

Lesson 8: Expect Respect SF (part 1)

OBJECTIVES

1. Students will identify characteristics of healthy and unhealthy relationships.
2. Students will review characteristics of abuse and the cycle of violence.
3. Students will understand how gender expectations can influence relationships.
4. Students will become familiar with local resources.
5. Students will understand how people establish and maintain boundaries and why boundaries are an important part of a healthy relationship.

AGENDA

5 minutes	Do Now
45 minutes	Expect Respect Presentation
Homework	My Ideal Partner

MATERIALS

- Vocabulary Reference List
- Homework: My Ideal Partner

CALIFORNIA HEALTH EDUCATION STANDARDS

- 1.3.G** *Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.*
- 4.1.G** *Analyze how interpersonal communication affects relationships.*
- 5.3.G** *Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.*
- 8.1.G** *Encourage and support safe, respectful, and responsible relationships.*

Lesson 8: Expect Respect SF (part 1)

BEFORE THE CLASS

For this lesson, contact the Expect Respect San Francisco program through City College of San Francisco to schedule the presentations. Please contact them at least two weeks in advance to schedule the presentation.

Adele Failes Carpenter

Expect Respect San Francisco (ERSF)
City College of San Francisco
50 Phelan Avenue, Box S-55
San Francisco, CA 94112
415-239-3899
afailes@ccsf.edu

DO NOW

5 minutes

Materials

- Every student needs a notebook, journal, or paper and a pen
- Flipchart or whiteboard and markers

Activity

Write on board and have students complete the following question:
How does someone know if they are in a healthy relationship?

EXPECT RESPECT PRESENTATION

45 minutes

Activity

Introduce the presenters from Expect Respect and remind students about the classroom agreements from Day 1.

ERSF will present to the class. Support the ERSF presenters by assisting with classroom management.

HOMEWORK

My Ideal Partner

Lesson 8: Vocabulary

1. **Abuse/violence:** Physical, sexual, verbal, or emotional harm one person causes to another.
2. **Boundaries:** Guidelines or limits that someone has for themselves about what feels safe and comfortable to them.
3. **Communication:** Sharing thoughts, messages, or information, with others, by speech, pictures, writing, or behavior.
4. **Cycle of abuse/violence:** The repeat behavior of physical, sexual, verbal, or emotional harm in a relationship.
5. **Healthy relationship:** A relationship that positively impacts your life and increases your well-being.
6. **Unhealthy relationship:** A relationship that negatively impacts your life and decreases your well-being.
7. **Consent:** Permission. To have consent means that you have received a clear and enthusiastic *yes*. The absence of a *no* is not enough. In other words, we no longer teach about consent using the saying “No Means No!” It is now all about “Yes Means Yes!”

Homework: My Ideal Partner

Name: _____

Period: _____ Date: _____

Directions: Think about what you hope to find in future partners. Write down your responses to each of these questions to identify what traits you are looking for in a future partner. Please answer in complete sentences.

1. How would your ideal partner treat you? How would you treat your ideal partner?
2. What kind of person is your ideal partner?
3. What are this person's goals in life?
4. How does your ideal partner act with their family?
5. How does your ideal partner act in public? In private?
6. Who are your ideal partner's friends? What are they like?
7. What type of relationship would you like to have? (ex: monogamous, open, friends)
8. What else is important to you in a partner?