

**Consumer & Life Studies    Brunswick School Department**  
**Life Management**  
**Personal Relationships**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ There is a difference between real love and infatuation.</li> <li>▪ There are tools that can be used to make wise decisions about partner selection.</li> <li>▪ “Love languages” help identify how a person needs to be loved.</li> <li>▪ Healthy couples exhibit certain characteristics.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What is love?</li> <li>▪ What is infatuation?</li> <li>▪ How does one select a partner?</li> <li>▪ What is a character disorder?</li> <li>▪ How does one determine whether a partner is compatible?</li> <li>▪ What is a love language?</li> <li>▪ What are the qualities of “healthy couples”?</li> <li>▪ <b><i>How does one recognize unhealthy and abusive relationships?</i></b></li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ There are identifiable differences between love and infatuation.</li> <li>▪ There are significant qualities that boost strong relationships.</li> <li>▪ A person with a “personality disorder” exhibits particular behaviors.</li> <li>▪ <b><i>Domestic violence is one of the leading killers of women in our society.</i></b></li> <li>▪ <b><i>There are specific behavior warnings that can indicate a potentially abusive relationship.</i></b></li> <li>▪ One must evaluate personal needs and essential qualities when selecting a compatible partner.</li> <li>▪ It is important to identify another’s “love language”.</li> <li>▪ The qualities exhibited by couples determine if partnering will be successful.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ love, infatuation, compatibility, intimacy, character disorder, flexibility, <b><i>red flag, domestic violence, power and control, flexibility</i></b>, tolerance, optimism, boundaries, autonomy, love languages</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Differentiate between infatuation and love.</li> <li>▪ Recognize the importance of similarity in partner selection.</li> <li>▪ Identify desirable qualities of a potential partner.</li> <li>▪ Recognize intolerable qualities of a potential partner.</li> <li>▪ <b><i>Describe the “red flags” of abusive behavior in a relationship.</i></b></li> <li>▪ Identify the qualities of personality disorders.</li> <li>▪ Identify the pros and cons of birth control methods.</li> <li>▪ Distinguish the symptoms and treatments of the most common sexually transmitted diseases (infections).</li> <li>▪ Identify the parts of the male and female reproductive systems.</li> <li>▪ Apply the five love languages to self and others.</li> <li>▪ Recognize the qualities of healthy couples.</li> </ul>

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<p><b>Related Maine Learning Results</b></p>	<p><u>Career and Education Development</u>          B. Learning About and Exploring Education and Career and Life Roles          B2. Skills for Individual/Personal Success in the 21<sup>st</sup> Century          Students evaluate strategies to improve skills that lead to lifelong learning and success in the classroom, and the achievement of schoolwork, work and career, and personal life goals.          a. Literacy skills          b. Numeracy          c. Critical thinking skills          d. Information and communication technology (ICT) skills          e. Interpersonal skills          f. Other academic skills and knowledge</p>
<p><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ List qualities of love vs. infatuation from an “Ann Landers” letter. Make a poster of the information.</li> <li>▪ Read about and discuss the importance of compatibility.</li> <li>▪ Analyze in writing personal qualities and needs for partnering.</li> <li>▪ Identify personal “must haves” and “can’t stands” attributes from a list of possibilities. Discuss findings with the class.</li> <li>▪ Take notes about and discuss the significance of “love languages”.</li> <li>▪ Discuss “The Attributes of a Healthy Couple”.</li> <li>▪ <b><i>Discuss the red flags of abusive teen relationships. After viewing videos of personal stories, list additional warnings.</i></b></li> <li>▪ <b><i>Discuss facts and myths about teen dating violence. Describe how to support a teen to end an abusive relationship.</i></b></li> <li>▪ <b><i>Make posters about abusive versus healthy relationships to display on a public bulletin board or throughout the school to educate the student body and others.</i></b></li> </ul>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ test</li> <li>▪ poster</li> <li>▪ class presentation</li> </ul>

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<p>Sample Resources</p>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>How To Know If Someone Is Worth Pursuing In Two Dates Or Less</u> - Neil Clark Warren, PhD</li><li>○ "Sifting out love from infatuation" - Ann Landers</li><li>○ <u>The Five Love Languages</u> - Gary Chapman, PhD</li><li>○ <u>Attributes of the Healthy Couple</u> - Moreen R. Halmo, PhD</li><li>○ <b><i>"Intimate Homicide Victims by Gender" – FBI Domestic Violence Statistics, 1994-2004</i></b></li><li>○ <b><i>"Supporting Youth: Dating Bill of Rights, Myths and Facts" – Maine Coalition to End Domestic Violence</i></b></li></ul></li><li>▪ <u>Videos:</u><ul style="list-style-type: none"><li>○ <u>Sexually Transmitted Diseases</u> – Schlesinger</li><li>○ <u>Birth Control, Sexual Abstinence</u></li><li>○ <b><i><u>A Cry for Help: Breaking the Cycle of Teen Dating Violence</u></i></b></li><li>○ <b><i><u>Heart on a Chain</u></i></b></li></ul></li><li>▪ <u>Other Resources</u><ul style="list-style-type: none"><li>○ <b><i>Power and Control Wheel – Domestic Abuse Intervention Project</i></b></li></ul></li></ul>
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