Lesson 10: Healthy Relationships

OBJECTIVES
1. Students will identify characteristics of healthy and unhealthy relationships.
2. Students will be able to compare and contrast the characteristics of healthy and unhealthy relationships.
3. Students will be able to identify what characteristics they are looking for in a relationship.
4. Students will practice identifying healthy and unhealthy characteristics in a relationship.

AGENDA
5 minutes  Do now
15 minutes  My Ideal Relationship activity
25 minutes  How do we build the relationships we want?
5 minutes  Closing/Exit ticket & Homework

MATERIALS
- Whiteboard or flipchart paper
- Homework worksheet
- Vocabulary Reference List
- What I Want in a Relationship/What I don’t Want in a Relationship

SUGGESTED ACCOMMODATIONS
- Do Now:
  - Questions 1 & 2: Provide students with visual selection of feelings to choose from.
- My Ideal Relationship activity
  - Worksheet: Provide students with visuals or pre-written selection of answers to paste to worksheet.
  - For students with assistive communication needs participating in class discussion, collaborate with Special Education Staff to provide participation opportunities, (i.e., pre-program voice output device, have student point to word).
- Healthy vs. Unhealthy Relationships:
  - Students can sort scenario cards between 3 categories: healthy, unhealthy, somewhere in between.
- Exit ticket:
  - Consider alternative exit ticket format, (i.e., multiple choice, fill in the blank).
A note About Language:
Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

CALIFORNIA HEALTH EDUCATION STANDARDS

1.8.S Use a decision-making process to examine risky social dating situations
3.1.G Identify trusted adults in one's family, school, and community for advice and counseling regarding reproductive and sexual health.
4.3.G Use healthy and respectful ways to express friendships, attraction, and affection.
5.5.S Apply decision-making or problem-solving steps hypothetical situations involving assault and intimidation, including sexual harassment.
8.1.G Support and encourage safe, respectful, and responsible relationships

Teacher tip: Please watch this prior to teaching this lesson (8min)
https://www.ted.com/talks/al_vernacchio_sex_needs_a_new_metaphor_here_s_one?language=en

This video is meant as a resource for the adult teaching the next three lessons.

DO NOW ACTIVITY 5 minutes

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

Do now Activity

1. Think of a time when you said ‘NO’ to someone and they respected what you wanted? What did it feel like?

Teacher Tip for question #1: If students are having a hard time share the following example with them.
Example: A friend invites you to hang out afterschool and you are not available so you say no. but offer another date instead. In response you feel a little bummed out that you cannot hang out but excited that you made plans to meet up on another day
2. Think of a time when you said no to someone and they did not respect what you wanted? What did it feel like?

**Teacher Tips for question #2:** You are at lunch and one of your friends comes up to you and asks if they can eat your food. You say no. In response your friends takes half of your sandwich anyways. In response someone may have felt frustrated and angry that they took your food.

Example: You are arriving at class, and right before your teacher collects homework your classmate asks if they can copy your homework. Despite saying no they grab your homework and quickly copy it and submit it in time. In response, you felt frustrated and angry that your classmate was benefitting from the work you did.)

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**My Ideal relationship – What do I Really Want? 10 minutes**

*Suggested Script:* As we’ve discussed it is important to be really clear on what we want from relationships and what we do not want in order to communicate our needs to others clearly. Let us be clear on what we want when we choose to be in relationships with other people. You will start out by thinking about what you want in a relationship, from a friend or someone who you like romantically or physically like. Then you will share your list with a partner. To end this activity volunteers will share what they wrote and we will look at the list together and discuss it.
Pass out the What I Want in a Relationship / What I don’t Want in a Relationship worksheet. Each student should get a worksheet and work individually. Give students five minutes to think about and write down what they want and don’t want.

<table>
<thead>
<tr>
<th>What I want in a relationship</th>
<th>What I don’t want in the relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>What fun things do you want to do with your friend or partner?</td>
<td>How I don’t want to feel in a relationship?</td>
</tr>
<tr>
<td><strong>Watch movies, go to the park, talk, cuddle</strong></td>
<td><strong>always sad, always angry, scared</strong></td>
</tr>
<tr>
<td>What will you feel like when you are with your friend or partner?</td>
<td>What do you not want to do in a relationship?</td>
</tr>
<tr>
<td><strong>happy, relaxed, excited</strong></td>
<td><strong>Fight all the time, yell, lie to someone</strong></td>
</tr>
</tbody>
</table>

Teacher Tip: Student might need help getting started. Ask student the following questions.

After students have brainstormed their individual wants they want and don’t want have them pair up with another student and share their lists. What do they have in common? What is unique to each person?

Have students watch the following 2 minute video clip from The Kids Health Website and You Tube Teens Talk About Love - [www.youtube.com/watch?v=8d54egeDd90](http://www.youtube.com/watch?v=8d54egeDd90)

After watching the video clip have students go back to their worksheet and review their list. Ask students to add two more things they want in a relationship and two more things they don’t want in a relationship.

Now have students create a class list of relationship wants and what they don’t want in a relationship by having students collectively share their list. Write student responses on the whiteboard, projector or flipchart paper.
Class list of things we want in a relationship and things we don’t want in a relationship.

Below are examples of what students might include on their lists

<table>
<thead>
<tr>
<th>What we want in a relationship</th>
<th>What we don’t want in a relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Respect</td>
<td>• Jealous</td>
</tr>
<tr>
<td>• Closeness* (intimacy)</td>
<td>• Insecure</td>
</tr>
<tr>
<td>• Chill</td>
<td>• Possessive</td>
</tr>
<tr>
<td>• Connect</td>
<td>• Fear</td>
</tr>
<tr>
<td>• Honesty</td>
<td>• Fighting</td>
</tr>
<tr>
<td>• Trust</td>
<td>• Drama</td>
</tr>
<tr>
<td>• Pleasure</td>
<td>• Pressure to have sex</td>
</tr>
<tr>
<td>• Fun</td>
<td>• Peer pressure</td>
</tr>
<tr>
<td>• Cuddling</td>
<td>• Misunderstanding</td>
</tr>
<tr>
<td>• Love * (what does this mean to you)</td>
<td>• Feeling or being alone</td>
</tr>
<tr>
<td>• Someone to do things with/hangout</td>
<td>• Arguing</td>
</tr>
<tr>
<td>• Friendship</td>
<td>• Disrespects</td>
</tr>
<tr>
<td>• Valued * (seen, heard, appreciated, respected)</td>
<td>• Not Valued</td>
</tr>
<tr>
<td>• Someone to talk to</td>
<td>• Breaking up or consistently threatening to break up</td>
</tr>
<tr>
<td>• Important</td>
<td>• Hurt Feelings</td>
</tr>
<tr>
<td>• Validated * NORMAL</td>
<td>• Lied to</td>
</tr>
<tr>
<td>• Pregnancy</td>
<td>• Getting an STD</td>
</tr>
<tr>
<td>• Start a family</td>
<td>• Judging or feeling judged</td>
</tr>
<tr>
<td></td>
<td>• Doing something we are not ready for</td>
</tr>
<tr>
<td></td>
<td>• Pregnancy</td>
</tr>
</tbody>
</table>

**Teacher Tip:** When youth contribute broad suggestions i.e: LOVE, Friendship, FUN be sure to guide them to a more detailed understanding/explanation of what those things are. You can ask, “What does ‘LOVE’ mean? Or what does it mean to ‘LOVE’ someone? It is also important to normalize youth desires and needs. Every human desires intimacy and every human needs supportive intimate trusting relationships.
How do we build the relationships we want? 10 minutes

**Teacher Script:** You all have done an excellent job getting clear about your wants and needs in relationships. These can be friendships, relationships with adults and or romantic relationships. Knowing what we know now; how can we set ourselves up for the experiences we are hoping to have? How can we minimize or eliminate the outcomes we are hoping we DO NOT experience?

Students can work in pairs or groups to brainstorm ideas on how to plan for or work towards a relationship they want.

Once students are done brainstorming in small group groups or in pairs. Have students share responses with one another and a spokesperson from the group/pair can share out to the class as a whole.

As students share write student responses on the whiteboard, projector or flipchart paper.

**Sample Chart**

- Get to know what you want and need
- Get to know what your partner wants and needs
- Practice open honest communication: talk about wants, needs, boundaries, expectations
- Build intimacy and trust: spending time getting to know someone because you care about understanding them and about how they feel
- Practice Authentic Consent: Verbal, sober, enthusiastic, and continuous YES! To communicate choices to partners around choosing to participate in shared activities or to abstaining (choose to not participate) in shared activities while supporting the choices of others as well.*
  - Research a local youth clinic together
  - Visit a local clinic together
  - STI/HIV/Pregnancy prevention and testing
    - Barrier methods
  - Talk to someone you trust, visit a counselor
Healthy Relationships / Unhealthy Relationships 10 minutes

Ask, “How many of you can think of a couple in your lives – it could be family members, friends, siblings, whoever – who you think are in a healthy relationship?” After some students have raised their hands, ask, “How many of you can think of a couple you’d consider to have an unhealthy relationship?”

Say, “I bet if we described all these couples we would not agree about whether they were healthy or unhealthy. That’s because we have all received a variety of messages about how people should behave in relationships. These messages have a big impact on whether we see something as healthy, unhealthy – or a mix. So today we’re going to take a look at some things that can happen in relationships – and whether you think these things mean a relationship is healthy or unhealthy.”

Break the students into pairs. 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. Tell them that once they’ve decided, they should write down why they think it is unhealthy, healthy or somewhere in between.

### Healthy VS Unhealthy Scenarios Cards

**Scenario card #1**
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.

Are there parts of this relationship that are healthy or unhealthy?

Explain your answer
Scenario card #2
A guy walks his partner to school every morning, meets them for lunch every day, and picks them up to walk them home at the end of each afternoon.

Are there parts of this relationship that are healthy or unhealthy?

Explain your answer

Scenario #3
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.”

Are there parts of this relationship that are healthy or unhealthy?

Explain your answer

Scenario #4
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.

Are there parts of this relationship that are healthy or unhealthy?

Explain your answer
Exit Ticket:

Name: ________________________________  Period: ___________

Please list at least THREE things you can do to achieve your Ideal Relationship

1.

2.

3.

Exit Ticket:

Name: ________________________________  Period: ___________

Please list at least THREE things you can do to achieve your Ideal Relationship

1.

2.

3.
Homework:

Name: ______________________________ Period: ______________ Date: __________

Healthy VS Unhealthy Scenarios Cards – More Practice

Scenario #1
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.

Are there parts of this relationship that are healthy or unhealthy?

Explain your answer

Scenario #2
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.

Are there parts of this relationship that are healthy or unhealthy?

Explain your answer
**Scenario #3**
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.

Are there parts of this relationship that are healthy or unhealthy?

Explain your answer

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**Scenario #4**
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.

Are there parts of this relationship that are healthy or unhealthy?

Explain your answer

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**Scenario #5**
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.

Are there parts of this relationship that are healthy or unhealthy?

Explain your answer
# What I Want in Relationship / What I don’t Want in Relationship

Name: _____________________________  Period: ________ Date: __________

<table>
<thead>
<tr>
<th>What I want in a Relationship</th>
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After Watching the Video Teens Talk About Love what would you add to this section?

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<td></td>
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</table>
1. **Healthy Relationship:** A relationship that positively impacts your life and increases your well-being.

2. **Unhealthy Relationships:** A relationship that negatively impacts your life and decreases your well-being.

3. **Abuse / violence:** Physical, sexual, verbal, or emotional harm one person can cause another.

4. **Communication:** Sharing thoughts, messages, or information, with others.

5. **Boundaries:** Guidelines or limits that someone has for themselves about what feels safe and comfortable.