

Healthy Relationships

Grades 9-12, Lesson 6

Summary

The lesson begins with students identifying how they want to be treated by a girlfriend or boyfriend. They then review the signs of healthy, unhealthy and abusive relationships, and practice identifying these signs in two relationship vignettes. The lesson concludes with student volunteers acting out a communication skills demonstration, while the rest of the class offers advice to the actors, applying the skills learned in the lesson.

Student Learning Objectives

The student will be able to ...

1. Summarize the qualities of a healthy dating relationship.
2. Demonstrate effective strategies to avoid or end an unhealthy relationship.
3. Demonstrate effective communication strategies to prevent, manage or resolve interpersonal conflicts.

Lesson Timing

Warm up	Bell work + 2 minutes
Introduce lesson	2 minutes
Lead group activity	12 minutes
Analyze scenarios	12 minutes
Communication skills demonstration	20 minutes
Assign homework	
Exit ticket	2 minutes
Total	50 minutes

FLASH Key Concepts

Everyone has the right to say who touches their body and how.

It is never okay to touch someone else if they don't want you to, or to make them touch you.

There are laws about sex that everyone must follow.

Permission or agreement is required to engage in all sexual activity.

Rigid ideas about how men and women should act are harmful and limit how people can express themselves.

Standards

National Health Education Standards (SHECAT)

Standard 1	Students will comprehend concepts related to health promotion and disease prevention.
SH1.12.1	Explain how to build and maintain healthy family and peer relationships.
SH1.12.2	Analyze characteristics of healthy relationships.
SH1.12.3	Summarize the qualities of a healthy dating relationship.
SH1.12.4	Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.
SH1.12.8	Analyze the factors that contribute to engaging in sexual risk behaviors.
SH1.12.12	Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors.
SH1.12.29	Analyze techniques that are used to coerce or pressure someone to have sex.
SH1.12.31	Summarize why individuals have the right to refuse sexual contact.
SH1.12.32	Explain why it is wrong to trick, threaten, or coerce another person into having sex.
Standard 4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
SH4.12.1	Demonstrate effective communication skills to promote sexual health and healthy relationships.
SH4.12.3	Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in sexual risk behaviors.
SH4.12.4	Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflicts.
SH4.12.5	Demonstrate how to effectively ask for assistance to improve and/or maintain sexual health.
Standard 7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
SH7.12.3	Demonstrate practices and behaviors to improve the sexual health of oneself and others.

National Sexuality Education Standards

HR.12.CC.1	Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.
HR.12.CC.2	Describe a range of ways to express affection within healthy relationships.
HR.12.AI.1	Demonstrate how to access valid information and resources to help deal with relationships.
HR.12.IC.1	Demonstrate effective strategies to avoid or end an unhealthy relationship.
HR.12.IC.2	Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.
HR.12.SM.1	Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.
PS.12.CC.1	Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.
PS.12.CC.3	Explain why using tricks, threats or coercion in relationships is wrong.
PS.12.CC.4	Explain why a person who has been raped or sexually assaulted is not at fault.
PS.12.AI.1	Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted.
PS.12.AI.2	Demonstrate ways to access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault and dating violence.
PS.12.IC.2	Identify ways in which they could respond when someone else is being bullied or harassed.

Rationale

Theoretical Basis for Sexual Violence Prevention Lessons

The prevention of sexual violence is both a behavioral goal of FLASH in its own right, and an important strategy for preventing teen pregnancy and STDs. Sexual violence is correlated with a host of acute and chronic health problems - amplified by high rates of victimization in the United States.¹ Sexual violence is also strongly linked to teen pregnancy and STDs. Pregnant teens have higher rate of previous sexual assault, as do teens who begin having intercourse at a young age, increasing their risk of teen pregnancy and STDs.^{2 3 4 5} Moreover, young teens with much older male partners have greatly increased risk of pregnancy.^{6 7} Clearly, effective sexual violence prevention can reduce suffering and improve outcomes across many domains of health.

Sexual violence prevention programs have not been evaluated to the same extent as programs that reduce teen pregnancy and STDs. In the fields of public health and sexual violence prevention, the recommended approach to reduce sexual violence is to address “upstream” risk factors for perpetration.⁸ FLASH's sexual violence prevention lessons address the risk factors for perpetration identified by the CDC⁹ that are amenable to change through a school-based curriculum:

- Hostility towards women
- Hypermasculinity (exaggerated adherence to traits stereotypically attributed to men)
- General tolerance of sexual violence within the community
- Societal norms that support male superiority and sexual entitlement
- Societal norms that maintain women's inferiority and sexual submissiveness

Significantly, strategies to prevent victimization (e.g. how women can avoid risky situations for sexual assault) and to increase empathy for victims of sexual violence have had mixed results.⁸ These approaches were also shown to have the unintended consequence of strengthening participants' beliefs in rape myths (e.g. women are responsible for being raped).⁸ This further underscores the need to focus prevention efforts on reducing perpetration.

The CDC risk factors are specific to male-on-female violence. Importantly, research links these same risk factors to same-sex sexual harassment and sexual violence targeted at LGBT young people.¹⁰ While the majority of sexual violence is perpetrated by men against women, there is much more to be learned about the risk factors for sexual violence perpetrated by women against men, and sexual violence perpetrated against someone of the same gender.

Healthy Relationships

The goal of the *Healthy Relationships* lesson is to reduce abusive communication and behavior and replace them with healthy alternatives. Students identify healthy, unhealthy and abusive behaviors within relationships, and practice using healthy communication skills. Students also receive tips and resources for helping a friend who is experiencing dating abuse. The lesson builds social norms in favor of healthy relationships, and rejects general tolerance of abuse of violence.¹

This is the second of a four-part series of lessons which includes *Undoing Gender Stereotypes*, *Healthy Relationships*, *Coercion and Consent* and *Online Safety*. All of the lessons are designed to prevent the perpetration of sexual violence.

Materials Needed

Student Materials

- *How I Want to Be Treated by My Boyfriend or Girlfriend* (2 copies per student)
- *Real-Life Couples*
- *Healthy, Unhealthy and Warning Signs of Abuse*
(Note: Do NOT copy the *Real-Life Couples* and *Healthy, Unhealthy and Warning Signs of Abuse* handouts back to back.)
- *Effective Communication Tips*
- *Individual Homework: Thinking About Healthy Relationships*
- *Family Homework: Talking About Healthy Relationships*, available in multiple languages on the FLASH website
- *Lesson 6 Exit Ticket*

Classroom Materials

- *Lesson 6 Warm Up*
- 12 signs on 8 ½ x 11" paper to hang around the classroom, each with one of the qualities from the *How I Want to Be Treated by My Boyfriend or Girlfriend* handout
- *Volunteer Instructions: Communication Skills Demonstration* – 3 copies

Teacher Preparation

Write each of the qualities from the *How I Want to Be Treated by My Boyfriend or Girlfriend* worksheet on an 8-1/2 x 11" piece of paper and post around the classroom.

Activities

1. Warm up

Display warm up as bell work.

Prompt: List 3 characteristics of a healthy relationship.

2. Introduce the lesson

Remind students of the previous lesson and introduce today's topic.

Yesterday we learned about gender stereotypes – the kinds of expectations people have about how men and women act. Those stereotypes definitely influence the choices we make in relationships and about our sexual health. Today we are going to talk more about relationships: how to have healthy and happy relationships, how someone might recognize if they are in an unhealthy relationship, and what kinds of communication skills can help us have the relationships we want.

3. Conduct group activity

Have students complete the *How I Want To Be Treated by my Boyfriend or Girlfriend* worksheet by circling the 5 most important words that represent how they would like to be treated by a partner, and writing why their number 1 quality is most important to them.

If students ask if they can add things to the list, let them know they can add a quality, but, for the sake of this activity, they cannot choose it as their number 1 quality.

This worksheet has a list of ways you may want to be treated by a dating partner, whether current or future partner. Looking at this list, think about which ones are most important to you. Circle the five that are most important to you.

You may want to wait a couple minutes to allow students time to circle their top 5 before moving onto the next instruction.

Then, choose your top item, the one you think is the most important quality or attribute of a boyfriend or girlfriend. Write a brief explanation about it on the bottom of your worksheet. Try to be specific about why that is the most important way that you want to be treated.

Ask students to circulate around the room and write their initials on each piece of paper that has one of the top-5 qualities they selected on the worksheet, and then go stand by the paper with their number 1 quality.

You'll notice that there is a sign for each of the qualities listed on the worksheet. I'd like you to go sign your name on each of the 5 signs for the qualities you selected, and then go stand by your number 1 quality.

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Lead a discussion about why students chose their number 1 quality and how that quality looks in a relationship. Conclude by discussing which quality they think is most important for *them* to show to a person they are dating.

It's always interesting for me to see all the different opinions and values in the room. Obviously this is about personal preferences and there are no right or wrong answers here. I would love to hear from some of you why you picked your number 1 quality.

- *Why did you choose respect? (or whatever a popular quality was)*
- *Did anyone else choose respect for a different reason?*
- *How can people show their dating partners that they respect them?*
- *What are some disrespectful things a boyfriend or girlfriend might do?*

Continue in this manner until all groups have shared.

Give a follow-up instruction: *Now out of all the qualities we just discussed, think about which one is most important for the way you would treat a boyfriend or girlfriend. Would that number 1 quality be the same or different? Go to that sign now, or stay put if it's the same.*

Once all students are in place, ask volunteers to share why they moved or why they stayed with the same quality.

It sounds like you all know how you would like to be treated in your relationships, which is so important. In fact, sometimes people don't know what they want, which makes it harder to have a happy and healthy relationship. People have choices about who they choose to date and it's good to know what's important to you. People also have choices about how they treat the person they are dating. I am really glad to see that so many of you are already thinking about what's important to you in that area too.

4. Students analyze scenarios

Explain that now students are going to analyze some scenarios about couples to determine if the relationships depicted have characteristics of healthy or unhealthy relationships. Distribute the *Healthy, Unhealthy and Warning Signs of Abuse* and *Real Life Couples* handouts. Make sure these handouts are NOT copied back to back. Students need to see them side by side to do the activity.

The Healthy, Unhealthy and Warning Signs of Abuse sheet describes different kinds of relationships. It has many of the qualities we have just been discussing, as well as some qualities of an unhealthy relationship. Please read it to yourself.

Allow time for students to read *Healthy, Unhealthy and Warning Signs of Abuse* to themselves.

Then invite a volunteer to read the Marcus and Lillian scenario aloud. Have students identify whether the relationship is healthy or unhealthy using the *Healthy, Unhealthy and Warning Signs of Abuse* handout. Prompt them to defend their point with examples of specific behaviors.

Now we're going to look at a couple of real-life scenarios. We can use the qualities on the Healthy, Unhealthy and Warning Signs of Abuse sheet to help us examine these relationships. The first scenario is about Marcus and Lillian.

Marcus and Lillian scenario is read aloud.

- *Do you think this is a healthy or unhealthy relationship? Why?*
- *What characteristics from your handout do you see in this relationship?*

If students simply list a quality from the handout, prompt them to describe the specific behavior from the scenario that illustrates that quality.

Cover these points for the Marcus and Lillian debrief:

- The class should identify this scenario as having several qualities of an unhealthy or abusive relationship, including:
 - trying to limit or control what the other person does
 - often being jealous
 - throwing or breaking things during a fight
- They may also see some qualities from the healthy relationship list, such as Marcus stating that he trusts Lillian and that he loves her. However, it's important to emphasize that, while Marcus may love and trust Lillian, his actions are unacceptable and are warning signs of abuse. Lillian does not deserve to be treated in this way and it may be unsafe for her to stay in the relationship at this point.

Invite a volunteer to read the Tony and Andre scenario aloud. Have students identify whether the relationship is healthy or unhealthy using the *Healthy, Unhealthy and Warning Signs of Abuse*. Prompt them to defend their point with examples of specific behaviors.

Now let's look at another relationship, between Tony and Andre.

Tony and Andre scenario is read aloud.

- *Do you think this is a healthy or unhealthy relationship? Why?*
- *What characteristics from your handout do you see in this relationship?*

If students simply list a quality from the handout, prompt them to describe the specific behavior from the scenario that illustrates that quality.

Cover these points for the Tony and Andre debrief:

- The class should identify this scenario as having several qualities from the healthy relationship list, including:
 - being supported and encouraged
 - being treated as an equal
 - being honest
- Tony and Andre have different interests, but still support one another in the things that are important to them. Neither of them feels the need to give up their individual interests or feels forced to join the interest of the other person. They are honest with each other and were able to negotiate a compromise they were both happy with.

- If students express the opinion that two men dating is never a healthy choice, it's important to point out that, although people have differing beliefs about the rightness or wrongness of gay and lesbian relationships, any two people's relationship can have healthy or unhealthy characteristics, such as those listed on the handout. Some gay and lesbian relationships are healthy and some are not, just like some heterosexual relationships are healthy and some are not. Redirect the conversation by explaining that the point of the lesson is to give students tools to evaluate the health of their *own* relationships, regardless of the genders of the people they may date or fall in love with.

Praise students again for their good work analyzing the *Real-Life Couples* scenarios. Transition into the final component of the lesson on communication skills.

5. Conduct communication skills demonstration

Distribute *How to Help a Friend* and *Effective Communication Tips* handouts.

Walk students through the steps on *How to Help a Friend*, and inform them of resources available to teens who are in a relationship that feels bad. Point out the hotline and website as a resource they can use for themselves or to help a friend.

Request 3 volunteers for a communication skills demonstration. Instruct the rest of the class to read *Effective Communication Tips* to themselves, while the 3 volunteers receive instructions from the teacher.

- Take the volunteers out to the hallway or another space where the rest of the class cannot hear or see you. Give them each a copy of *Volunteer Instructions: Communication Skills Demonstration*.
- Explain to the volunteers that they will do 3 demonstrations of asking someone out on a date. Each scenario will start the same, but the asker will be using different communication skills for each one.
- Go over the *Volunteer Instructions* with the volunteers to make sure they understand their roles and instructions for each of the demonstrations before they present them to the class. Give volunteers about a minute to discuss how they want to perform the demonstrations.
- Remind volunteers that gender is not important for this activity. Sometimes students think it's funny to change their voice or mannerisms, but other students may find it offensive. Encourage them to act like themselves, in their normal voices.

Important Notes:

- The gender of the volunteers is not important – it's fine to have all girls, all boys, or any mix of genders. If two students of the same gender will be asking each other out, stress that they should not be mocking of gay relationships. If someone is uncomfortable or unwilling to do this, they can opt out of being a volunteer and you can choose a new volunteer. Similarly, no one should act out the "girl role" or "boy role." Have the students act as themselves. These stereotypes are not helpful to this lesson and could be experienced by some classmates as harassment. If volunteers act as they genuinely would in the role of asker, the one being asked out, and the friend, the scenario will unfold as it should.
- If audience members make comments that are rooted in gender stereotypes or homophobia, refer to material covered in the previous *Gender Stereotypes* lesson and

redirect back to the communication content of this lesson.

- Your composure and matter-of-fact attitude are key to the success of this activity. Feel free to have fun and laugh with the students, as the skits will often be humorous. However, it is very important that you not collude in any way with homophobic representations during the skit.

Return to the classroom with the volunteers and explain to the rest of the class that they are about to see their classmates (use the actual names of the volunteers) perform 3 scenarios.

Have the volunteers act out "The First Attempt" (shy asker) and "The Second Attempt" (pushy asker). Instruct students to use the *Effective Communication Tips* handout to answer the following questions after they have seen both scenarios.

- What didn't go so well in these scenarios?
- Did Person A do any of the things from your handout?
- Let's say Person A is your friend, and you really want to help out. What advice would you give?

Then have the volunteers act out the final scenario, "The Third Attempt" (respectful asker). Instruct students to use the *Effective Communication Tips* handout to answer the following questions.

- What did Person A do well?
- Did Person A do any of the things from your handout?
- Did Person A respectfully ask a question and genuinely wait for the answer?

Close by summarizing the concepts covered.

You all did a great job today of identifying characteristics that are important to you in a relationship and thinking about what makes a relationship healthy or not. I especially appreciate everyone's attention and enthusiasm during our last activity about communication skills, and of course a big thank you to our volunteers. You analyzed the impacts of different communication styles and you had some great suggestions for how our volunteer could have been a more effective communicator.

Having good communication skills and really knowing what you want out of a relationship will go a long way toward helping you have the healthy relationships you want in the future.

6. Assign homework

Allow students to choose between the individual or family homework and explain the assignments as needed. Hand out homework and a clean copy of the *How I Want to Be Treated by my Boyfriend or Girlfriend*.

Individual Homework: Thinking About Healthy Relationships

Family Homework: Talking About Healthy Relationships, available in multiple languages on the FLASH website

7. Exit ticket

Hand out the *Lesson 6 Exit Ticket*.

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Prompt: Using one or more of these tips from your *Effective Communication Tips* handout, write 1 or 2 sentences telling someone you don't want to go on a date with them. Imagine this person is someone you like as a friend, but don't want to date.

- I-statements ("I think ...", "I want ...")
- Expressing opinions ("I believe ...")
- Saying "No" firmly but respectfully
- Asking for what you want
- Initiating conversations
- Expressing positive feelings
- Expressing appreciation
- Stating your strengths and abilities ("I can ...")

Answer: Any statements following these guidelines are acceptable

Warm Up

List 3 characteristics of a healthy relationship.

How I Want to Be Treated by My Boyfriend or Girlfriend

Instructions: Review the following list and circle the 5 ways you want to be treated in a relationship that are most important to you. You may see many qualities here that you like, but try to pick your top 5. Follow the directions at the bottom of the page after you have picked your top 5.

I want my partner to...

Treat me with respect

Communicate well

Need me

Not pressure me

Support me

Be honest with me

Treat me as an equal

Make me laugh

Encourage me

Protect me

Trust me

Love me

Looking at the 5 qualities you chose, list the number 1 (most important) way you would like to be treated by a boyfriend or girlfriend. Briefly explain why that quality is so important to you.

Number 1 Quality: _____

Explanation:

Real-Life Couples

1. Marcus and Lillian

Marcus and Lillian have been going out for about 6 months. Marcus feels like he is really in love with Lillian. She is the prettiest girl he has ever dated and she seems so smart. Marcus often feels nervous that he might lose her to another guy, since she is so pretty and smart. He doesn't think she would ever cheat on him, but he does see her talking with other guys sometimes. It makes him feel so jealous he doesn't know what to do. He told her that she needed to stop talking with those other guys, especially right in front of him! Lillian got upset with him, and they had a huge fight. As they were arguing, Marcus felt so mad that he grabbed her by the arms to get her to listen to him and then threw his cell phone across the room, smashing it to pieces. Marcus promised Lillian it would never happen again. He says it was an accident, and he didn't mean to hurt anyone. He just couldn't control himself when he was feeling so angry.

2. Tony and Andre

Tony and Andre have also been dating for about 6 months. Tony just made the varsity soccer team, after putting in many hours of practice throughout the entire summer. He excitedly calls his boyfriend Andre to tell him the news and to tell him all about the team. Andre has no interest in soccer at all, but still talks and listens throughout the entire conversation, showing Tony how excited he is for him. Andre knows how much the team means to Tony, and wants to support him. Tony invites Andre to his first game, but Andre tells him that he can't come because he has a student leadership meeting that night. Tony is disappointed, and wishes that Andre would just forget about his meeting and come to the game anyway. But, he knows that the meeting is as important to Andre as soccer is to him. Tony tells Andre that it would really mean a lot to him if he came to the game, and Andre agrees to come to the second half, after his meeting is over.

Healthy, Unhealthy and Warning Signs of Abuse

In a healthy relationship, people ...

- Treat their partners with respect and fairness
- Support and encourage each other
- Treat each other as equals
- Are honest
- Earn their partners' trust
- Have shared interests
- Also have separate interests and identities
- Try hard to have honest and clear communication
- Enjoy being with each other
- Never hurt their partners physically or sexually
- Don't pressure each other to do things they aren't comfortable with

In an unhealthy relationship, people ...

- Treat their partners disrespectfully and unfairly
- Frequently argue or fight
- Have no shared interests OR do things ONLY with each other—they have no separate friends or interests
- Pressure their partners into doing things they aren't comfortable with
- Cheat on their partners
- Don't care about their partners' feelings
- Don't enjoy spending time together

Warning signs of an abusive relationship include ...

- One person throws or breaks things during an argument
- One person tries to control the other (what they do, whom they see, what they wear)
- One person is often jealous or is overly jealous
- One person hurts the other person physically or sexually
- One person humiliates, calls names or puts the other person down
- "Crazy-making" behavior—when one person lies or changes the facts, or denies or minimizes the other person's experience. This behavior often makes abused partners feel like they are "going crazy."

How to Help a Friend

What if your friend is abusing someone?

If someone you know is the person hurting someone else, there are ways for you to help. It's your friend's responsibility to stop the abuse, but you can help too, if you feel safe.

- ▶ **Express your own emotion or reaction.**
You can say, "I don't like it when you talk to people like that" or "You're my friend. I'm surprised you'd do that."
- ▶ **Increase empathy.**
Help your friend see the impact of the actions: "What if that was your sister/ brother/ mom?" or "I hope no one ever treats you like that."
- ▶ **Make a short statement right away.**
This can be helpful to say in the moment: "Leave them alone!" or "You're being a jerk!"
- ▶ **Distract and/or separate the person.**
You can say: "Come help me real quick!" or "Let's get to class," or "Let's get out of here!"
- ▶ **Recruit someone else to help.** Get another friend or a trusted adult to help.

What if your friend is the one who's been hurt, assaulted or abused?

Here are some tips in case a friend ever comes to you.

- ▶ **Listen.**
You may not know what to say. That's OK. What's most important is to listen to your friend, and let him or her know that you are glad to listen.
- ▶ **Believe your friend.**
People rarely make up these kinds of stories. Your friend is probably telling you the truth.
- ▶ **Show that you care.**
Support your friend in whatever way is comfortable. You might say you are sorry this happened, hold hands, or offer a tissue if your friend cries. Show with your body language and your facial expression that you care.
- ▶ **Reassure your friend that it's not their fault.**
The person who committed the assault is the one responsible. It is never the victim's fault.
- ▶ **Respect your friend's privacy.**
Although lots of tough decisions need to be made, such as who to tell, when to tell, and what to do, let your friend be in control of those decisions. You can decide together on a trusted adult you can both talk to.

Where to Get Help: Love Is Respect is a national, 24-hour resource for youth. Teens can talk on the phone with someone, chat with a peer advocate online, or play games and read information on the website. Call **1-866-331-9474** or visit loveisrespect.org

Effective Communication Tips

Voice

Make sure the tone of your voice and the volume of your voice are right for what you are saying.

Intent

Know what you want if you're asking for something. What outcomes would be OK with you?

Body Language

Think about what you're saying with your body. Are your arms folded? Are you looking somewhere else? Are you turned toward the person or away? It's best when your body language is saying the same thing your words are saying.

Timing

Think about when you are going to ask for something or bring up a difficult topic. Does the other person have the time and energy to devote at that moment?

Approach

Think about how you bring something up. Are you defensive, attacking or angry?

Being Clear

Know what it is you want to say or bring up. Pay attention to word choice, tone of voice and body language

Effective communication often includes:

- I-statements ("I think ...," "I want ...")
- Expressing opinions ("I believe ...")
- Saying "No" firmly but respectfully
- Asking for what you want
- Initiating conversations
- Expressing positive feelings
- Expressing appreciation
- Stating your strengths and abilities ("I can ...")

Volunteer Instructions: Communication Skills Demonstration

This handout is only given to the 3 students volunteering for the demonstration.

Person A: The person who asks out Person B.

Person B: The person who decides whether to go out with Person A. Likes Person A and has wanted to go out with them. But will only agree to a date if Person A asks in a clear and respectful way.

Person C: The friend of Person B. Tries to be helpful.

The Scene: All 3 scenarios begin with Person B and Person C talking.
Person A approaches them to ask out Person B.

The First Attempt

- **Person A** (the asker) is very shy. They look at the ground, speak very softly, and don't ever get to the question.
- **Person B** wants to go out on a date with Person A, but since there is never a clear or direct question, can't ever say yes. Person B leaves wondering what just happened.
- **Person C** (the friend) also seems confused and helps the friend exit gracefully.

The Second Attempt

- **Person A** (the asker) is pushy. Person A interrupts Person C (the friend) and gets in Person B's space. Person A is intent on getting what they want, is over confident, and doesn't seem concerned with what Person B wants.
- **Person B** has been wanting to go out with Person A, but is no longer interested because of the way Person A asked.
- **Person C** is offended by Person A's behavior and tries to help get the friend away.

The Third Attempt

- **Person A** (the asker) is a little nervous, but still manages to ask Person B out on a date. Person A acknowledges Person C, is polite, and respectfully joins the conversation. Person A is clear when asking the question, makes good eye contact, smiles, isn't too loud or too quiet, and clearly hopes that Person B will go out. Person A asks genuinely, and waits respectfully for the answer.
- **Person B** has been wanting to go out with Person A and gladly accepts.
- **Person C** is excited for them.

Individual Homework: Thinking About Healthy Relationships

Name: _____

Period: _____

List 3 things you might say or do if a friend was feeling scared of a boyfriend or girlfriend.

a.

b.

c.

Family Homework: Talking about Healthy Relationships

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is okay for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

Student: Show and explain the handout titled *How I Want to Be Treated by My Boyfriend or Girlfriend*.

Ask each other:

- Which qualities listed on the worksheet are most important to you in your dating relationships or in your marriage?
- Which qualities listed do you hope that I will have in my dating relationships or marriage?
- Are there other qualities you think are important that are not listed here? What are they?
- What is one piece of advice you would give someone about how to have a happy and healthy relationship?



Family Homework Confirmation Slip: Talking about Healthy Relationships

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Exit Ticket

Using one or more of these tips from your *Effective Communication Tips* handout, write 1 or 2 sentences telling someone you don't want to go on a date with them. Imagine this person is someone you like as a friend, but don't want to date.

- I-statements (“I think ...”, “I want ...”)
- Expressing opinions (“I believe ...”)
- Saying “No” firmly but respectfully
- Asking for what you want
- Initiating conversations
- Expressing positive feelings
- Expressing appreciation
- Stating your strengths and abilities (“I can ...”)

Lesson 6: Assessment Questions

1. List 3 characteristics of a healthy relationship.
2. Looking at your *Helping a Friend* handout, list one place you could contact for help if you or a friend were in an unhealthy relationship.
3. Looking at the *Healthy, Unhealthy and Warning Signs of Abuse*, explain in your own words how the “healthy relationship characteristics” are different from the unhealthy or abusive characteristics.
4. List three ways you could help a friend who is in an unhealthy or abusive relationship.

Lesson 6: Assessment Key and Standards Alignment

Question	Answer	Standard
1. List 3 characteristics of a healthy relationship.	Can include any healthy relationship characteristics from the <i>Healthy, Unhealthy and Warning Signs of Abuse</i> handout.	NSES: HR.12.CC.1 NHES: SH1.12.3
2. Looking at your <i>Helping a Friend</i> handout, list one place you could contact for help if you or a friend were in an unhealthy relationship.	Love Is Respect Phone: 1-866-331-9474 Website: loveisrespect.org	NSES: HR.12.AI.1 PS.12.AI.2
3. Looking at the <i>Healthy, Unhealthy and Warning Signs of Abuse</i> , explain in your own words how the "healthy relationship characteristics" are different from the unhealthy or abusive characteristics.	Correct answers point out that the unhealthy and/or abusive characteristics are harmful to people.	NSES: PS.12.CC.1
4. List three ways you could help a friend who is in an unhealthy or abusive relationship.	Can include any tips or strategies from <i>How to Help a Friend</i> handout.	NSES: PS.12.IC.2
Exit Ticket: Using one or more of these tips from your <i>Effective Communication Tips</i> handout, write 1-2 sentences telling someone you don't want to go on a date with them. Imagine they are a person you like as a friend, but don't want to date. <ul style="list-style-type: none"> • I-statements ("I think ...," "I want ...") • Expressing opinions ("I believe ...") • Saying NO firmly but respectfully • Asking for what you want • Initiating conversations • Expressing positive feelings • Expressing appreciation • Stating your strengths and abilities ("I can ...") 	Any statements following these guidelines are acceptable.	NSES: HR.12.IC.1 HR.12.IC.2 NHES: SH4.12.4 SH4.12.1

Integrated Learning Activities

SOCIAL STUDIES: Celebrities' Relationships

Conduct a current events activity in which students bring in stories from the news about celebrities' relationships. Analyze them together to determine if the relationship is being depicted as healthy or unhealthy. The following questions may be helpful:

- What were the clues in the article that let you know if the relationship was healthy or unhealthy?
- Do you think the article paints a realistic picture of these people's relationship? Why or why not?
- What messages do we get about relationships from the media?

LANGUAGE ARTS: Breathing Underwater

Assign the following book: Flinn, Alex. (2001). *Breathing Underwater*. New York: Harper. *Breathing Underwater* is a young adult novel that examines dating violence from the perspective of the abuser, a 16-year-old boy who also happens to be abused by his father at home. Use the book as the basis for in-class discussions or writing assignments. A reading guide is available on the Harper Collins website: www.harpercollins.com.

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