal. Consider the following questions:

*What was the conversation about?*

*Was anything meaningful discussed?*

*Did everyone talk about themselves?*

*Was it awkward?*

*Did you learn anything about your family?*

**Explain and discuss the attached notes using the board, overheads, or PowerPoint.**

**Communication Activity!** An activity is embedded into the notes during the appropriate time to complete the activity. Teacher will divide students into pairs. Instructions for the activity are provided in the notes.

**Discussion question:** Call on at least five students; encourage all to participate.

How can love and respect be displayed in the family?

**Assign homework: Family Song Search (attached); Due at the beginning of next class session, Day #2**

**Embedded Assessments**

**Family Experiment Journal—Unit project**

**Family Song Search—homework**

**[See attached sample copies]**

**Special instructions:** Warm up activities are written on the board. Students are to begin working on them upon their arrival to class. They will write down their responses, which are kept in their binders. Two to three minutes after the bell, the teacher can answer and discuss the question posed, or begin the day’s lesson.

## Family Experiment Journal

The students are to have dinner with their family a minimum of three times. During the meal, there should be no distractions (television, answering the phone, playing games, etc.). After the meal is over, students are to record their observations to make a journal. Consider the following questions:

*What was the conversation about?*

*Was anything meaningful discussed?*

*Did everyone talk about themselves?*

*Was it awkward?*

*Did you learn anything about your family?*

Name:  
Period:

### Family Song Search

*Directions: Search for a song that refers to family life; it can have a positive or negative tone. Cite the information about the song, and print the lyrics to it. Write a brief summary of the song and what you think the singer is trying to convey.*

Title of Song: \_\_\_\_\_

Recording Artist: \_\_\_\_\_

Author: \_\_\_\_\_

Publisher: \_\_\_\_\_

Date Published: \_\_\_\_\_

Website/Book: \_\_\_\_\_

Summary/Reaction:

**Changes in the Family**

**Learning Objectives**

1. Students will recognize the process of divorce by describing the six stages.
2. Students will understand different family compositions by providing examples of changes and/or adaptations that are made to a traditional family.

**Lesson description [e.g. lecture, activities, games, etc...]**

**At the beginning of the day, the warm-up activity should be written on the board. Students know what to do (see special instructions below).**

**Warm up activity:** What would you say to encourage a friend whose parents have just separated?

**Encourage students to continue working on their Family Experiment Journal.**

**Explain and discuss the attached notes using the board, overheads, or PowerPoint.**

**Adjustment Activity!** An activity is embedded into the notes during the appropriate time to complete the activity. Teacher will divide students into groups of four. Students will brainstorm as a group, and then share with the class. Each student can be responsible for one objective; all must participate. Specific objectives are stated within the notes.

**Discussion question:** Call on at least five students; encourage all to participate.

Is divorce too common? Do you think you will have a lasting relationship?

**Embedded Assessments**

**None; encourage Family Experiment Journal**

**There will be a short quiz next session, Day #3**

**Special instructions:** Warm up activities are written on the board. Students are to begin working on them upon their arrival to class. They will write down their responses, which are kept in their binders. Two to three minutes after the bell, the teacher can answer and discuss the question posed, or begin the day's lesson.

**Healthful Friendships**

**Learning Objectives**

3. Students will list four questions to ask before initiating a friendship.
4. Students will discuss ways to initiate friendship and respond to rejection.

**Lesson description [e.g. lecture, activities, games, etc...]**

**At the beginning of the day, the warm-up activity should be written on the board. Students know what to do (see special instructions below). Inform students when they are finished working on their warm up activity they may study for the quiz. Begin the quiz 4 minutes after the bell.**

**Warm up activity:** What characteristics do you have that make you a good friend?

**Quiz.** A copy of the quiz is attached. The quiz is short, and should be limited to 10 minutes.

**Explain and discuss the attached notes using the board, overhead projector, or PowerPoint.**

**Conversation Activity!** An activity is embedded into the notes during the appropriate time to complete the activity. Teacher will randomly select two students to role play a conversation. The remainder of the class will observe and take notes of the conversation.

This should be done twice. The following slide covers conversation “keepers and killers.” Analyze with the students the conversations they just witnessed based on this new information.

**At the close of the lesson, ask for two students to volunteer to role play the correct way to initiate a conversation.**

**Discussion question:** How can someone overcome shyness or loneliness?

**Embedded Assessments**

**Quiz**

**Encourage students to continue working on their Family Experiment Journal. Class will discuss any observations from the weekend next class session, Day #4**

**Special instructions:** Warm up activities are written on the board. Students are to begin working on them upon their arrival to class. They will write down their responses, which are kept in their binders. Two to three minutes after the bell, the teacher can answer and discuss the question posed, or begin the day’s lesson.

Name:  
Period:

### Family Life Quiz

1. What is a family?
2. True or False    A dysfunctional family is a family that has the skills to be successful and function in healthful ways.
3. List 8 of the 12 things you can learn in a healthful family.
  
4. Which of the following is not considered an addiction harmful to the family?
  - a. Exercise
  - b. Gambling
  - c. Talking
  - d. Television
  - e. Perfectionism
5. \_\_\_\_\_ is the compulsion to control, take care of, and rescue people by fixing their problems and minimizing their pain.
6. Who is considered part of an extended family?
7. True or False    Divorce is a legal way to end marriage.
8. How many stages are in the divorce process?
9. What are the 2 traits of children of divorce?
10. True or False    Discussing your thoughts and feelings with a trusted adult is helpful during any change in the family.

BONUS: The success of a \_\_\_\_\_ family often depends on how \_\_\_\_\_ act.

### Harmful Relationships

#### Learning Objectives

1. Students will evaluate the negative effects harmful relationships may have on their health status.
2. Students will outline steps to evaluate, change, and end harmful relationships.

#### Lesson description [e.g. lecture, activities, games, etc...]

At the beginning of the day, the warm-up activity should be written on the board. Students know what to do (see special instructions below).

**Warm up activity:** What are some signs of a harmful relationship? (Hint: they can be words or actions.) Explain why some people get in harmful relationships.

**Take five minutes for students to share their observations of the Family Experiment Journal.**

**Explain and discuss the attached notes using the board, overhead projector, or PowerPoint.**

**Role Play:** At the conclusion of the lesson, select student to act out each of the harmful relationship match-ups. Have students explain how each person can free themselves from their current situation.

**Discussion question:** How can you detect if a friend is in a harmful relationship? Would you tell them? How?

**Special instructions:** Warm up activities are written on the board. Students are to begin working on them upon their arrival to class. They will write down their responses, which are kept in their binders. Two to three minutes after the bell, the teacher can answer and discuss the question posed, or begin the day's lesson.

**Dating and Marriage**

**Learning Objectives**

1. Students will establish a personal code of conduct to follow.
2. Students will establish dating guidelines with parents.

**Lesson description [e.g. lecture, activities, games, etc...]**

**At the beginning of the day, the warm-up activity should be written on the board. Students know what to do (see special instructions below).**

**Warm up activity:** Describe your “Prince Charming.” Include everything: looks, character, talent, abilities, etc.

**Explain and discuss the attached notes using the board, overheads, or PowerPoint.**

**Brainstorming Activity!** An activity is embedded into the notes during the appropriate time to complete the activity. Teacher will lead a brainstorming session covering the topic of things to include in a personal code of conduct. Appropriate suggestions should be written on the board. Allow 5-10 minutes for this activity.

**At the conclusion of the lesson, there is a self-assessment activity.**

Students will need to get a clean sheet of notebook paper, and follow the directions as indicated in the notes. Allow 5-10 minutes for the self-assessment.

**Discussion question (if time permits):** How can a “break-up” be a positive experience?

**Assign homework: Dating Code of Conduct and Guidelines (attached); Due at the beginning of next class session, Day #6**

**Embedded Assessments**

**Dating Code of Conduct and Guidelines** —*homework*

[See attached sample copy]

**Special instructions:** Warm up activities are written on the board. Students are to begin working on them upon their arrival to class. They will write down their responses, which are kept in their binders. Two to three minutes after the bell, the teacher can answer and discuss the question posed, or begin the day’s lesson.

Name:  
Period:

### Dating Code of Conduct and Guidelines

*Directions: Using the notes from brainstorming in class, write at least 10 specific items for to create a personal Code of Conduct for dating.*

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

*Directions: This portion of the assignment is to be completed with the cooperation and feedback of your parents or guardians. One must sign below indicating their participation. Discuss and record 10 guidelines for dating.*

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

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Parent/Guardian Signature

**Abstinence! and Teen Parenthood**

**Learning Objectives**

1. Students will list 5 reasons for practicing abstinence.
2. Students will describe the risks associate with being a teen mother and teen father.

**Lesson description [e.g. lecture, activities, games, etc...]**

At the beginning of the day, the warm-up activity should be written on the board. Students know what to do (see special instructions below).

**Warm up activity:** When is it appropriate to have sex? Why?

**Collect the Family Experiment Journals as students arrive to class.**

**Explain and discuss the attached notes using the board, overheads, or PowerPoint.**

**Brainstorming Activity!** An activity is embedded into the notes during the appropriate time to complete the activity. Teacher will lead a brainstorming session giving reasons for practicing abstinence. Appropriate suggestions should be written on the board.

Choose at least 10 students from the classroom, and allow 5-10 minutes for this activity.

**Discussion question:** What are some of the changes you would have to make if you became a mother today? How would you care for and provide for your child?

**Homework! Explain to the class they have each become mothers today. They will be responsible for caring for their child over the upcoming weekend. Their child is a bag of flour. Hand each student their bag of flour. See attached exercise sheet for specific guidelines.**

**Embedded Assessments**

**Flour Baby Exercise**

[see attached copy]

**Special instructions:** Warm up activities are written on the board. Students are to begin working on them upon their arrival to class. They will write down their responses, which are kept in their binders. Two to three minutes after the bell, the teacher can answer and discuss the question posed, or begin the day's lesson.

Name:  
Period:

### **Flour Baby Exercise**

*Congratulations! You are now the proud teen mother of a baby! For the weekend, you must care for your child. The guidelines are as follows:*

*Name your child: \_\_\_\_\_*

*Your child must be watched at all times. If you have to, arrange for a baby sitter.*

*You are to fix bottles for your child. Spend the time pretending to prepare bottles, and schedule time for feeding. The child should be fed every 4 hours.*

*The child needs to be changed regularly. At least every 4 hours.*

*The child likes to play, and be attended to. Spend a minimum of 30 minutes playing with him/her. The more you play with your child, the happier and healthier he/she will be.*

You must keep a log (back of this sheet) of the time and care you perform. You will be graded based upon following the guidelines, keeping a log, and returning the flour baby in “healthy” condition.

Friday--beginning at the conclusion of health class	Sunday
12:00 AM	12:00 AM
1:00 AM	1:00 AM
2:00 AM	2:00 AM
3:00 AM	3:00 AM
4:00 AM	4:00 AM
5:00 AM	5:00 AM
6:00 AM	6:00 AM
7:00 AM	7:00 AM
8:00 AM	8:00 AM
9:00 AM	9:00 AM
10:00 AM	10:00 AM
11:00 AM	11:00 AM
12:00 PM	12:00 PM
1:00 PM	1:00 PM
2:00 PM	2:00 PM
3:00 PM	3:00 PM
4:00 PM	4:00 PM
5:00 PM	5:00 PM
6:00 PM	6:00 PM
7:00 PM	7:00 PM
8:00 PM	8:00 PM
9:00 PM	9:00 PM
10:00 PM	10:00 PM
11:00 PM	11:00 PM
Saturday	Monday--concludes at the beginning of health class
12:00 AM	12:00 AM
1:00 AM	1:00 AM
2:00 AM	2:00 AM
3:00 AM	3:00 AM
4:00 AM	4:00 AM
5:00 AM	5:00 AM
6:00 AM	6:00 AM
7:00 AM	7:00 AM
8:00 AM	8:00 AM
9:00 AM	9:00 AM
10:00 AM	10:00 AM
11:00 AM	11:00 AM
12:00 PM	12:00 PM
1:00 PM	1:00 PM
2:00 PM	2:00 PM
3:00 PM	3:00 PM
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