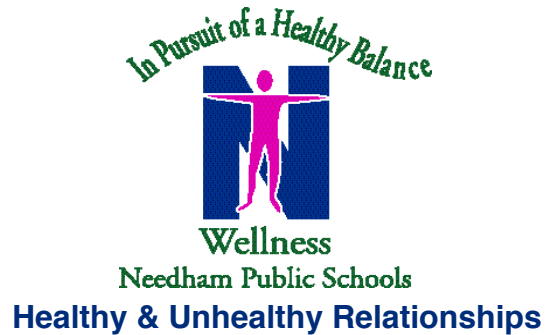


Rvsd January 2017



Lesson Goals

Identify Characteristics of a Healthy and an Unhealthy Relationship
Assess Whether Behaviors Between Two Dating Partners are Healthy or Unhealthy
Identify Risks of Dating a Significantly Older Partner
Assess Behaviors as Being Either Acceptable or Unacceptable in a Relationship
Talk with a Parent/Guardian or Other Trusted Adult About Healthy and Unhealthy Relationships

SEL Skills Addressed

Self-awareness
Relationship skills
Responsible decision-making

Terms

Values Clarification
Relationship
Healthy/unhealthy
Older partner
Age of Consent
Honesty, equality, respect, responsibility

Materials: Folders, Journaling Sheet, Deal-Breaker Signs, *Does Your Boyfriend or Girlfriend Respect You* handout.

Family Activity: Students will be asked to interview a parent/guardian or other trusted adult about healthy and unhealthy relationships. During this interview, they will be asked to try to get the point of view of an adult about what a healthy relationship should look like.

Activity 1: Discuss Journal Reflections (5 min)

~ The purpose of this activity is to reflect on information taught in the previous lesson and share thoughts and ideas about values

- 1) What was something interesting you learned from talking with your parent/guardian, or other trusted adult about values?
- 2) Explain why you believe it is important for people to consider their values when making decisions about sexual behavior?
- 3) Why do people have different values about sex and sexuality? Where do these values come from?

Activity 2: Conversation Starter: What's Healthy - What's Not? (10 minutes)

~ The purpose of this activity is to consider whether behaviors between two dating partners are healthy or unhealthy

Read the following prompts. For each statement, ask students to stand if they agree with the statement (alternative - ask students to move to one side of the room if they agree and to the other side of the room if they disagree).

- The best relationship is with someone you can talk to
- Jealousy is a sign of love
- It is OK to send sexy pictures to someone as long as you are in a committed relationship
- It is OK for a teenager to date someone significantly older (senior or older)
- It is OK to read your partner's text messages or e-mails without their permission
- People who are in love should hang out with each other more than with their friends
- The best kind of dating relationship is with someone who has similar qualities of a close friend
- Is it OK to refuse to participate in sexual behaviors in a committed relationship?

Process Questions

1. What different forms can jealousy take?
2. Are there some situations where jealousy is acceptable? Are there some situations where jealousy can be unhealthy?
3. How does technology (Facebook, MySpace, text messages, etc.) affect dating relationships?
4. What are the possible risks of "sexting"?
5. What types of boundaries should people have in a dating relationship?
6. How could a person start a conversation about boundaries with a partner?

Activity 3: What's a Deal-Breaker? (20 minutes)

NOTE: Activity 3 is similar to Activity 2 - can use it to extend activity 2 or pick one of the two activities

~The purpose of this activity is to help students label behaviors as “acceptable” or “unacceptable” in dating relationships

Remind students of the groups *Rights and Responsibilities* before beginning the activity

Post signs around the room that say **“Can Deal With It,” “Deal-Breaker,”** and **“It Depends.”** Read the relationship prompts below to students and have them stand under the card that matches how they would deal with each situation. Allow students 1 minute to talk with the other classmates who have chosen the same sign. Ask them to try to name specific values that helped them make their decision.

Ask one student representative under each sign to give a brief explanation of why the group picked that sign. Make it clear that this is not a debate. Students may choose to change their opinion after hearing from other groups, but this is not the time for debate. The class will have time to process their differences of opinion after they return to their seats.

Prompts:

- Your partner posts cruel things about you on Facebook/MySpace
- Your partner lies to you about their age
- Your partner gets jealous when other people look at you on the street
- Your partner sends naked pictures of you to their friends
- Your partner refuses to use protection
- Your partner uses illegal drugs
- Your partner texts your friends to see if you are really where you said you were
- Your partner calls or texts you more than ten times a day
- Your partner makes you pay for everything you do together
- Your partner hits or slaps you out of anger
- Your partner gets mad at you for thinking other people are attractive
- Your partner refuses to have sexual intercourse
- Your partner tries to bully you into participating in sexual behaviors that you are uncomfortable with

Process Questions

1. What values did you use to make your decisions?
2. Which things did most people agree about?
3. Which things had many different responses in the class?
4. What behaviors are warning signs that things could get worse?
5. When one partner has more power or freedom than another partner, how can that lead to unhealthy situations?

Activity 4: Healthy and Unhealthy Relationship Brainstorm (10 minutes)

~ The purpose of this activity is to Identify qualities of healthy and unhealthy relationships

Explain that a key part of sexual health is having healthy relationships. While relationships can take many different forms, today's class will focus on dating relationships.

Write "**HEALTHY RELATIONSHIP**" and "**UNHEALTHY RELATIONSHIP**" on the board. Have students brainstorm characteristics for each. Write their suggestions on the board. If necessary, prompt students so that the characteristics include honesty, equality, respect, and responsibility. Have students focus on the list of descriptors under the term *HEALTHY RELATIONSHIPS*. Ask students to talk about how they might feel being in a healthy relationship. Then have students focus on the list of descriptors under the term *UNHEALTHY RELATIONSHIPS*. Ask them to talk about how they might feel being in an unhealthy relationship.

NOTES: Be sure to discuss the following within the context of unhealthy relationships.

Age Difference as Unhealthy:

This represents inequity between partners. The older partner is more mature, has more life experience, may have more money and other material things (car) and may have different expectations for the relationship.

Abusive Relationships (physically and emotionally)

Review *Does Your Boyfriend or Girlfriend Respect You* Handout with students.

It is not always easy to get out of an unhealthy relationship. You may love a person while at the same time realize that being in a relationship with him/her is not healthy. The first step in getting out of an unhealthy relationship is recognizing that it is unhealthy. If you feel you are in an unhealthy relationship and you want think you might want to talk with someone - please write your name (first and last) on your index card and put it in the anonymous question box on your way out of class. This can be done today - or any other day while we are in this unit. I will make sure that one of our school counselors contacts you.

explain your role as a trusted adult and mandated reporter. Students can expect confidentiality from a teacher only if the teacher has no concerns about the student's safety. In the state of Massachusetts, it is a legal requirement to report suspected abuse and neglect on behalf of certain vulnerable groups of people, including people under the age of 18.

Massachusetts Law: Age of Consent

The Massachusetts legal Age of Consent for sexual contact is 16 years old. The Age of Consent is the age at which a person is deemed by Massachusetts law to be capable of consenting to, and engaging in, sexual acts.

Anyone who engages in sexual activity of any type with a partner under the applicable Age of Consent is breaking the law and can be charged with crimes ranging from a misdemeanor to a felony (statutory rape) depending on the jurisdiction in which they are prosecuted. Massachusetts's specific laws on the *Age of Consent* can be found above.

Remind students of your role as a trusted adult and mandated reporter. In the state of Massachusetts, it is a legal requirement to report suspected abuse and neglect on behalf of certain vulnerable groups of people, including people under the age of 18.

Review Does Your Boyfriend or Girlfriend Respect You (page 5)

If you really loved me
you would...



STANFORD UNIVERSITY MEDICAL CENTER
FAMILY ABUSE PREVENTION COUNCIL

Healthy Teen Relationships

Does your boyfriend or girlfriend respect you?

A healthy relationship is based on caring and respect. Both partners:

- Communicate openly
- Trust each other
- Share decisions
- Compromise when there is disagreement
- Take responsibility for their own actions

Unfortunately, many teens are involved in relationships that are hurtful. A large percentage of high school and college students know someone who has been hit or beaten by their partner.

The major pattern in these problem relationships is that one person wants to be in control. This person may want to spend all of

their time with you, and act possessive of your time and attention. At first this may seem flattering, but after a while may become suffocating or scary. Some warning signs are:

- Jealousy, accusing you of things you didn't do
- Making all of the decisions about what to do and where to go
- Not letting you hang out with your friends
- Putting you down in front of other people
- Telling you what to wear or how to act
- Texting and checking up on you all of the time
- Blaming you for problems, guilt trip
- Hitting or hurting

- Threatening you if you try to leave
- Forcing sex, refusing to practice safe sex

This situation might make you feel afraid, sad, angry, confused or depressed. It might seem very lonely, because you might feel too helpless or ashamed to tell anyone. Some teens are so stressed that they:

- Let their grades go down
- Drop out of school activities
- Have problems sleeping, headaches, stomach-aches
- Have weight changes
- Turn to drugs or alcohol
- Cut, or harm themselves
- Feel suicidal

Getting out of a scary relationship

- Tell a friend or relative what is going on, or call teen helpline
- Break up in a public place with friends to support you—breaking up may be dangerous
- Change school route, locker location
- Use buddy system for going places—avoid being alone
- Change email, pager or cellphone number
- Keep spare change or calling card with you
- Find safe places to go to
- Keep a journal describing what happened, for legal action
- Educate yourself about abuse
- If emergency, call 911
- Respect yourself, and know that you deserve a healthy relationship

What can you do as a friend?

- Listen without judging
- Tell her/him you believe them, it's not their fault, they don't deserve this
- Aid your friend in getting help
- Buddy up for safety
- Be patient and supportive
- Don't confront abuser

National Teen

Dating Abuse Helpline

1-866-331-9474

www.loveisrespect.org

- 24/7 phone hotline—all languages
- Live chat with teenage counselors 4pm—midnight
- Message boards

Activity 5: Discussions

~ The purpose of this activity is to discuss why healthy relationships are important for sexual health and to give students strategies for identifying and leaving unhealthy relationships.

Review the characteristics of Sexual Health (all the dimensions)

Explain that sexual health is essential to everyone's well-being. Using our wellness model define sexual health as having several dimensions, all of which need to be nurtured, cared for, and taken into consideration when making decisions about sexual behavior. Some examples are listed below. Encourage students to think of additional examples for each category.

Physical – physically fit, proper nutrition, quality sleep, free from disease and unwanted pregnancy

Social – socially appropriate behaviors, membership in a social peer group, developing effective communication skills, using socially appropriate language

Emotional – emotionally connected through commitment, intimacy and love, can read one's own emotional feedback and can articulate it. Can read the emotional cues of others.

Intellectual - knowledge of facts and consequences for behavior, recognizing that abstinence and refusal to engage in sexual behavior is responsible behavior for young people.

Spiritual – respecting self and others, knowing your own (family, religious, community) values, having a sensitivity to the values of others, developing your own boundaries with respect to a moral compass, and respecting the boundaries of others.

Ask students how healthy relationships are important for sexual health. How can it be more difficult for someone to be sexually healthy in an unhealthy relationship? How can it be difficult for someone to leave an unhealthy relationship?

Ask students to imagine that they have a friend who has a very little power in an unequal relationship. Imagine what their friend must be feeling. How might they know that their friend was in an unhealthy relationship? What advice would they give to their friend? Where could their friend go to seek help?

Ask students to imagine that they have a friend who has all the power in an unequal relationship (e.g., one partner is older, one partner has more money, one partner has a car). How does their friend feel about their partner? What could they tell their friend? Should they get involved in this situation? Why or why not?

Ask students what someone should do if they realize that they are feeling controlling or violent toward their partner. Explain that they should talk to someone immediately for help. Similarly, if a person feels that their partner is being controlling or abusive, they should also seek help immediately.

Activity 6: Anonymous Questions (5 minutes)

~The purpose of the anonymous question box is to provide students with a way to ask those questions that they might feel uncomfortable asking out loud in class.

Address student questions in Anonymous Questions Box. Give students a new question to answer if they don't have one about the class material, and remind students to place their anonymous questions in the box as they leave the classroom.

Family Activity: Pick a parent/guardian or other trusted adult to interview about healthy and unhealthy relationship. During this interview, you will try to get the point of view of an adult about what a healthy relationship should look like. After this interview, you will be asked to reflect on the adult's point of view and respond to some questions:

1. How can you tell if a relationship is healthy? What are the most important characteristics of a healthy relationship?
2. Describe how two people in a relationship should communicate with each other.
3. Is it normal for someone to have feelings of jealousy? How should they deal with these feelings?
4. Is it normal to feel pressured by a partner in a relationship? What should I do if I feel pressured by a partner in a relationship?
5. "Sexting" is sending sexual messages in a text message or instant-messaging programs. Do you think sexting is a healthy or unhealthy activity for high-school students? Why?
6. Whose responsibility is it to make decisions about sexual behaviors? What happens if one partner feels differently about having sex than the other?

Reflective Journaling Activity

1) What was something interesting you learned in class today?

2) Was it helpful to get the perspective of an adult about health and unhealthy relationships? Why or why not?

3) How would being in an unhealthy relationship affect your ability to make responsible decisions about sexual behavior?

Teacher's Notes: