

# 21<sup>st</sup> Century Healthy Living Lesson

**Grade: 8**

**Unit:** Healthy Relationships

**Driving Question: Healthy vs Unhealthy Relationships – What’s the Difference?**

## Curriculum Outcomes:

2.6 identify healthy and unhealthy relationships and demonstrate assertiveness skills to communicate thoughts and feelings within primary relationships

**Expected Time:** 1 – 60 minute class

## Resources:

- [PowerPoint](#) – link to site with this available for download
- [Screencast of PowerPoint](#)
- Class set of iPads, netbooks or computers. Could also use student’s own devices if possible

## Lesson Procedure

### 21<sup>st</sup> century skills

Teacher does (I Do):

Have PowerPoint ready to introduce the day’s topic and move to the second slide to show student’s the quote typed there. Open a [Today’s Meet](#) room and have students respond with their initial thoughts/feelings to what this quote means. Have a class discussion around their responses which will vary but should be led to the idea of healthy and unhealthy relationships. Tell students that we are speaking about all relationships, not just romantic pairings. Move through the PowerPoint to outline some of the key differences between healthy and unhealthy relationships.

- find, validate
- remember, understand
- collaborate, communicate
- analyze, synthesize
- critical thinking
- evaluate, leverage
- create, publish
- citizenship

Individual student work (You Do):

Have students create a list of 4-5 relationships they see outside class. They can be from TV shows, movies, video games, etc. Tell students to avoid personal relationships because class is not the place to put someone on the spot, particularly if they want to bring attention to the unhealthy relationship of a friend.

- find, validate
- remember, understand
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- citizenship

<p><b>Group work (We Do):</b></p> <p>Have students work in groups of 2-3 to share their relationship lists and explain why they believe they are healthy or unhealthy. Once identified, have the group create a <a href="#">Kahoot</a> quiz about their list of relationships. The students have done this in Grade 7 and should be able to create a quiz with little, if any, support. They can find images to upload into the quiz and simply have healthy or unhealthy as options in a multiple choice quiz.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> find, validate</li> <li><input type="checkbox"/> remember, understand</li> <li><input checked="" type="checkbox"/> collaborate, communicate</li> <li><input type="checkbox"/> analyze, synthesize</li> <li><input checked="" type="checkbox"/> critical thinking</li> <li><input type="checkbox"/> evaluate, leverage</li> <li><input checked="" type="checkbox"/> create, publish</li> <li><input type="checkbox"/> citizenship</li> </ul>
<p><b>Class share (We Share):</b></p> <p>Have class play 1-2 of the created quizzes. Some students may not know all the relationships depending on the media, but encourage them to guess based on the images. This could promote a discussion on what a healthy relationship looks like on the outside. Remind students that not all unhealthy relationships are physically abusive so you may not see wounds on the outside.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> find, validate</li> <li><input type="checkbox"/> remember, understand</li> <li><input checked="" type="checkbox"/> collaborate, communicate</li> <li><input type="checkbox"/> analyze, synthesize</li> <li><input checked="" type="checkbox"/> critical thinking</li> <li><input type="checkbox"/> evaluate, leverage</li> <li><input type="checkbox"/> create, publish</li> <li><input checked="" type="checkbox"/> citizenship</li> </ul>
<p><b>Lesson Wrap Up:</b></p> <p>Show students the following videos as a way to wrap today's lesson. These are teens talking about <a href="#">healthy</a> and <a href="#">unhealthy</a> relationships. Tell them that the next class will focus on how to communicate assertively within relationships.</p>	
<p><b>Differentiation/Modification/Enrichment:</b></p> <p>Students who need support can be paired with stronger students.</p>	
<p><b>Assessment:</b></p> <p>This should be recorded in Power School as a formative assessment for completion. Future lessons will have summative assessments on the entire outcome.</p>	
<p><b>Teacher Reflection:</b></p>	