

Lesson 9 (Extension or Alternative): Healthy Relationships

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
20 minutes	Healthy/Unhealthy Relationship Spectrum (Activity and Worksheet)
15 minutes	Types of Relationships
10 minutes	Cycle of Violence and Resources
Homework	My Ideal Partner and/or Helping a Friend

MATERIALS

- Vocabulary Reference List
- Relationship Spectrum Cards
- Healthy and Unhealthy signs
- Worksheet: Relationship Types
- Teacher Key: Relationship Types
- Worksheet: Relationship Qualities
- Homework: My Ideal Partner
- Homework: Helping a Friend

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 9 (Extension or Alternative): Healthy Relationships

This lesson can be used as an extension lesson or as an alternative in case Expect Respect cannot present to the class.

DO NOW

5 minutes

Materials

- Every student needs a notebook, journal, or paper and 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?

Teacher Tip:

If you are using this lesson as an extension use the do now question: How does someone know if they are in an unhealthy relationship?

HEALTHY/UNHEALTHY RELATIONSHIP SPECTRUM

20 minutes

Materials

- Healthy and Unhealthy signs
- Relationship Spectrum Cards
- Flipchart or whiteboard and markers
- Worksheet: Relationship Qualities

Activity

In this activity students will explore the qualities of healthy and unhealthy relationships. On a wall in the classroom or on the white board create a Relationship Spectrum. Place the “healthy” sign at one end and the “unhealthy” sign at the other end. It will look like this:



Pass out the cards to the students and give them a moment to decide where on the spectrum they think the card belongs. Call students up in small groups to put their cards on the board.

Suggested Script:

Everyone is going to get a card with a relationship quality. Read your card to yourself and then place it on the spectrum that we have here on the wall. On this end we have healthy and on this end we have unhealthy. Put it in order of healthy to unhealthy – some cards may fall under healthy, some may fall under unhealthy, and some may fall somewhere in the middle. Once all the cards are up, we'll go through each card and discuss thoughts. The person who put up the card can explain their choice and then others in the class can discuss if they agree or if they have a different opinion.

Once all the cards are up, hand out the Relationship Qualities worksheet to students. The students will follow along with the conversation about the relationship spectrum cards by filling in healthy or unhealthy qualities as they are mentioned in class.

Review each card and ask the students if they agree or disagree with where the card has been placed. As each card is discussed take it off the board and write up a quality that it represents (students should write this on their worksheet as well).

Suggested Script:

There are a lot of signs that can be read differently depending on the relationship, and unfortunately a lot of times what we see as unhealthy someone else might not. This is why it is important to decide what is healthy and what feels right to you – by communicating. Remember, some healthy relationships can have ‘bad’ moments, and some unhealthy relationships will have ‘good’ moments too – but always reflect on your relationship – can you be yourself? Are you happy? If you felt uncomfortable could you speak up and not fear being punished? These are important qualities of a healthy relationship.

We will go through each card and try to figure out what healthy or unhealthy qualities it represents. We are going to try to make a list together of qualities of a healthy relationship and qualities of an unhealthy relationship.

By the end of the activity all of the cards will be off the board and there will be a list of qualities written under each category. At the end it may look like this:

← Healthy	Unhealthy →
Communication	Lies
Trust	Physical/Verbal abuse
Honesty	Jealousy or control
Equality	Pressure
Feeling safe	Feeling unsafe
Respecting boundaries	Fighting

After all the cards have been discussed and removed from the board, ask the students to look at the lists and add in any missing qualities of healthy relationships and unhealthy relationships.

Debrief the activity with students. Here are some possible debrief questions:

- Did anything surprise you during this exercise?
- Would it be important to have the same beliefs as someone you were in a relationship with? How would you find out if you have similar or different ideas/beliefs?
- Is it important to develop your own beliefs about relationships? Why?
- How would you communicate with someone with different beliefs?
- We didn't include the gender of the partners in any of the cards. Did you assume gender when you read any of the statements? How would it have changed things if gender had been included? E.g.: if it were 2 guys, a guy and a girl, or 2 girls in the scenario. *These can be used as examples to discuss the influence of gender:*
 - *My partner usually talks me into having sex.*

Teacher Tip:

To break up the large group discussion, pair students up and have them come up with 2 more healthy and 2 more unhealthy qualities and then have them share back to the group.

- *My partner hit me once, but since then they have controlled them self to only hitting walls.*
- *I want to have babies with my partner because then I know we will be together forever.*
- What did you learn about yourself in this exercise?

Close this activity by reminding students that people will have different experiences in relationships. Emphasize for students the importance of knowing their boundaries and wants and how to communicate those to a partner.

Suggested Script:

This exercise is meant to get people thinking about what their boundaries are in a relationship. It's not meant to judge or shame anyone because different folks have different opinions, experiences, and expectations in relationships. It's just meant for you to think about these values and beliefs we have so that you can better understand what you want and to think about how you can communicate that to your partner.

TYPES OF RELATIONSHIPS**15 minutes****Materials**

- Worksheet: Relationship Types
- Teacher Key: Relationship Types

Activity

In this activity students will learn about some different relationship structures by completing a match up worksheet. Ask the students what types of relationships they have heard of. After they have mentioned some different types of relationships, explain that you all are going to spend some time thinking about the different types of relationships in which people choose to engage.

Suggested Script:

In this classroom we are not going to judge the type of relationship someone is in or wants to be in. It is important to be clear with your partner what kind of relationship you are in, especially if you are having more than one sex partner. If you can be open and honest, it can be easier for you to be safe with all the sex partners you are with.

Pass out the Relationship Types worksheet and have the students complete it in pairs. Review the answers as a large group. See Relationship Types Teacher Key for answers and additional information.

Debrief the activity with students. Here are some possible debrief questions:

- Are there any types of relationships on this list that you have not heard of before?
- What types of relationships do you think can be healthy? (Remind students that all relationship types have the possibility of being healthy)

- Which relationship types do you think require the most communication between partners? Why?
- How are non-monogamy, polyamory, and open relationships different from cheating?
- What increase risk do you think exists for non-monogamy, polyamory, and open relationships as compared to monogamous relationships? (Make sure to highlight that monogamy is an STI/HIV risk reduction tool.)

Close the activity with students by reminding them there are many relationship types out there. No one type of relationship is inherently healthy or unhealthy; it is about the qualities that people bring to those relationships. Remind students that we may make mistakes in relationships, but we can learn from those mistakes and build healthy relationships.

Suggested Script:

So we can see there are many different types of relationships – but what is a healthy relationship? We don't want to ever tell you there is such a thing as a 'good' or 'bad' relationship. There are only healthy and unhealthy relationships. And what makes it even more complicated is that sometimes, unhealthy relationships have good or healthy moments...and healthy relationships have bad or unhealthy moments. We are all human, and make mistakes, and learn a lot about ourselves from how we interact with each other in our relationships. The main thing to remember is that without communication, honesty, the ability to be honest with yourself and your partner, it can be challenging, if not impossible to build lasting, healthy relationships.

CYCLE OF VIOLENCE & RESOURCES

10 minutes

Materials

- Whiteboard and markers
- Handout: Relationships Resources
- Hanging out or hooking up wallet cards

Activity

Explain that when a relationship is going unhealthily, it can often follow a pattern. Ask students if anyone has heard of the cycle of abuse/violence before. What do they know about it? Explain that most abusive relationships follow a certain type of cycle. This cycle can help explain why some people stay in unhealthy and abusive relationships.

Use the information below to explain the cycle of violence to students:

Ask the students what someone does when they are trying to impress someone they like or have a crush on? (Brainstorm answers. Answers might include gifts, cute texts, being extra attentive or kind).

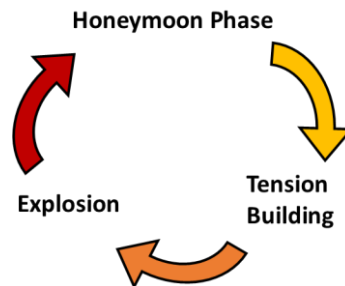
Write “Honeymoon Phase” on the board. The first phase of the cycle of violence is also a phase that any relationship goes through- the Honeymoon Period. During this time both people are really excited about the relationship, everything feels great.

Write “Tension Building Phase” on the board and draw an arrow from the honeymoon phase to tension building phase. After the honeymoon phase, some relationships will move into a second phase. The second phase is the Tension Building Phase- this is when fighting begins; oftentimes someone may feel as if their partner is blaming them for everything and anything. The person feels as if they can’t do anything right.

Write “Explosion Phase” on the board and draw an arrow from the tension building phase to the explosion phase. After a while, some relationships will enter a third phase. The third phase is the Explosion Phase when threats, attacks, and/or violence occurs - (this could be emotional, verbal, or physical). The person screams, hits, or says cruel things to hurt their partner.

It’s after this 3rd phase that most people would expect someone to leave a relationship, and maybe if that’s where it stopped people would leave their unhealthy/abusive relationships more often. Unfortunately, the cycle continues and goes back to the honeymoon phase where the abusive partner will apologize for their mistakes, and try to make it up to their partner. Draw an arrow from explosion phase to honeymoon phase, completing the cycle.

At the end of this activity, the drawing on the board will look like this:



Let students know that if they see this cycle in their own relationship, it may be time to leave that relationship and get support from an adult.

Suggested Script:

If you see this cycle happening in your own relationship it might be time to get out of it. It can be challenging though, because you care about this person, you remember the honeymoon stage when everything was perfect, and you can identify the negative emotions that may have triggered this person to violence. I want to remind you that no one deserves to be hurt or abused. Everyone deserves to be in a loving, safe, healthy relationship.

Handout the Relationships Resources sheet and the Hanging Out or Hooking Up wallet cards to each student. Ask students what they would do if they had a friend who was in a relationship like this. How could they help or support their friend? Brainstorm the ideas on the board.

HOMEWORK

My Ideal Partner
Helping a Friend (optional or additional)

Lesson 9: 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!”

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<p>I am seeing a lot of people, but they all know about each other. I use protection and get tested regularly.</p>	<p>My partner decides where we go out most of the time and pays for everything.</p>
<p>My partner sometimes teases me about my weight and comments on what I eat.</p>	<p>My partner and I scream and yell to resolve our disagreements.</p>
<p>My partner and I get tested together because I don't trust my partner to go get tested on their own.</p>	<p>My partner usually talks me into having sex.</p>

Copy and cut



<p>My partner texts to check in with me at least once an hour.</p>	<p>My partner hit me once but since then they have controlled them self to only hitting walls.</p>
<p>My partner and I need to have sex every day, no matter what.</p>	<p>For me, school and work are more important than being in a relationship.</p>
<p>I lied to my partner a few times, but my partner didn't find out and no one got hurt.</p>	<p>My partner can only talk with me and nobody else.</p>

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<p>I feel tired after spending time with my partner.</p>	<p>My partner doesn't like it when I hang out with my friends and family.</p>
<p>I want to have babies with my partner because then I know we'll be together forever.</p>	<p>Sometimes I get upset with my partner and have to leave/take a break before we can talk again.</p>
<p>I want my partner to choose what we do in bed.</p>	<p>My partner and I have our differences, but we talk about them until we figure out what to do.</p>

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<p>My partner respects my boundaries.</p>	<p>I feel safe when I am with my partner.</p>
<p>My partner tells me what clothes I should wear and what I am not allowed to wear.</p>	<p>My partner asks me about my life and my feelings, and listens to what I have to say.</p>
<p>My partner gets upset easily, so I try not to do anything that will make them angry.</p>	<p>My partner comments on all my posts and pics online.</p>

Worksheet: Relationship Qualities

Name: _____

Period: _____ Date: _____

Directions: Write down qualities of a healthy relationship, and qualities of an unhealthy relationship.

Healthy Relationship Qualities

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Unhealthy Relationship Qualities

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Worksheet: Relationship Types

Name: _____

Period: _____ Date: _____

Directions: Use the word bank below to match up the type of the relationship with the definition.

1. _____ : A person that you can hang out with and have no sexual relations.
2. _____ : Someone who is a friend but also have sex or sexual contact with. This may or may not be kept private from other people.
3. _____ : Someone you know that you have sex with or do sexual things with, but do not have an intimate or romantic relationship with.
4. _____ : Spending time with someone that you like (as a way to build connection or get to know them) and possibly plan to start a relationship with. Some people also use this term to mean they are in a relationship.
5. _____ : Someone with whom you have a romantic relationship or involvement. Partners can decide whether or not sex will be part of the relationship.
6. _____ : A relationship where both partners agree to only be with each other.
7. _____ : A relationship where you can have more than one sex partner but your (primary) partner knows about it.
8. _____ : A relationship with more than two people, where all partners share equal power and decision making in the relationship.
9. _____ : An umbrella term which covers several types of relationships in which an individual forms multiple and simultaneous sexual or romantic bond

Dating	Friends	Friends with benefits
Hook up	Monogamous	Non-monogamous
Open Relationship	Partner	Polyamorous

Teacher Key: Relationship Types

Directions: Use the word bank below to match up the type of the relationship with the definition.

1. Friends : A person that you can hang out with and have no sexual relations.
2. Friends w/ benefits : Someone who is a friend but also have sex or sexual contact with. This may or may not be kept private from other people.
3. Hook-up : Someone you know that you have sex with or do sexual things with, but do not have an intimate or romantic relationship with.
4. Dating : Spending time with someone that you like (as a way to build connection or get to know them) and possibly plan to start a relationship with. Some people also use this term to mean they are in a relationship.
5. Partner : Someone with whom you have a romantic relationship or involvement. Partners can decide whether or not sex will be part of the relationship.
6. Monogamous : A relationship where both partners agree to only be with each other.
7. Open Relationship : A relationship where you can have more than one sex partner but your (primary) partner knows about it.
8. Polyamorous : A relationship with more than two people, where all partners share equal power and decision making in the relationship.
9. Non-monogamous : An umbrella term which covers several types of relationships in which an individual forms multiple and simultaneous sexual or romantic bonds.

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?

