

Inquiry Question

How do toxic relationships affect people's health?

Name: _____ Date: _____



Background

Toxic relationships can take many forms—toxic partners, toxic friendships, toxic parent/child relationships, or toxic coworkers, to name just a few. Toxic relationships do not only hurt psychologically, they can also be physically damaging. the Whitehall II study, a landmark body of research followed more than 10,000 people for over 12 years, confirmed that the link between toxic relationships, stress, and health is real.

Instructions

1. Research the question “How do toxic relationships affect people’s health?” Present your findings in three parts:
 - a. Why do toxic relationships affect people’s health? (hint: chronic stress)
 - b. What specific ways do toxic relationships affect peoples’ health? Be sure to refer to the studies that have been done on this topic
 - c. Reflect on your own experiences with toxic relationships and how they connect to what you have learned. If you have not had any toxic relationships or prefer not to talk about them, you can do a more general reflection about what you have seen around you in the world: maybe what you have seen between family members or friends. Remember that teachers have a duty to report if you reveal abuse or neglect (both of which are related to toxic relationships).
 - d. Optional: how can someone tell if they are in a toxic relationship? What should you watch out for? What are the signs?

2. Here are some articles to help you get started:

<https://www.practicalrecovery.com/prblog/unhealthy-relationships-cause-unhealthy-bodies/>

<https://drwillcole.com/toxic-relationships-affect-health-according-science/>

<https://www.psychologytoday.com/ca/blog/high-octane-women/201108/the-hidden-health-hazards-toxic-relationships>

<https://www.keckmedicine.org/the-negative-health-effects-of-a-bad-relationship/>

3. How you structure the project is up to you. Consider presenting your thinking as a video, essay, graphic organizers, mind map, pamphlet or brochure, report, Google slides, presentation to your classmates or your parents, or another format or combination of formats you think would work well. You can write down your argument, and/or record yourself talking. Talk to your teacher if you have any questions or are having trouble deciding on a format.
4. Remember that unit projects make up the bulk of your assessment and should be the place you reveal your best work based on the knowledge and insights you have learned in this unit. **These are big projects, not little assignments, and should show a depth of understanding and knowledge.**
5. Remember to include a “Works Cited” section in MLA style. Instructions are found on the WCLN website under the “Learning Tools” tab or at <https://wcln.ca/mod/page/view.php?id=29473>.

Criteria	Applying Up to C	Developing C+ to B	Proficient B+ to A	Extending A+
Quality of Ideas	<p>Exhibits minimal ability to engage in analysis/criticism</p> <p>Displays some variety and precision</p> <p>Has limited insight into the issues</p> <p>Works with ongoing support</p>	<p>Exhibits adequate ability to engage in some analysis/criticism</p> <p>Displays adequate variety and precision</p> <p>Shows adequate insight into the issues</p> <p>Works with some support</p>	<p>Exhibits very good ability to engage in analysis/criticism</p> <p>Displays variety, precision &/or originality of thought</p> <p>Avoids irrelevance</p> <p>Shows proficient insight into the issues</p> <p>Works with increasing independence</p>	<p>Exhibits excellent, independent analysis/criticism</p> <p>Displays consistent variety, precision &/or originality</p> <p>Consistently relevant</p> <p>Shows deep insight into the issues</p> <p>Works independently</p>
Knowledge and Understanding of Content	<p>Limited knowledge and understanding of the content</p> <p>Demonstrates a partial understanding</p> <p>A very limited coverage of the essential information</p> <p>Works with ongoing support</p>	<p>Adequate knowledge and understanding of the content</p> <p>Demonstrates a partial understanding</p> <p>A limited or partial coverage of the essential information</p> <p>Works with some support</p>	<p>Proficient knowledge and understanding of the content</p> <p>Demonstrates an accurate understanding</p> <p>A full coverage of the essential information but missing some key pieces of information or analysis</p> <p>Works with increasing independence</p>	<p>Excellent knowledge and understanding of the content</p> <p>Demonstrates with new insights a thorough integrated understanding of the essential information</p> <p>An extensive coverage of the essential information with minimal holes in analysis</p> <p>Works independently</p>
Presentation and Communication of Learning	<p>It is very difficult to understand this project.</p> <p>Grammar, spelling and punctuation errors interfere with understanding.</p> <p>The presentation format is so messy</p>	<p>Grammar, spelling and punctuation errors exist but only occasionally interfere with understanding.</p> <p>The format chosen fits well for the project and is set up so that the student's</p>	<p>Grammar, spelling and punctuation errors are few and do not interfere with understanding.</p> <p>The chosen format shows the student's thinking very well and makes their thinking very easy to</p>	<p>There are no grammar, spelling and punctuation errors.</p> <p>The chosen format shows the student's thinking very well and makes their thinking very easy to follow; it is very well organized,</p>

	and/or unorganized that it interferes with understanding and/or it does not suit the assignment.	thinking can be followed	follow; it is well organized and neat.	neat and creative.
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Note that most of the assessment is weighted according to how well you present your knowledge and thinking; the presentation and communication of thinking has less weight over all. Communication and presentation is simply a vehicle to show your ideas and knowledge.