

## SECONDARY 3

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD
Lessons about Love (Part 3)	1 (60 mins)	<ul style="list-style-type: none"> <li>• recognise what constitutes responsible dating</li> <li>• evaluate if a dating relationship is healthy or unhealthy</li> <li>• demonstrate competencies in managing emotions in dating and romantic relationships</li> </ul>	<b>Term 3</b>
	2 (60 mins)	<ul style="list-style-type: none"> <li>• recognise differences in perspectives of dating and romantic relationships</li> <li>• evaluate one's readiness for romantic relationships</li> <li>• recognise challenges that occur in the context of a relationship</li> <li>• examine how our response to emotions can affect relationships positively or negatively</li> </ul>	<b>Term 3</b>
	3 (60 mins)	<ul style="list-style-type: none"> <li>• recognise the different levels of physical intimacy in a relationship</li> <li>• know the progressive nature of actions that lead to sexual arousal and intercourse</li> <li>• recognise that one may unintentionally invite sexual intimacy through one's verbal and non-verbal behaviour</li> </ul>	<b>Term 3</b>
	4 (60 mins)	<ul style="list-style-type: none"> <li>• evaluate the norms of acceptability for public display of affection</li> <li>• recognise how new media has shaped public perception of acceptability of public display of affection</li> <li>• identify the strengths and limitations of new media in allowing people to develop serious relationships</li> <li>• recognise how new media has influenced relationship building both positively and negatively</li> <li>• appreciate the value of face-to-face relationships</li> </ul>	<b>Term 3</b>
The Real Self (Part 2)	5 – Part 1 (30 mins)	<ul style="list-style-type: none"> <li>• recognise the importance of having healthy self-esteem that is not affected by external influences</li> <li>• demonstrate strategies to identify and evaluate sources that contribute towards healthy self-esteem</li> <li>• recognise the importance of self-esteem in building friendships Identity and healthy relationships</li> </ul>	<b>Term 3</b>
	5 – Part 2 (30 mins)	<p>Description of the Main Task:</p> <ul style="list-style-type: none"> <li>• Students are to work in groups of 4 or 5.</li> <li>• Each group will present the positive and negative messages about self-image received from a chosen source (peers, teachers,</li> </ul>	<b>Term 3</b>

		<p>families or the media) and share tips on managing the negative messages.</p> <ul style="list-style-type: none"><li>• Groups can represent their learning through a blog, a poster presentation, an article for a teenage magazine, a role-play, a letter of response from Aunt Agony, a pamphlet or other preferred modes.</li><li>• At the end of all the presentations, students are to assess and reflect upon their own learning using a reflection form.</li></ul>	
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