

## **Class 12 Guide: Rejection and Ending Relationships**

### **Pre-teach**

In this lesson, students will discuss healthy ways to manage conflict and rejection in relationships. Knowing how to handle rejection is a crucial life skill in day-to-day life. You can help students begin to think about what rejection is prior to this week's class. As a group, you might list some general scenarios for when rejection can happen. Start by asking students to think about a time that they really wanted to do something, but were not able to do it. Give a small example from your life to get the conversation started. For example, students might talk about a time they wanted to be on a sports team or in a play but didn't make the audition. Others might have applied or interviewed for a job that they really wanted, but did not get. Some students may have also experienced social forms of rejection—such as not getting invited to a party with their peers. After you have made a list together, tell the class that these are all examples of something called rejection. Let your students know that rejection is something that all people experience throughout their lives, and that it is something that can be really hard to deal with. Tell the class that they will talk about ways to feel better after being rejected this week in class.

Finally, in the days leading up to this class, you can also introduce the vocabulary from this lesson's Important Words Sheet (see suggested definitions below). To enhance understanding, you can ask students to come up with their own definitions for vocabulary words or to provide a sentence or scenario using the new word.

#### *Vocabulary terms and definitions*

- Disagreement: when two people have different opinions about something
  - Healthy: when a relationship feels good to both people
  - Unhealthy: when a relationship does not feel good to both people
  - Rejection: when you ask someone to do something and they say no
  - Break-up: when one or both people decide to end a relationship
- Self-care: when you do things that you love and that make you feel really good

### **Post-teach**

This might be a good time to use a review game to check for student comprehension of major topics. You can also use the game to identify any areas that need to be revisited as a class. A sample review game is included below. For this game, each student will need a small red card with the word "No!" on it and a small green card with the word "Yes!" These cards can be as basic as pieces of construction paper cut into rectangles about the size of a playing card.

### ***Review game (15-30 minutes)***

- Say: "We are going to play a game to review what you have learned so far! I am going to read a question, and you are going to hold up a green card if you think the answer is *Yes!* and a red card if you think the answer is *No!*"
- Read each of the questions below and ask students to hold up a card. After each question, ask students to explain their answers. Talking points are also included below for your reference.
  - Should both friends decide together what to do for fun? (Yes)
    - Friends should talk together about what sounds fun to both people.
    - It's important to make decisions together in any relationship. Some friends might also choose to take turns picking what to do for fun.
  - Do fun activities always cost a lot of money? (No)
    - Having fun is not about going to expensive places. Friendship is about respecting and caring for someone.
  - If you ask someone to be your friend, and they say no, is there something wrong with them? (No)
    - They have a right to their opinion and desires.
    - Similarly, if you ask someone to be your friend and they say no, there is nothing wrong with you either! Just because one person doesn't want to be your friend, doesn't mean someone else won't.
    - Remember, you are awesome! What can you do to feel better if you're feeling sad about being rejected? Brainstorm self-care ideas.
    - Who could you talk to? An adult from your inner green circle of trust.
  - If someone says no when you ask them to hang out, is it okay to keep asking them over and over until they say yes? (No)
    - How might someone feel if you keep asking them to hang out even after they've said no?
    - If someone says "no" you need to respect their answer.
  - Is it okay to break up with someone if you don't want to be friends with them anymore? (Yes)
    - You should never stay in any relationship that isn't making you happy! It is okay to end a relationship if you don't want to be friends anymore.
    - If you don't know how to break up with someone, who could you talk to about that? An adult from your inner green circle of trust.
- Sometimes we get a lot of messages about what we should or should not do in our relationships. What is most important is to talk openly with your friends, and to ask them how they are feeling. You can use the Consent Check-In and "I" Statement Tools to communicate better with your friends. You can also ask an adult in your inner green circle of trust for help if you aren't sure if something in a relationship is okay.

## **Class 12: Rejection and Ending Relationships**

Estimated time: 1 hour to 1.5 hours

### **Objectives**

Students will:

- Practice handling disagreements in relationships in a healthy way using I statements.
- Discuss break-ups and rejection in all relationships.
- Explore healthy ways to respond to rejection.

### **TEKS Alignment**

#### **Health Education, Subchapter C, Rule §115.38, Health 1**

(19) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault.

(B) analyze the characteristics of harmful relationships that can lead to dating violence; (C) analyze healthy strategies for preventing physical, sexual, and emotional abuse;

(D) analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships;

(E) explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships;

(F) examine factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries;

(G) examine and discuss influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity; and

(H) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others.

### **Materials**

- Dry erase board and markers or chart paper and makers
- Pens/pencils for all students
- Blank index cards
- Class Healthy Relationship Toolbox
- Class Healthy Relationship Tools (I Statement, Relationship Map, NO!, and Consent Check-In Tools)
- Computer
- Projector
- Projector screen
- Class 12 PowerPoint
- Printed copies of Class 12 PowerPoint for all students (one slide per page)
- Printed copies of Rejection Self-Care Plan for all students (see template at end of lesson)

### **Class Preparation (5-10 minutes)**

Give each student a copy of the PowerPoint so they can follow along and take notes. We found that student understanding increases when they have two options for viewing information: on the screen at the front of the room and on their own printed PowerPoint.

Display and discuss slides 1-4.

### **Healthy Disagreements (5-10 minutes)**

Display and discuss slides 5-11. Give students time to process the information and check in periodically for questions.

### **Disagreements Practice (10-15 minutes)**

Display and discuss slides 12-16. Give students time to process the information and check in periodically for questions.

### **Brain Break (5 minutes)**

Display slide 17. Use one of the suggested brain break activities from the slide notes or come up with your own.

### **Ending Relationships (10-15 minutes)**

Display and discuss slides 18-22. Give students time to process the information and check in periodically for questions.

### **Rejection Self-Care Plan (15-20 minutes)**

Display and discuss slides 23-24. Slide 24 includes instructions for an independent activity students will complete. For this activity, students will need a printed copy of the Rejection Self-Care Plan (see template at end of lesson plan) and something to write with.

### **Questions (5 minutes)**

Display slide 25. Collect any notecard questions from students. Before your next class session, research and prepare answers to students' private questions.

### **Exit Tickets (5 minutes)**

Use slides 26-28 to check for student comprehension of major class topics.

### **How to Get Help (2 minutes)**

Display slide 29. Discuss what to do if someone hurts them or makes them uncomfortable:

- *You did not do anything wrong.*
- *You are not alone.*
- *Talk to a trusted adult from your Green Circle of Trust.*
- *If the first person doesn't help, keep telling others until someone does.*

- *If it's an emergency, call 911. A police officer or ambulance might come to help.*

**Power Huddle (2 minutes)**

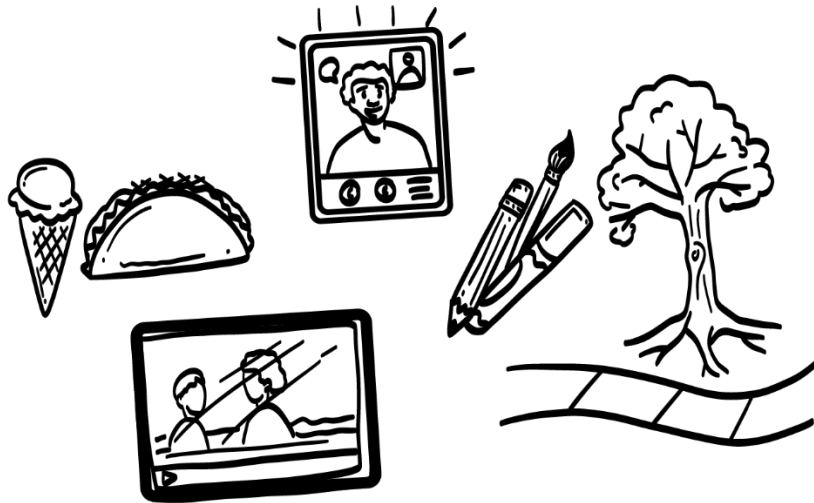
Display slide 30 and invite students to participate in the Power Huddle.

**Closing (5 minutes)**

Display and discuss slides 31-32.

## Rejection Self-Care Plan

**What can I do to feel better after being rejected?**



**Rejection can be really hard. When I feel bad, I can do these things to take care of myself.**

**I will ask for support from someone I trust.**

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**I will do these things that make me feel good:**

**1.** \_\_\_\_\_

**2.** \_\_\_\_\_

**3.** \_\_\_\_\_