



*Department of Teaching and Learning*

**Family Life Education**

**GRADE: 9**

Lesson 2

**TIME:**

One class period

**LESSON FOCUS:** Dating Relationships and Boundaries

**STATE STANDARD:**

9.5 The student will review the nature and purpose of dating

**DESCRIPTIVE STATEMENT:**

Topics include understanding family guidelines, the functions of dating and coping with the pressures experienced in dating situations. Students will discuss the signs of dating violence and physically and mentally abusive relationships. Discussion also focuses on the importance of group dating, rather than dating as a couple, in early adolescence.

**STATE STANDARD:**

9.6 The student will realize the importance of setting standards for controlling sexual behavior and or postponing sexual relations until marriage.

**DESCRIPTIVE STATEMENT:**

The physical, emotional, social, psychological and economic consequences of premarital sexual relations continue to be emphasized along with reinforcement of assertive skills and ways to say "no" in terms that will enable the student to resist pressure from other teenagers and manage his or her own feelings and behavior.

**STATE STANDARD:**

9.7 The student will interpret the effects and prevention of sexual assault, rape (including date rape), incestuous behavior, molestation and human sex trafficking.

**DESCRIPTIVE STATEMENT:**

This is a review of the use of assertive skills, conflict resolution, avoidance of risk situations and referral services in the community. In addition to identifying such factors, the student explains or interprets them to others. The student will demonstrate proper approaches to dealing with physically and mentally abusive relationships. The student will identify the appropriate and inappropriate use of electronic devices. Instruction includes the legal implications for inducing someone to engage in commercial sex (i.e., purchaser, John, inducer).

## LEARNING TARGET:

I will identify pressures and guidelines that are associated with dating situations, including abuse and exploitation, and identify strategies for prevention, including resources for help.

## KEY TERMS:

- Dating
- Assertiveness
- Rape
- Date rape
- Molestation
- Incest
- Sexual assault
- Human trafficking
- Abstinence

## MATERIALS NEEDED:

- PowerPoint
- Large Post-it paper
- Chromebook/Notebook paper
- Strategies for this lesson are listed in **red** within the lesson (all strategy procedures are listed at the bottom of the lesson plan).

## Videos and Links:

- *Real Girls, Real Stories: Sarah's Story*  
<https://www.youtube.com/watch?v=g7PxvpFeXDY>
- *Male Victims of Abuse Face Stigmas*  
<https://www.domesticshelters.org/domestic-violence-articles-information/male-victims-of-abuse-face-stigmas.WOZe5EUrLb0>
- NBCLearn video, *Heroic Flight Attendant Rescues Teenage Human Trafficking Victim*  
<https://sso.nbclearn.com/secure/playcuecard.do?si=VBSchools.com&cuecard=110100>

## LINK (activate prior knowledge/lesson intro.)

Open the PowerPoint presentation- The lesson will be taught using the presentation with the lesson strategies, video directions, and activities embedded within the PowerPoint

1. **Bell Ringer: Think/Pair/Share (Slide 1)** Post the “Bell Ringer” on the board. What personality characteristics do you value in a dating situation?
2. **Slide 2:** Read the script in the PowerPoint and introduce the learning target. Post 4 posters around room with the following titles (one for each poster):
  - Healthy Relationships
  - Unhealthy Relationships
  - Assertiveness Skills
  - Possible Resources
3. Have students participate in a **Chalk-Talk** activity. **(Slide 3)** Once ideas are recorded on the posters, debrief as a whole group. Ask students what resonated most with them regarding each of the

4 posters.

4. Once Chalk-Talk is complete, show **slide 4** and ask the class to choose one attribute and elaborate on why that attribute is important in a relationship. What may be a consequence if that attribute did not exist in a relationship?
5. Have students analyze the difference of a date versus a mate by asking them the purpose of dating. Once students have responded, show **slide 5** and read it to the students.

**Note:** This discussion may take place in pairs/small groups to come up with a written or verbal consensus to lead into the lesson.

## ENGAGE AND EXPLAIN (direct instruction/guided practice):

1. **Slide 6:** Present signs of an unhealthy relationship and discuss with the class.
2. Present key terms in **slide 7:** Teacher will guide students through the vocabulary by using the script in the notes section of the PowerPoint.

## ACTIVE LEARNING (collaborative learning/work):

Students will participate in the following activity to examine and synthesize information related to teen dating violence.

1. Using **slide 8**, introduce the activity by reading the script in the notes section of the slide.
2. Access the video *Real Girls, Real Stories: Sarah's Story* from **slide 9**. As students view the video, they should answer the questions on the Compare and Contrast handout.
3. Have students read the informational article on dating violence for males using the article *Male Victims of Abuse Face Stigmas*. As students read, they should answer the questions of the Compare and Contrast handout.
4. Once the article is complete, have students form teams of 2 or 3 to review answers to questions and complete the **Venn diagram** using the following guiding question:
  - What are some similarities between the information you heard and read in the two resources? What may make male victims of dating violence different from female victims?

## ENGAGE AND EXPLAIN (direct instruction/guided practice):

1. Present **slide 10:** Use script in notes section of the PowerPoint.  
**(Think/Pair/Share or in whole group discussion)** – Have students discuss the following question to discuss the impact of social media: How may social media and technology play a role in exploitive situations?
2. **Slide 11:** Students will be introduced to the idea of human trafficking using the NBCLearn video, *Heroic Flight Attendant Rescues Teenage Human Trafficking Victim*. Use the script in the notes sections of the PowerPoint.
3. Present **slides 12** and **13:** Use the script in the notes sections of the PowerPoint.
4. Identify the Virginia Laws of Human Trafficking in **slides 14-16**.
5. 30-Second Brainstorm: Have students take 30 seconds to write down as many thoughts as possible related to possible safety guidelines for teens when going out with friends that will help prevent one from becoming a victim of human trafficking. Share out with whole group, and then display **slide 17**.

## REFLECTION (individual work):

- **Slide 18:** Have students think about all discussed today in relation to the following 3 words: Choices,

Responsibility and Assertiveness. Have students individually write an explanation of how each of the three words relate to sexual activity, specifically to the ideas around teen dating violence, relationships and human trafficking.

## **LESSON CLOSURE:**

1. **Slide 19:** Sources of help. If time, take students to link in slide to show them the resources available through that page.
2. **Slide 20:** Important Reminders

## **Instructions for strategies within the lesson:**

### **Think/Pair/Share (strategy):**

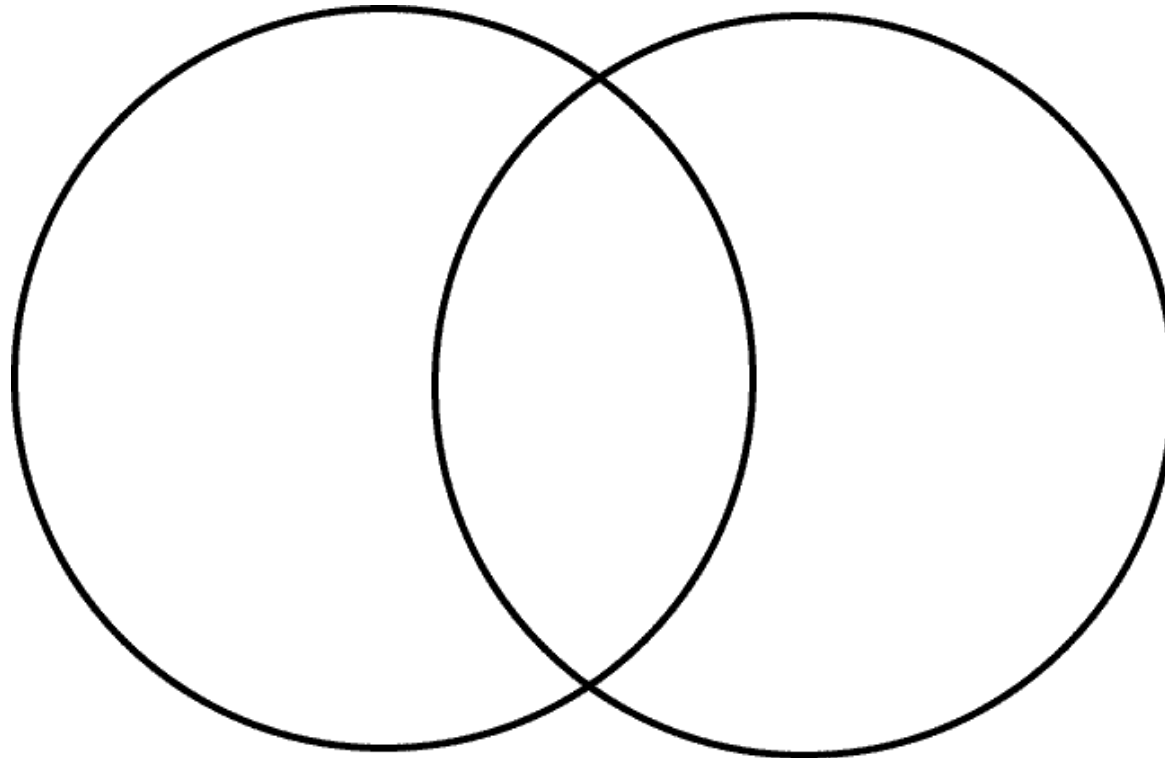
- a. **Step 1:** Think individually think about the following (1-3 minutes):
  - What information do you need to solve the problem?
  - What information do you already know?
  - What tools and strategies could you use?
  - What questions do you need to ask your group?
- b. **Step 2:** Pair with a partner, jot down ideas to help you get started with the problem (1-3 minutes). You may use any of the tools provided in the classroom.
- c. **Step 3:** Share take turns sharing ideas in a larger group (1-3 minutes).

### **Chalk Talk (strategy): A silent way for students to generate ideas and interact visibly and directly with one another.**

- a. Post categories around the room on large Post-It paper (healthy, unhealthy, assertive skills, resources).
- b. Students may begin at any poster they wish. Students record their thoughts and ideas around the categories. This activity is done silently. Students should not orally communicate with each other. As students write, they may draw connections to the ideas of others on the poster or they may write their own ideas that do not connect to others. Students may show connections between ideas by circling interesting ideas, writing questions about another student's comment, adding his or her own ideas, or connecting two interesting ideas/comments together with a line.
- c. The timeframe is up to the teacher, but a good indication of a stopping point is when writing slows down.
- d. The teacher uses whole group discussion to summarize each poster, asking students to elaborate on connections or questions that were posed.

**Venn diagram (graphic organizer):** A Venn diagram is used to compare and contrast two or more ideas. In a double Venn, students compare and contrast two ideas by recording characteristics or information unique to each in the areas of the circles that do not intersect and by recording characteristics or information both ideas share in the area where the two circles intersect.

# COMPARE AND CONTRAST



<i><b>Real Girls, Real Stories: Sarah's Story</b></i>	<i><b>Male Victims of Abuse Face Stigmas</b></i>
What was the situation?	What is the "stigma" associated with male victims of dating violence?
What were the warning signs or characteristics of the relationship that indicated Sarah was in danger?	What conclusion can you draw about dating violence toward men from the statistics in the article?
What were the unintended consequences that resulted from the relationship?	