

Class 14 Guide: Healthy Relationships

Pre-teach

In this class, students will review the components of a healthy relationship, and apply these qualities to relationships. This class ends with students making a healthy relationship recipe card. You can help students prepare for class by having them think a little more about what exactly we mean when we talk about a relationship being “healthy.” Some sample talking points for your discussions with students are included below:

- We have said that you would feel good most of the time around your friends and family members. This week in class, we are going to talk about healthy relationships. A lot of times when we say the word “healthy” we are talking about bodies. We might talk about healthy foods to eat, like fruits and vegetables, or healthy activities, like exercising or working out.
- When we talk about healthy relationships, it is a little more complicated. In a healthy relationship, your body *should* feel good. This means that friends and family members do not hurt you physically. But a healthy relationship also means that the other person is kind to you, and uses our Healthy Relationship Toolbox Tools. Both people have to work hard in a relationship to make sure it stays healthy.
- Who wants to have healthy relationships? Raise your hand. Awesome! We are going to talk all about how to have healthy relationships a little later this week.

Note: You might choose to do a more in-depth review of the Healthy Relationship Tools as well. Having a firm understanding of I Statements, NO!, the Relationship Map, and Consent Check-Ins will help prepare students to discuss healthy relationship qualities. Drawing on experiences that have come up for your students in class or in personal lives, craft role play scenarios that students can use to practice these tools. Or, you might prefer to pull each tool from the Toolbox individually and ask for a student to explain what that tool is and how to use it.

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.

- Safety: when you feel physically and emotionally okay
- Respect: when people listen to your boundaries, and when you can be exactly who you are and no one makes fun of you.
- Equality: when both people in a relationship make choices together, and both people give and get things.
- Communication: when people talk and listen to each other.
- Healthy: when a relationship feels good to both people.

- Unhealthy: when a relationship does not feel good to both people.
- Recipe: a list of the ingredients, or parts, that are needed to make a food dish.
- Listen: paying attention to what someone is saying.

Post-teach

In this class, students had the opportunity to create a “recipe” for a healthy relationship. After your class, you could work together with your students to create a class healthy relationship recipe for a variety of relationships, such as friends, classmates, coworkers, or support staff. This gives students an opportunity to think about the behaviors that make all types of relationships healthy. It also creates an opportunity for students to work together to decide which ingredients from each of their individual recipes should be part of the class recipe. Together, your class could create and decorate poster-sized versions of each healthy relationship recipe, and display them in the classroom. Encourage students to draw the different relationships and to get creative.

As students are working on the class recipes, remind them of the role they individually play in creating healthy relationships. For example, if they choose to put “respect” as an ingredient on a recipe, you can talk about how they also need to show respect to the other person in their relationship. Remind students that both people in a relationship are responsible for using healthy relationship skills and behaviors. You can also repeat ways that students can get help if one or more of their relationships becomes unhealthy.

Class 14: Healthy Relationships

Estimated time: 1 hour to 1.5 hours

Objectives

Students will:

- Review the four foundational components of a healthy relationship: safety, respect, equality, and communication.
- Explore how these four qualities can be used in all types of relationships.
- Synthesize information from previous classes by creating their own healthy relationship recipe.

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. The student is expected to:

- (A) describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence;
- (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 relationships;
- (E) explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in 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 markers
- 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 14 PowerPoint
- Printed copies of Class 14 PowerPoint for all students (one slide per page)

- Printed copies of Healthy Relationship Recipe Card with the Healthy Relationship Toolbox Tools Matching Game on the back (see templates at end of lesson plan)
- Art supplies (markers, colored pencils, stickers)
- Optional: Printed copies of Healthy Relationships Ideas worksheet (see template at end of lesson plan)
- Optional: Glue sticks for all students
- Optional: Scissors for all students

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.

Safety and Respect (5-10 minutes)

Display and discuss slides 5-13. Give students time to process the information and check in periodically for questions.

Equality (5-10 minutes)

Display and discuss slides 14-17. Give students time to process the information and check in periodically for questions.

Brain Break (5 minutes)

Display slide 18. Use one of the suggested brain break activities from the slide notes, or come up with your own.

Communication (5-10 minutes)

Display and discuss slides 19-23. Give student's time to process the information, and check in periodically for questions.

Healthy Relationship Recipe (20-25 minutes)

Display and discuss slides 24-26. For the activity on slide 25, students will need printed copies of the Healthy Relationship Recipe Card with the Healthy Relationship Toolbox Tools Matching Game on the back (see templates at end of lesson plan). They will also need art supplies. If you are using the optional materials, students will use them for this activity.

Questions (5 minutes)

Display slide 27. 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 28-30 to check for student comprehension of major class topics.

How to Get Help (2 minutes)

Display slide 31. 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 32 and invite students to participate in the Power Huddle.

Closing (5 minutes)

Display and discuss slides 33-34.

Materials
Healthy Relationship Recipe Card

Recipe for a healthy relationship

Draw or write in the ingredients for your healthy relationship.

For a relationship to be healthy, it needs:

In a healthy relationship, both people should feel:

Healthy Relationship Toolbox Tools Matching Game



In a healthy relationship, you and your friend or family member should use Healthy Relationship Toolbox Tools.

Match the question on the left with the tool on the right. You can draw a line from the question to its matching tool.

What do you need to get before you hug someone?



What tool can you use to tell someone what you want, what you need, or how you feel?



What tool can you use to decide if someone is a stranger, a person you know, or someone in your inner circle of trust?



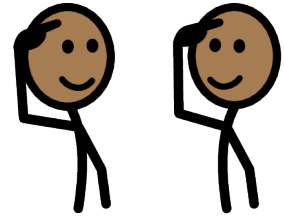
If someone crosses your boundary, they do something you are not cool with. What can you say to them?



Healthy Relationship Ideas

Respect

I Statements

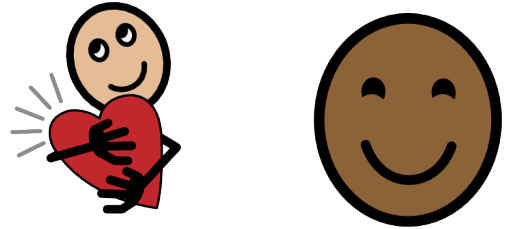


Equality

Active listening

Communication

Consent

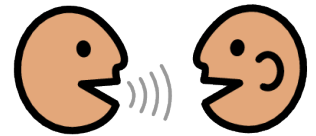


Trust

Kindness

Safety

Positivity



Happiness

Good attitude

Boundaries

Comfort



Silliness

Commitment



Honesty

Love

Fun



Compromise

