

Baltimore City Public Schools x One Love Programming

How One Love Educates:

One Love teaches young people the difference between healthy and unhealthy relationships, as well as gives them the knowledge and skills to both practice healthy behaviors, and respond to unhealthy ones—whether in their relationships or to help a friend in an unhealthy relationship. Our film and activity-based programming give students opportunities to engage in interactive learning through discussion, practice, and reflection.

Go to joinonelove.org/education-center to get started today!

Note to Teachers: We have identified examples of “Grab and Go” lesson plans that align with most or all the indicators and objectives for the corresponding lesson. If you decide that you would like to incorporate different types of activities or cover additional topics, we encourage you to check out our Lesson Plan Wizard on the [Education Center](#). All Supplemental Resources & Activities can be found in the Resource Library in the Education Center.

Grade	Unit	Lesson Indicators	Lesson Objective	One Love Material
Grade 4	L4 of U1 <i>Relationships</i>	<ul style="list-style-type: none"> ✓ Describe the benefits of healthy peer relationships. ✓ Describe how relationships and interactions with others affect emotions. 	<ul style="list-style-type: none"> ✓ Identify characteristics of healthy relationships. ✓ Describe the benefits of healthy relationships. 	Friendlets (Cafeteria Conflict) Lesson Plan: <i>This 45-second animated clip is used to jumpstart conversation about helping a friend in an unhealthy friendship. This lesson plan includes a range of activity types including discussion, role play, and independent reflection.</i>
	L2 of U3 <i>Healthy Relationships & Consent</i>	<ul style="list-style-type: none"> ✓ Explain the relationship between consent, personal boundaries, and bodily autonomy. 	<ul style="list-style-type: none"> ✓ Demonstrate an understanding of consent and respect of personal boundaries. ✓ Describe steps a person can take when they are being or have been sexually abused. 	Friendlets (Photo Fiasco) Lesson Plan: <i>This 45-second animated clip is used to jumpstart conversation about boundary setting. Students express their boundaries through a movement activity by finding the green, yellow, or red corners of a room. Then students will debrief what it felt like to have different boundaries than their friends and</i>

				<i>how to communicate these differences with one another.</i>
Grade 5	L2 of U1 <i>Self and Social Awareness; Relationships</i>	<ul style="list-style-type: none"> ✓ Demonstrate respectful ways to show empathy to others. ✓ Identify reasons for making positive contributions to others. ✓ Describe the value of others' talents and strengths. ✓ Describe the characteristics of healthy and unhealthy relationships among friends and with family members. 	<ul style="list-style-type: none"> ✓ Identify characters of healthy relationships. ✓ Describe the benefits of healthy family relationships. ✓ Describe the benefits of healthy peer relationships. ✓ Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others. 	Friendlets (Science FAIR-ness) Lesson Plan: <i>This 45-second animated clip is used to jumpstart conversation about healthy friendships. Students will learn to describe a good friend, act out the meanings of respect, healthy conflict, sabotage, Manipulation, and discuss practicing healthy behaviors.</i>
	L4 of U3 <i>Healthy Relationships and Consent</i>	<ul style="list-style-type: none"> ✓ Analyze the relationship between consent and personal boundaries. 	<ul style="list-style-type: none"> ✓ Demonstrate that they have a trusted adult with whom they can speak if they or someone they know is being sexually abused or harassed. ✓ Describe steps a person can take when they are being or have been sexually abused. 	Supplemental Resources: <ul style="list-style-type: none"> ✓ <i>The 3 Ps Worksheet</i> ✓ <i>National Resources List</i>
	L1 of U5 <i>Interpersonal Communication</i>	<ul style="list-style-type: none"> ✓ Explain the importance of sharing all information with parents, guardians, or trusted adults. ✓ Create a list of trusted people/ community resources to notify or contact if assault or abuse occurs. ✓ Demonstrate refusal skills and other ways to take action if someone is talking to you or touching you in a way that makes you feel 	<ul style="list-style-type: none"> ✓ Demonstrate that they have a trusted adult with whom they can speak if they or someone they know is being sexually abused or harassed. ✓ Describe steps a person can take when they are being or have been sexually abused. 	Friendlets (Park Problems) Lesson Plan: <i>This lesson provides opportunities for students to practice refusal skills in a friendship through a role play activity. Additionally, participants will discuss Intensity and Guilt, and how to respond to these behaviors in a healthy way. Students will also draw a representation of their support system.</i> Supplemental Resources:

		<p>uncomfortable, unsafe, or disrespected.</p> <ul style="list-style-type: none"> ✓ Define sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. ✓ Explain that sexual mistreatment, grooming, harassment, abuse, assault, and exploitation are never the fault of the victim. 		<ul style="list-style-type: none"> ✓ <i>The 3 Ps Worksheet</i> ✓ <i>National Resources List</i>
Grade 6	L2 of U3 <i>Healthy Relationships and Consent</i>	<ul style="list-style-type: none"> ✓ Describe characteristics of healthy relationships. ✓ Describe healthy ways to express affection, love, and friendship. ✓ Identify why individuals have the right to refuse sexual contact. 	<ul style="list-style-type: none"> ✓ Define what a boundary is, with an emphasis on personal boundaries. ✓ Demonstrate how to be clear about one’s own and show respect for others’ boundaries. ✓ Demonstrate an understanding that no one has the right to violate someone else’s boundaries, and that doing so may be against the law. ✓ Name at least one resource to whom they can report sexual assault or rape. 	<p>Couplets (Volatility & Manipulation) Lesson Plan: <i>This lesson plan is designed around two Couplets films: “Volatility” and “Manipulation.” Participants will draw connections to these behaviors and pop culture, brainstorm how to respond in healthy ways, and consider what boundaries might connect to the things they value in their lives.</i></p> <p style="text-align: center;">OR</p> <p>Create your own Couplets lesson plan using Manipulation & Isolation</p>
	L3 of U3 <i>Healthy Relationships and Consent</i>	<ul style="list-style-type: none"> ✓ Define sex assigned at birth, gender identity, and gender expression. ✓ Explain sexual orientation. ✓ Describe ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, and gender 	<ul style="list-style-type: none"> ✓ Define the terms sexual orientation, gender identity and gender expression, and describe how each term is different from the others. ✓ Name at least two factual statements and two incorrect statements about sexual orientation and gender. 	<p>Supplemental Resource:</p> <ul style="list-style-type: none"> ✓ <i>LGBTQ+ Inclusive Facilitation Toolkit</i>

		identity) are different from one's own.	✓ List at least two respectful ways of communicating with or about LGBTQ individuals.	
	L1 of U4 <i>Boundaries and Consent; Abuse and Assault; Bystander Intervention and Compassion for Victims</i>	<ul style="list-style-type: none"> ✓ Demonstrate effective ways to express needs, wants, and feelings, including the setting of and respecting of personal limits and boundaries. ✓ Identify individuals have the right to refuse sexual contact. ✓ Identify and describe healthy relationships between children and others (e.g., persons in authority, coaches, teachers, and clergy).* ✓ Identify verbal and/or non-verbal actions that constitute sexual mistreatment, grooming*, harassment, abuse, assault, and exploitation. ✓ Explain that it is never the fault of a person if they are made to feel unsafe. <p><i>* These topics are not explicitly covered in One Love's material.</i></p>	<ul style="list-style-type: none"> ✓ Describe appropriate, healthy and safe ways to express romantic feelings. ✓ Explain the importance of setting personal limits for the expression of romantic feelings to avoid sexual risk behaviors. ✓ Give examples of how setting personal limits for the expression of romantic feelings can help keep young people healthy and safe. 	Couplets (Volatility & Manipulation) Lesson Plan: <i>This lesson plan is designed around two Couplets films: "Volatility" and "Manipulation." Participants will draw connections to these behaviors and pop culture, brainstorm how to respond in healthy ways, and consider what boundaries might connect to the things they value in their lives.</i>
Grade 7	L4 of U3 <i>Healthy Relationships and Consent</i>	<ul style="list-style-type: none"> ✓ Explain the characteristics of a healthy dating relationship. ✓ Evaluate the impact of technology (e.g., use of smart phones and digital monitoring) and social media on communication and consent in relationships. 	<ul style="list-style-type: none"> ✓ Describe three different types of communication people use. ✓ Demonstrate how to effectively use assertive communication in relationships. 	Couplets (Intensity & Possessiveness) Lesson Plan: <i>This lesson plan is designed around two Couplets films: "Intensity" and "Possessiveness." Students will brainstorm examples of intense relationship behavior and discuss ways of responding in a healthy way and talk about what it feels like to be in a friendship or relationship that's one-sided. Finally, students will talk</i>

Grade 8				<p><i>about examples of trust in relationships.</i></p> <p style="text-align: center;">OR</p> <p>Create your own Couplets Lesson Plan including “Betrayal”</p>
	L1 of U4 <i>Technology Safety</i>	<ul style="list-style-type: none"> ✓ Analyze the impact of media influences on harassing and intimidating behaviors. ✓ Recognize the inappropriate use of technology as it relates to harassment, stalking, and other intimidating behaviors. 	<ul style="list-style-type: none"> ✓ Analyze how media can promote harassing and intimidating behaviors. ✓ Discuss how technology can be used to harass, stalk, and intimidate individuals. 	<p>Supplemental Resource:</p> <ul style="list-style-type: none"> ✓ <i>Unhealthy Connections PSA Companion Guide</i>
	L1 of U5 <i>Boundaries and Consent</i>	<ul style="list-style-type: none"> ✓ Explain why individuals have the right to refuse sexual contact. 	<ul style="list-style-type: none"> ✓ Identify ways to respect individuals’ boundaries. ✓ Explain why individuals have the right to refuse sexual contact. 	<p>Supplemental Activities:</p> <ul style="list-style-type: none"> ✓ <i>Communicate Boundaries and Practice Consent Activity</i> ✓ <i>Boundary Setting Activity</i>
	L3 of U5 <i>Boundaries and Consent</i>	<ul style="list-style-type: none"> ✓ Identify the process of reporting incidents of harassment, stalking, and other intimidating behaviors. ✓ Demonstrate ways to be a positive bystander by responding or reporting if someone is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited. 	<ul style="list-style-type: none"> ✓ Explain the procedure for reporting cases of harassment, stalking, and other intimidating behaviors. ✓ Explain how to support individuals who have experienced abuse. 	<p>Supplemental Activity:</p> <ul style="list-style-type: none"> ✓ <i>Support Plan: 3 Ps</i>
	L1 of U1 <i>Emotions, feelings, and relationships; Self and social awareness</i>	<ul style="list-style-type: none"> ✓ Explain how the expression of emotions or feelings can help or hurt oneself and others. ✓ Demonstrate empathy to others who have different feelings, thoughts, and experiences. 	<ul style="list-style-type: none"> ✓ Compare and contrast healthy and unhealthy relationships. ✓ Describe characteristics of healthy relationships. 	<p>Couplets (Guilt & Betrayal) Lesson Plan: <i>This lesson plan is designed around two Couplets videos: “Guilt” and “Betrayal” and is incredibly engaging! Students will do a Poster walkthrough, replying to</i></p>

			<ul style="list-style-type: none"> ✓ Explain how the expression of feelings can help or hurt oneself or others. ✓ Demonstrate effective communication skills. 	<p><i>questions about times when they were guilty or when they guilty someone else. Then they'll talk with a partner(s) about examples of betrayal and building trust. Lastly, they'll draw an outline of an object that represents them and fill the inside with things that have a positive effect on them and the outside with things to avoid.</i></p>
L7 of U1 <i>Emotions, feelings, and relationships; Self and social awareness</i>	<ul style="list-style-type: none"> ✓ Evaluate how sharing or posting personal information electronically about self or others on social media sites can impact mental and emotional health. 	<ul style="list-style-type: none"> ✓ Summarize how social can impact mental and emotional health. 	<p>Supplemental Resource:</p> <ul style="list-style-type: none"> ✓ <i>Unhealthy Connections PSA Companion Guide</i> 	
L4 of U3 <i>Healthy Relationships and Consent</i>	<ul style="list-style-type: none"> ✓ Distinguish healthy relationships from unhealthy ones. ✓ Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships. ✓ Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help. 	<ul style="list-style-type: none"> ✓ Characterize, in their own opinion, at least one relationship trait as either healthy or unhealthy. ✓ Name at least two types of power differential in relationships, as well as their implication for the relationship. ✓ Describe at least two ways to respond to sexual harassment of self and others. ✓ Apply their understanding of healthy relationships to a couple represented in the media. 	<p>Couplets (Guiting & Betrayal) Lesson Plan: <i>This lesson plan is designed around two Couplets videos: "Guiting" and "Betrayal" and is incredibly engaging! Students will do a Poster walkthrough, replying to questions about times when they were guilty or when they guilty someone else. Then they'll talk with a partner(s) about examples of betrayal and building trust. Lastly, they'll draw an outline of an object that represents them and fill the inside with things that have a positive effect on them and the outside with things to avoid.</i></p> <p style="text-align: center;">OR</p>	

				<p>Amor del bueno* <i>You know your students best: this film references sexual assault and alcohol use and may not be appropriate for some audiences.</i></p>
<p>L5 of U3 <i>Sexually Explicit Media</i></p>	<ul style="list-style-type: none"> ✓ Summarize why individuals have the right to refuse sexual contact. ✓ Analyze factors, including alcohol and other substances that can affect the ability to give or perceive consent to sexual activity. ✓ Explain the importance of setting personal limits to avoid sexual risk behaviors. ✓ Describe the factors that contribute to engaging in sexual risk behaviors including substance use. 	<ul style="list-style-type: none"> ✓ Explain that individuals have the right to refuse sexual contact. ✓ Analyze factors that can impact a person’s ability to give affirmative consent. 	<p>Couplets (Guitling & Betrayal) Lesson Plan: <i>This lesson plan is designed around two Couplets videos: “Guitling” and “Betrayal” and is incredibly engaging! Students will do a Poster walkthrough, replying to questions about times when they were guilted or when they guilted someone else. Then they’ll talk with a partner(s) about examples of betrayal and building trust. Lastly, they’ll draw an outline of an object that represents them and fill the inside with things that have a positive effect on them and the outside with things to avoid.</i></p> <p style="text-align: center;">OR</p> <p>Amor del bueno* <i>You know your students best: this film references sexual assault and alcohol use and may not be appropriate for some audiences.</i></p>	
<p>L2 of U5 <i>Boundaries and Consent</i></p>	<ul style="list-style-type: none"> ✓ Distinguish between appropriate and inappropriate verbal and/or non-verbal interactions. ✓ Explain the importance of setting and 	<ul style="list-style-type: none"> ✓ Define sexual harassment. ✓ Explain why it’s an individual’s responsibility to verify that all sexual contact is consensual. ✓ Describe consequences of sexual harassment to 	<p>Supplemental Activities:</p> <ul style="list-style-type: none"> ✓ Asking and Responding Activity ✓ Practice Saying NO Activity 	

		<p>respecting personal limits/ boundaries.</p> <ul style="list-style-type: none"> ✓ Describe why individuals have the right to refuse sexual contact. ✓ Define affirmative consent. ✓ Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. 	<p>perpetrators, victims and bystanders.</p> <ul style="list-style-type: none"> ✓ Describe strategies for preventing or stopping sexual harassment. 	
<p>Grades 9-10 Health I</p>	<p>L12 of U3 <i>Seeking Help & Overcoming Barriers to Support</i></p>	<ul style="list-style-type: none"> ✓ Identify trusted adults and resources specific to a variety of needs. ✓ Summarize the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. ✓ Defend the importance of telling an adult if there are people who are in danger of hurting themselves or others. 	<ul style="list-style-type: none"> ✓ Identify trusted adults & other resources to go to for help related to a mental & emotional health challenge. ✓ Access help when needed for self and others. ✓ Identify & discuss barriers/influences that may prevent teens from seeking help. ✓ Analyze strategies to overcome barriers to help-seeking behaviors. ✓ Defend the importance of telling an adult if there are people who are in danger of hurting themselves or others. 	<p>Supplemental Resource:</p> <ul style="list-style-type: none"> ✓ <i>Support Plan: The 3 Ps</i>
	<p>L14 of U3 <i>Analyzing Influences for Health & Well-Being</i></p>	<ul style="list-style-type: none"> ✓ Analyze the influence of personal values and beliefs on individual health practices and behaviors. ✓ Analyze how family influences the health of individuals. ✓ Analyze how peers influence healthy and unhealthy behaviors. 	<ul style="list-style-type: none"> ✓ Analyze the influence of family, peers, culture, media, technology, and other factors on mental health through the Analyzing Influences for Mental Health and Well-Being Assessment. 	<p>Supplemental Activities:</p> <ul style="list-style-type: none"> ✓ <i>10 Signs in Pop Culture Activity (TV Edition)</i> ✓ <i>Pop Culture Matching Game Activity</i>

	<ul style="list-style-type: none"> ✓ Analyze how the perceptions of norms influence healthy and unhealthy behaviors. ✓ Analyze how the culture supports and challenges health beliefs, practices, and behaviors. 		
L3-4 of U6 <i>Navigating Relationships</i>	<ul style="list-style-type: none"> ✓ Compare and contrast characteristics of healthy and unhealthy relationships. ✓ Analyze strategies for managing and reducing interpersonal conflicts. ✓ Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. ✓ Define and identify affirmative consent, sexual coercion, boundary violations, and situations when an individual can and cannot give consent. ✓ Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development, sexual decision-making, and sexual health. 	<ul style="list-style-type: none"> ✓ Identify characteristics most valued in a relationship. ✓ Discuss strategies for increasing communication within relationships. ✓ Describe the benefits of healthy relationships on overall health and well-being. ✓ Use negotiation skills to enhance communication within relationships. ✓ Define and identify affirmative consent, sexual coercion, boundary violations, and situations when an individual can and cannot give consent. ✓ Summarize the importance of talking with parents and other trusted adults about issues related to relationships and consent. 	Door Three Lesson Plan A: <i>Explore the issues of financial boundaries, first by reflecting on Dae’s experiences in the film and then decided “yes”, “no” or “maybe” to a series of financial situations with a friend or partner. Then discuss Indigo and Emery’s challenges of trying to help Dae and what they should do next.</i>
L4 of U11 <i>Technology Use & Young People</i>	<ul style="list-style-type: none"> ✓ Differentiate between healthy and unhealthy use of technology including social media, messaging and phones as it relates to harassment and intimidating behaviors. 	<ul style="list-style-type: none"> ✓ Describe ways that technology can positive and negatively affect health outcomes of young people. ✓ Describe strategies to use social media and technology safely and respectfully. 	Supplemental Resource: <ul style="list-style-type: none"> ✓ <i>Because I Love You – Delete Discussion Guide & Film</i>

		<ul style="list-style-type: none"> ✓ Describe strategies to use social media and technology safely and respectfully. ✓ Describe examples of discrimination, implicit bias, intimidating behaviors, and harassment in media. 	<ul style="list-style-type: none"> ✓ Describe examples of violence in media. 	
<p style="text-align: center;">Grades 11-12 <i>Health II</i></p>	<p>L2-4 of U8 <i>Talk it Out & Work it Out</i></p>	<ul style="list-style-type: none"> ✓ Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. ✓ Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. ✓ Demonstrate how to ask for and offer assistance to enhance the health of self and others. 	<ul style="list-style-type: none"> ✓ Identify communication strategies that effectively reduce conflict & violence. ✓ Identify when additional help or support is needed to resolve the conflict. ✓ Determine various sources of support to resolve conflict and be able to access them if necessary. ✓ Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. ✓ Demonstrate how to ask for and offer assistance to enhance the health of self and others. 	<p>MVP Lesson Plan B: <i>Do a gallery walk of Hot Takes on the challenges of relationships and then discuss their connections by relating to how Dylan tried to help Miles. Then, talk about why some relationships break up, and have participants interview each other in the roles of Jess and Miles to hear how they're feeling at the end of the film.</i></p> <p>Supplemental Activities:</p> <ul style="list-style-type: none"> ✓ <i>#LoveBetter Plan</i> ✓ <i>Breakup Planning Worksheet</i> ✓ <i>Navigating Endings Activity</i>
	<p>L2-3 of U10 <i>My Boundaries; Power & Privilege</i></p>	<ul style="list-style-type: none"> ✓ Describe effective ways to communicate consent, personal boundaries, and preferences as they relate to sexual behavior. ✓ Identify the influence of power and cultural differences on interpersonal relationships. 	<ul style="list-style-type: none"> ✓ Define "boundary." ✓ Explain at least two examples of types of boundaries. ✓ Clarify what their own boundaries are in relation to physical touch. ✓ Demonstrate an understanding for the need to communicate about boundaries in a romantic or sexual relationship. 	<p>Create your own MVP Lesson Plan emphasizing Communicate Boundaries & Practice Consent</p>

			<ul style="list-style-type: none"> ✓ Describe the potential impacts of power and privilege within romantic or sexual relationships. ✓ Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship. 	
	<p>L7 of U10 <i>Showing Kindness & Support to Transgender and Nonbinary People</i></p>	<ul style="list-style-type: none"> ✓ Examine the impact of gender expression and gender identity on members of marginalized communities and analyze the intersectionality of race, culture and gender for members of those communities. 	<ul style="list-style-type: none"> ✓ Examine representations of transgender people and how they can influence attitudes, beliefs and expectations about gender identity and expression. ✓ Report at least two ways that support from peers, families, schools, and communities can improve a transgender or ✓ nonbinary person's health and well-being. ✓ Describe at least two ways a person can show support to people who are transgender and nonbinary. 	<p>Supplemental Resource:</p> <ul style="list-style-type: none"> ✓ <i>Understanding and Navigating Healthy LGBTQ+ Relationships Discussion Guide</i>