Social Health

*Unit Learning Objectives*

At the end of this unit, you should know…

* what a relationship is and the general types of **relationships**.
* some **functions of the family** that *have not changed over time*.
* the general roles and responsibilities of parents/guardians/adult family members versus those of children/siblings/young family members.
* eight **traits of a healthy family** and how they are demonstrated in a family.
* *if assigned*, what the article, **“A Nation of Wimps”** discussed about families and their impact on a person’s overall health.
* four ways **community** can impact public health and how.
* characteristics of good or role-model **citizenship**.
* what it means to be a **wise consumer** (knowing what your $$$ is really paying for); to differentiate between reliable sources of information and those that may be fictitious (i.e. advertising strategies to influence consumer decisions).
* five types of **pollution** and how each can *specifically* impact our health.
* what we can do as citizens/consumers to combat pollution and improve community health as a result.
* the different types of **peer relationships**; pro’s and con’s of each.
* some **traits of** **healthy relationships**.
* why communication is important to maintaining healthy relationships.
* the **aspects of communication** and why all are important to successful communication.
* the three **communication styles** (characteristics of each style; what they “look or sound” like [i.e. body language, voice, demeanor, etc]); why one of these styles is *typically* a more healthful communication style over the other two.
* how *interpersonal* and *intrapersonal conflicts* are defined and how to describe examples/scenarios reflecting each type of **conflict**.
* **conflict resolution techniques** and why one technique might be used over another.
* traits that may be indicative of not just an unhealthy relationship, but an **abusive relationship**. How do we differentiate between an *unhealthy* relationship and an *abusive* relationship?
* characteristics/attributes of **abuse**. For example:
	1. Who are generally the *assailants*; who are the *victims*?
	2. What can abuse “look” like or involve?
	3. Why does abuse happen?
* characteristics of bullies and those who are victims of **bullying**.
* some contributing factors to **violence**.
* how to differentiate between abuse and violence, given the definitions used in class.
* what **help/resources** are there **for victims** of abuse/violence.
* how to **prevent/reduce acts of abuse/violence** as individual citizens and society at large.