

Lesson Topic: Healthy Relationships

Objectives:

- Compare and contrast characteristics of healthy and unhealthy relationships

Activities:

Video: Healthy vs Unhealthy Relationships (stop video at 2:00) <https://youtu.be/Gn7ZQ2x0cOE>

Video: The Signs (3:51) <https://vimeo.com/85942975>

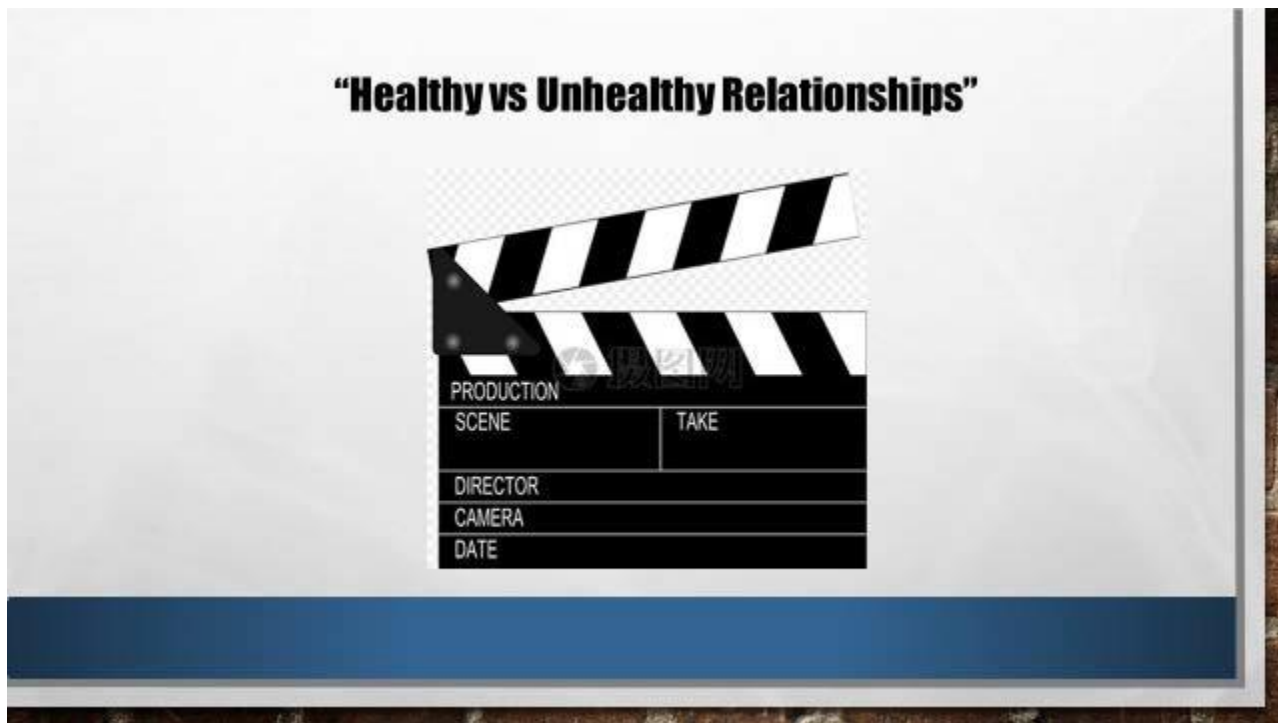
Healthy vs Unhealthy Relationship Continuum

Lesson Intro:

- SHARE is important for everyone in the class.
- The goal is for every one of you to feel that these classes relate to you and your life.
- This lesson and resulting class discussions are intended to be respectful and inclusive of many perspectives and allow all students to see themselves and understand their own health and sexuality.
- The purpose of SHARE is to assist you in making informed choices and avoid behaviors that put you at risk.
- All questions are welcome. If you don't feel comfortable asking in class, I've provided paper for anonymous questions or you may talk with me later.

Slide 2:

Video: Healthy vs Unhealthy Relationships (2:16) <https://youtu.be/Gn7ZQ2x0cOE>



Slide 3: Why is this important...to identify characteristics of healthy relationships?

WHY IS THIS IMPORTANT?

- **1 IN 3** ADOLESCENTS IN THE U.S. IS A VICTIM OF EMOTIONAL, PHYSICAL OR SEXUAL ABUSE FROM A DATING PARTNER
 - FAR EXCEEDS OTHER TYPES OF YOUTH VIOLENCE
 - ONLY 33% OF TEENS WHO WERE IN A VIOLENT RELATIONSHIP EVER TOLD ANYONE ABOUT THE ABUSE
 - DATING ABUSE AFFECTS AROUND 1.5 MILLION TEENS ANNUALLY.

Slide 4: What is a Healthy Relationship?

WHAT IS A HEALTHY RELATIONSHIP?

A RELATIONSHIP WHERE YOU BOTH FEEL...

- **SAFE EXPRESSING YOUR FEELINGS**
- **SAFE BEING YOURSELF**
- **SAFE RESPECTING EACH OTHERS BOUNDARIES**

Slide 5

Self-Respect: Teacher info: While it's important to respect your partner in a relationship, it's also really important to have respect for yourself, whether single or dating. Self-respect is the key to building confidence and maintaining healthy relationships with other people throughout your life.

So, what is self-respect? Self-respect is acceptance of yourself as a whole person. It doesn't mean you think you're perfect; in fact, we all deserve respect even though we are NOT perfect. You have worth and value just because you're you. Self-respect means you hold yourself to your own standards, and you try not to worry too much about what other people think of you. <https://www.loveisrespect.org/content/respect-in-healthy-relationships/>



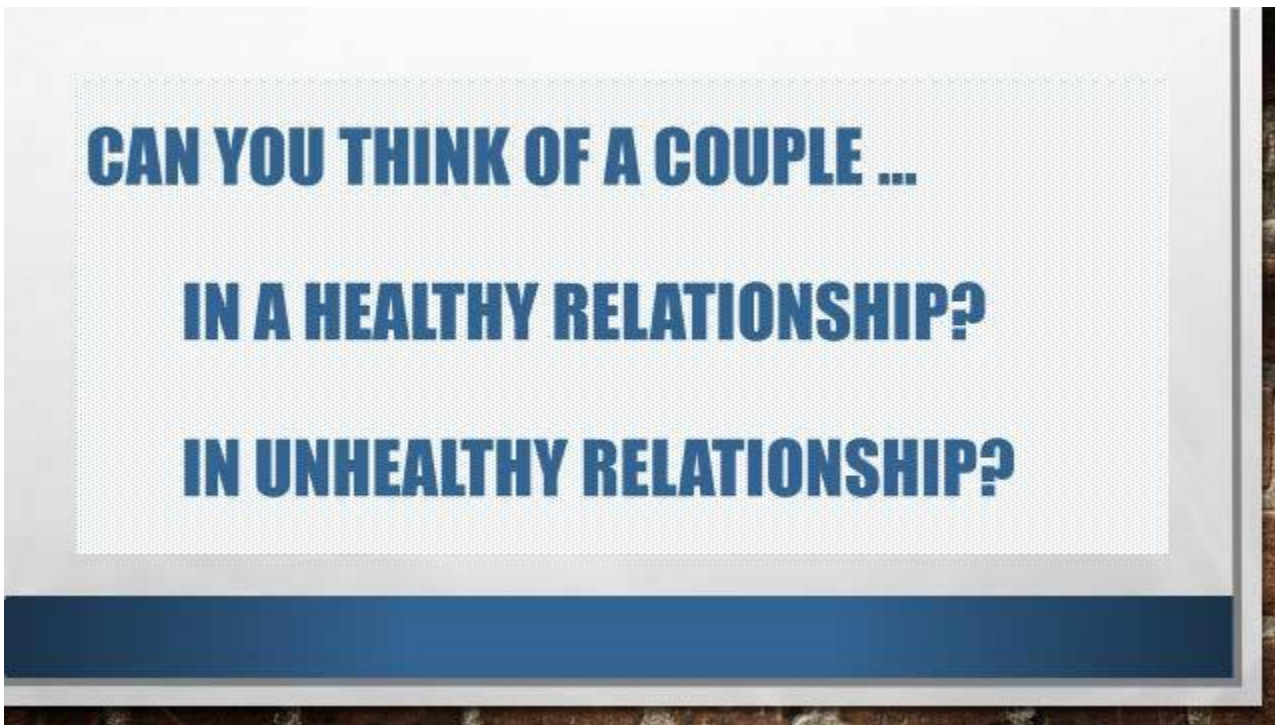
HEALTHY RELATIONSHIPS START WITH SELF RESPECT!

• WHY IS SELF RESPECT IMPORTANT?

- **IT'S IMPORTANT TO HAVE RESPECT FOR YOURSELF, WHETHER SINGLE OR DATING**
- **IT'S THE KEY TO BUILDING CONFIDENCE AND MAINTAINING HEALTHY RELATIONSHIPS WITH OTHERS**
- **YOU WILL HAVE BETTER RELATIONSHIPS WITH OTHERS WHEN YOU HAVE A HEALTHY RELATIONSHIP WITH YOURSELF FIRST.**

Slide 6: Have students brainstorm people (friends, family members, TV characters etc...) that are
1) in a healthy relationship –what makes it healthy?

2) in an unhealthy relationship – what makes it unhealthy?



Slide 7: Video: The Signs (3:51) <https://vimeo.com/85676862>

How would you categorize the relationship in the video and why?



Slide 8: Healthy Boundaries

Do you agree with the following?



Slide 9: Healthy or Unhealthy Activity



- Place the “Healthy” and “Unhealthy” Relationship signs on the front board with a good distance between them to create a continuum.

Step 1:

- Students will work as pairs or however would work best for your group of students.
 - Give each pair one of the healthy vs unhealthy relationship cards.
 - Ask them to talk together about whether they think what they have describes a healthy relationship or an unhealthy relationship.
 - Once they've decided, they should turn their sheet over and write down why they think it is unhealthy, healthy or somewhere in between.
 - Explain that they are "Team One," and so should only complete the first line on the back of the sheet, not the second.
 - Once they've finished writing their reason(s), they can bring their piece of paper up to the front of the room and tape it up where they feel it goes (on the continuum).
 - Point out that there is a lot of space between the Unhealthy and Healthy Relationship signs, so they can put their card under one of the signs, or somewhere in between if they feel like it has some healthy or unhealthy characteristic, but isn't completely one or the other.
- After about 5 minutes, if all of the cards are not up, encourage students to stick their cards up on the board. Ask them to stay in their same pairs.

Step2:

- Starting at one end of the continuum, read each of the cards. Once you have read them all, ask the students to look at what's up on the board and comment on what they notice. Their responses will depend on where the cards have been placed (the activity is intentionally opinion-based, so the board will likely look different each time).
 - For example, students might say, "These all seem really unhealthy," or "None of the cards are either completely unhealthy or healthy."
 - Ask, "Are there any up here that you would want to move? Which one(s) and why?" As students indicate particular cards, take them down and read on the back why the pair of students who had each card chose to place it where they did. Ask whether that changed their view. Because this is an opinion-based activity, do not actually move any of the cards, just discuss a few.

Note to the Teacher: Go through up to five of the cards, adjusting for student engagement in this part of the activity. If the discussion lags, stop after three; if it is still vibrant and connected, you may choose to continue beyond the five.

- Here are some suggestions for a few in which there is a lot of grey area and about which you will likely have extensive discussion:
 - A guy walks his girlfriend to school every morning, meets her for lunch every day, and picks her up to walk her home at the end of each afternoon.
 - A girl notices her girlfriend is getting a lot of attention from two different people at school. She goes up to each of them separately and warns them to stay away from her, "or else."
 - A couple has an agreement that they won't put passwords on their phones and can check each other's texts and social media accounts whenever they feel like it.

Step 3:

- Ask, "In which of these relationships do you feel like one person has more power than the other person?" Point to the example of a girl who has a girlfriend who is ten years older than she is. Ask, "In what ways could the older girlfriend have more power than the younger one?" Write a "P" on that card to indicate that there's the potential for one partner to have more power than the other.
 - As students mention other examples where they feel like there could be a power difference, write a "P" on each of those.

Step 4:

- Ask one student from each pair to come up to the board and take one of the cards, not the one they originally worked on, and return to sit with their partner.
 - Tell them that they should talk about what’s on the card, turn the card over and read why the other students labeled it as they did.
 - Ask them to discuss what would need to change in order for them to feel like this card could go underneath the “Healthy Relationship” sign.
 - Have them write their answers in the space provided. Tell them they have about 5 minutes in which to do this.
 - As they are working, take the “Healthy Relationship” sign and move it to a more centered location on the board.

Step 5:

- Go around the room and ask the pairs to share what they came up with as specific steps or things their couple needs to do to make their relationship healthy.
 - Paraphrase the characteristics they share and write them on the board beneath the “healthy relationship” sign.
 - For example, if students were to say, “They need to stop checking each others’ phones,” you might write “Trust” on the board and “cell phones” in parentheses next to that. If any of the next pairs repeat something that was already said, put a check mark next to that characteristic.

Step 6:

- Ask students to look at the list they generated and what they think of what they see. Again, because this list is generated from the students, it may look different each time. Process the list by asking the following questions
 - Are you surprised by what’s received the most check marks here? Why or why not?
 - Is there anything missing? Is there anything else that would help make a relationship healthy that wasn’t mentioned?
 - How easy or challenging is it to do some or all of these? For the ones labeled as “challenging,” ask why they think that is.
 - Ask, “What about the idea of power? Where do you see power reflected in this list?”
- Say, “What relationships look like and how they work can be different – but as you see here, there are certain characteristics that people will agree mean that a relationship is healthy. When a relationship is healthy, it’s good for both people involved – and it doesn’t have a negative impact on the people outside of the relationship who are still a part of the couple’s lives, like friends and family members.”
- Distribute the Before You Go exit slips to the students and ask them to complete them and hand them to you on the way out of class.

Slide 10:

WHEN A RELATIONSHIP IS HEALTHY

- **IT'S GOOD FOR BOTH PEOPLE INVOLVED**
- **PARTNERS COMMUNICATE WITH EACH OTHER**
- **BOUNDARIES ARE RESPECTED**
- **IT DOESN'T HAVE A NEGATIVE IMPACT ON THE PEOPLE OUTSIDE OF THE RELATIONSHIP**
 - **LIKE FRIENDS AND FAMILY MEMBERS**

Slide 11: Resources- have them take a pic for future reference

RESOURCES- TAKE A PIC!



- SASS – sexual assault support services
 - Call (775) 221-7600 & ask to speak with an advocate
 - Text: “SASS” to 839863
- Domestic violence resource center: 775-329-4150
- Safe embrace: 775-322-3466
- Crisis support services: 1-800-273-8255
 - Text “care” to 839863
- Wingspan– serves people who are LGBTQ
hotline 520-624-0348 or 1-800-553-9387 bilingual 24/7
- The anti violence project– serves people who are LGBTQ
hotline 212-714-1124 bilingual 24/7
- GLBT national help center
hotline 1800-246-PRIDE (1-800-246-7743) or
online chat at <http://www.Volunteerlogin.Org/chat/>
- National sexual assault hotline – supports LGBTQ people
1-800-656-HOPE (4673) 24/7 or
online counselling at <https://ohl.Rainn.Org/online/>
- Awaken- 775-393-9183
- Love is respect hotline: 1-866-331-99474 (24/7) or text
“loveis” 22522
- Step up! Nevada, stop violence!
[Http://www.Stepupstopviolence.Org/](http://www.Stepupstopviolence.Org/)

Slide 12:
Exit slip activity

BEFORE YOU GO...

- **THE CHARACTERISTIC OF HEALTHY RELATIONSHIPS THAT MOST STOOD OUT FOR ME FROM TODAY'S CLASS WAS ...**

- **BECAUSE ...**

Exit Slip Activity:

BEFORE YOU GO...

The characteristic of healthy relationships that most stood out for me from today's class was _____

because _____

BEFORE YOU GO...

The characteristic of healthy relationships that most stood out for me from today's class was _____

because _____

BEFORE YOU GO...

The characteristic of healthy relationships that most stood out for me from today's class was _____

because _____

After spending a lot of time together, a couple wants to start having sex. They talk about safer sex and decide to use condoms every time.

Healthy vs Unhealthy Relationship Cards

A girl walks her boyfriend to school every morning, meets him for lunch every day, and picks him up to walk him home at the end of each afternoon.

Healthy vs Unhealthy Relationship Cards

A girl notices her girlfriend is getting a lot of attention from two different people at school. She goes up to each of them separately and warns them to stay away from her, “or else.”

Healthy vs Unhealthy Relationship Cards

A couple have been together for a month and are talking about having sex. One has had sex before, but the other hasn't - but says they have because they're embarrassed.

Healthy vs Unhealthy Relationship Cards

A couple has an agreement that they won't put passwords on their phones and can check each others' texts and social media accounts whenever they feel like it.

Healthy vs Unhealthy Relationship Cards

Partner one wants to have sex. Partner two says they're not ready, but after talking about it, gives in and has sex, even though they didn't really want to.

Healthy vs Unhealthy Relationship Cards

One partner usually decides when, where, and what they do together. The other partner says they don't like making decisions and is fine with this.

Healthy vs Unhealthy Relationship Cards

A guy and a girl have been together for six months, and things haven't been going so well. She decides to stop taking her birth control without telling him, because she thinks if she gets pregnant, he won't break up with her.

Healthy vs Unhealthy Relationship Cards

A guy has been with his boyfriend for five months. They've said "I love you" to each other, but when they're around other friends at school, one guy pretends they're not a couple. He says it's because he hasn't yet told his family that he's gay.

Healthy vs Unhealthy Relationship Cards

A couple text all the time. But when they get together, whether alone or with friends, they feel uncomfortable talking to each other.

Healthy vs Unhealthy Relationship Cards

A guy and a girl have been together for six months and are having sex. Whenever the guy does something the girl doesn't like, she tells him that she won't have sex with him until he does something nice for her.

Healthy vs Unhealthy Relationship Cards

A guy has a very strong religious background. He's having sex with his girlfriend, but after each time, he says he feels disgusting. His girlfriend tells him to get over it.

Healthy vs Unhealthy Relationship Cards

A girl tells her partner that they're in a one-on-one relationship, but she is having sex with other people. Her partner does not know; she figures she's sparing their feelings by not telling them.

Healthy vs Unhealthy Relationship Cards

A guy finds out he has an STD. Since it's easily cured with a shot, he doesn't tell his partner about it and figures that if they get it, they can just get treated, too. They continue to have sex without using condoms.

Healthy vs Unhealthy Relationship Cards

A guy notices his partner is getting a lot more texts than usual. When he mentions it, the partner says he's imagining things. When his partner goes to use the bathroom, he checks their phone and reads their texts

Healthy vs Unhealthy Relationship Cards

A girl has a girlfriend who is ten years older than she is. Her older girlfriend has a job, a car and a place to live where they can be alone together. When they go out, the older partner always pays.

Back of Healthy vs Unhealthy cards

Team One: Why we rated this the way we did:

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

Team Two: How this could be a healthier relationship?

Healthy
Relationships

Unhealthy
Relationships