**Overarching Enduring Understanding**
To become a man of integrity I need to learn how to relate with females in a healthy manner

**Overarching Essential Question:**
How do I grow to become a man of integrity?

### Content Areas
1. The Mother-Son relationship and its impact on the development of a masculine identity
2. Boy-girl relationships
   - Media distortions of sexuality
   - Choices and consequences of teen sex and physical intimacy (STIs, HIV, teen pregnancy, abortion, contraceptives, guilt)
   - Boundary setting for interaction with members of the opposite sex
   - Cyber relationships and cyber wellness
3. The Seeker and the Search
4. Institutional values in relation to the above issues (Faith Dimension)

### Process skills
- 3 levels of Psychic Life
- ER - Reflective Response Levels 1-3
- Kohlberg’s 6 Levels of Moral Reasoning.
- Needs, Attitudes, Values and Distortions
- Self regulation and self discipline

### Assessment
- Pre and Post Tests on (1) Mother-Son Relationship
- (2) Boy-Girl Relationship and conceptual understanding of terminology on sexual health (contraceptives, STIs, pregnancy, abortion & cyber abuses)
- (3) Conceptual understanding of process tools (MR, RR, Needs, Values and Attitudes)
- Social experiment to engage Mother [Self-Directed Learner]
- Powerpoint Presentation on the kind of Man I want to become [Critical Thinker and Reflective Learner]

### 1
Class bonding activities, Boundary Setting, CL structures to facilitate discussion and reflection

**The Mother-Son relationship and its impact on the developing masculinity of an adolescent**
What has my relationship with Mother to do with my emerging gender identity?
- To become a man I have to grow in autonomy from my mother

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<thead>
<tr>
<th>Lesson</th>
<th>EU and EQ</th>
<th>Focus</th>
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<tbody>
<tr>
<td>2</td>
<td>What has my relationship with my mother been like?</td>
<td>• Pre-test on mother-son relationships &lt;br&gt;• Differentiated groups – those with mothers and those without &lt;br&gt;• Mother-son ties from birth till puberty</td>
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<td>• The way I related with Mother as a child is different from the way I relate with my mother now</td>
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<td>Why do I need to know about my Mother?</td>
<td>How do I grow independent of mother to be an autonomous man?</td>
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<td>3</td>
<td>• Understanding Mother helps me to understand myself better</td>
<td>• To be an autonomous man, I need to take the initiative to be responsible for myself.</td>
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</table>
| 4 | | • Examining personal relationship with mother (Away from nagging towards self regulation, making own bed, laying off porn, TV, video games, etc) | • Need for differentiation | • Types of mother-son relationships
• Construct ideal of the autonomous yet relational man
• Relating with mum (social experiment and rituals / rites of passage with Mother)
• Differentiation for those without mothers
• Post test on mother-son relationship |
| 5 | | | • Need for differentiation | Synthesis: Mother (Feminine images of God)
• Motherhood |
| 6 | | | • Relationship between parents | Boy-Girl Relationships |
| 7-8 | | | | 9
| 10-11 | How do the media portray male-female relationships? | • Media distortions vandalize gender identity | Awareness of media distortions
• Objectification of women
• **Pre-assessment on BGR status and understanding of contraceptives** (contraceptives, STIs, pregnancy, abortion & cyber abuses) | Sexual harassment
• (would you like this to be done to your mother or sister?) how do I like to be traumatised?
• How you regard the women in your family, in school & community
• Laws on sexual harassment |
| 12 | How does my relationship with my mother influence my relationship with girls? | • I accord due respect and dignity to members of the opposite sex by not using them as objects for my sexual gratification the same way I respect my mother | • Needs (4 As)
• Recognize that needs are necessary for personal growth.
• Identify their most pressing needs | Values as the real good
• Clarifying Distortions |
| 13 | What do I need to know about needs? | • It is normal to have needs
• Needs are important for growth
• Needs by themselves are not sinful, but when they become an end or our ‘god’ then they are sinful | |   |
| 14 | What do I need to know about values?  
- My values are shaped by my family and faith institution, Josephian Values  
- Sow an act, reap a habit, sow a habit, reap a character, sow a character, reap a destiny | • Values internalization process (Choosing, Prizing and Acting)  
• Spiritual values (faith dimension – personal relationship with God) |
| 15 | What have my attitudes to do with my needs and values?  
- My attitudes may be needs driven or values oriented. Clarifying my needs, values and distortions helps me to live by what I truly value. | • Needs (4 As)  
• Values  
• Attitudes  
• Distortions  
• HPB video |
| 16 | What have my ideals to do with how I relate with a girl?  
- The ideals I uphold determine the type of relationship I will strive for | • Ideal destination in a boy-girl relationship  
• Ideal girlfriend  
• Ideal life partner |
| 17 | What sort of social relationships, especially with members of the opposite sex do I want to cultivate?  
- Teen’s brain, immaturity: Sexual Needs  
- I can choose to cultivate a sexually active relationship or a healthy friendship with a girl (Distortion)  
- If I choose to sexualize my relationship with a girl, I will have instant gratification and unexpected consequences (Values) | • Types of boy-girl relationships  
• Choice –making: Sexualized relationship (Package A)  
Healthy friendship (Package B)  
Package A – Downward Spiral  
Teen pregnancy and premature parenthood |
| 18 | What choices would move me away from my ideals?  
- A sexualized relationship brings instant gratification but comes at a cost | • Package A – Downward Spiral  
• Abortion  
• Short and long term effects of abortion  
• Reflective Response Level 3 |
| 19 | What choices would move me away from my ideals?  
- A sexualized relationship brings instant gratification but comes at a cost  
- Profile of sexually active teens | • STIs , boys and teens vulnerability  
• Contraceptives |
| 20 | What choices would move me away from my ideals?  
- The type of friends I associate with affect the type of relationships I eventually cultivate or pursue | • Cyber collective (social networking platforms, sexual predators, sexual grooming)  
• Peer group  
• Reflection Sheet |
| 21 | How do the Josephian values and values espoused by my family and faith tradition guide my choices with respect to the issues of BGR & teen sex intimacy?  
- I learn from the wisdom of my traditions | • Research and sharing on family and religious values pertaining to BGR and teen sex intimacy  
• How is Package A a distortion?  
• What does it distort? |
<p>| 22 | What if I choose to maintain a healthy friendship with a girl? | • Package B : How to cultivate a healthy relationship with a girl (real and |</p>
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<tr>
<th>Page</th>
<th>What does a healthy friendship look like?</th>
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<tbody>
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<td>If I choose to cultivate a healthy friendship, I will have more opportunities and time to acquire skills to realize my ideals</td>
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<td>A healthy friendship is based on mutual respect and promotes the growth and dignity of both parties.</td>
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- **23** What if I choose to maintain a healthy friendship with a girl?
  - If I choose to cultivate a healthy friendship, I will have more opportunities and time to acquire skills to realize my ideals

- **24-25** What if I choose to maintain a healthy friendship with a girl?
  - If I choose to cultivate a healthy friendship, I will have more opportunities and time to acquire skills to realize my ideals

- **26** What turns boys and girls on?
  - Boys and girls respond differently to stimuli. Boys are more visual while girls are more relational by nature.
  - Understanding this basic difference helps me to relate better with females

- **27** What if I choose to maintain a healthy friendship with a girl?
  - If I choose to cultivate a healthy friendship, I will have more opportunities and time to acquire skills to realize my ideals

- **28** How do I uphold the dignity of Self and respect the dignity of the other?
  - I have the capacity to decide how far I want to go in a relationship
  - I set clear boundaries for interaction with members of the opposite sex

- **29** How do I choose to relate with girls?
  - Being clear about what I value in a relationship helps me to adopt the necessary dispositions that will lead me to my ideal destination of the kind of man I want to be
  - Assessment

### Seeker and Search

- **30-32**
  - **God Unit: Seeker and Search**
  - **Synthesis: Commitment and Love**
  - **Prayer: needs serve values**
  - **What is love?**