

## Lesson Plan

**Lesson:** Building Responsible Relationships

**Length:** 45 minutes

**Age or Grade Level Intended:** 10-11 High School

**Academic Standard(s):** G912.1.1 Document how personal behaviors can impact health. G912.2.9 Examine how some health risk behaviors can influence the likelihood of taking part in other unhealthy behaviors.

**Performance Objective(s):** TSWBAT document personal behaviors impacting health by taking an in-class quiz and scoring 4 out of 5 correct. TSWBAT show the influence of unhealthy behaviors by performing a skit, in a small group, in front of the class.

**Assessment:** Objective 1 will be assessed by having the students take an in-class quiz, and pass with a score of 4 out of 5 correctly to prove proficiency. Objective 2 will be assessed by a checklist based on if the information given is correct/incorrect in the skit.

**Advance Preparation by Teacher:** note taking outline, quiz, skit rubric, & 4 skit scenarios

### Procedure:

**Introduction/Motivation:** Today are going to talk about building responsible relationships, why teen relationships are important, reasons, benefits, possible problems of dating, & developing healthy relationships. We will be taking notes, acting out skits, talking out scenarios, and completing a quiz. How would you compare and contrast being sexually active and being abstinent? (Bloom; Comprehension)

### Step-by-Step Plan:

1. Intro/Motivation
2. Note-taking outline
  - students will be taking notes over how to build responsible relationships
  - list (on board) healthy & unhealthy characteristics of a relationship (Bloom; Knowledge)
3. Note-taking outline
  - students will be taking notes over abstinence
  - list (on board) reasons why someone would want to become sexually active & also why someone would choose to remain abstinent (Bloom; Knowledge)

4. Skits (Gardner; Bodily-Kinesthetic, Interpersonal)

-Students will be in groups of 2-3 students (there will be 4 different skit scenarios-see printouts)

5. Discussion: fun, safe, & healthful things people can do on a date or group date (list on board)

6. Quiz

7. Closure

**Closure:** Today we talked about building healthy responsible relationships. What are reasons for why someone might date? What are benefits for dating? What are possible problems of dating? What characteristics should someone look for in the right person? What is abstinence? (Bloom; Knowledge) What are health benefits of abstinence? What are emotional and social benefits of abstinence? How would you apply what you learned today to stick up for what you believe in if you wanted to remain abstinent? (Bloom; Application) Anyone have any questions?

**Adaptations/Enrichment:**

**Student with Learning disability in reading**

**comprehension**-partnered up with someone who has no trouble reading; make a different not-taking outline for them that is less worded and easier for the individual to understand

**Student with ADHD**-make sure they are able to stay on topic; get up & move around instead of constantly sitting at desk; watch length of one activity

**Student with Gifts and Talents in Creativity**-make their note-taking outline with more blanks than the rest of the class; add challenging questions to their note-taking guide

**Self-Reflection:** I measured the impact of my teaching of this lesson on my students' learning by having them fill out a note-taking guide during the lecture, perform a skit in front of the class, and take a quiz at the end of class. The results were great! Everyone filled out their note-taking guides and participated in the skits and had fun with it. They also all scored a 3 or better on the quiz (which was out of 5). If I were to teach again, I would continue onto lesson two in the book and review this lesson briefly at the beginning of class. If I were to do this differently, I would not lecture as much over the note-taking guide and let the students try to guess the answers (Kyle taught this part of the lesson and this would be what I would change). I would also have provided more blanks in the guide, so they really learn it, instead of simply reading over it. Overall, this lesson went smoothly and worked out great.