

Class 15 Guide: Unhealthy Relationship Behaviors and Abuse

Pre-teach

In this class, students will think through warning signs that a relationship may be unhealthy or is even becoming dangerous. Students will learn the definitions of verbal, sexual, and physical abuse, and will discuss ways to get help if they or someone they care about experiences abuse. This content can be difficult for students. Let them know several days in advance that you will be talking about ways that people are hurt in relationships in your session this week. Give the students several more reminders as the class session approaches. You can also work together as a class to create a list of things students can do to take care of themselves during the class. For example, students may take deep breaths or step outside of the classroom for a short break. Help students identify which adults in their inner green circle of trust they can talk to if they have strong feelings after the class ends and remind them that you are always available to talk as well.

Finally, in the days leading up to this class, you can 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

- Healthy: when a relationship feels good to both people
- Unhealthy: when a relationship does not feel good to both people
- Warning Sign: things that are unhealthy; these may mean that a relationship needs to end
- Dangerous: things that are so unhealthy the relationship needs to end right away for the safety of both people
- Verbal abuse: when someone uses their words to hurt someone
- Physical abuse: when someone hurts someone else's body
- Sexual abuse: when someone touches someone else sexually without consent or in a way they do not like

Post-teach

Because this class talks about verbal, physical, and sexual abuse, it can be beneficial to help your students identify local sources of support for violence victims. Work with your class to locate the domestic violence and rape crisis centers in your community. You may be able to find information about domestic violence shelters through the National Domestic Violence Hotline (<https://www.thehotline.org/get-help/domestic-violence-local-resources/>). You can look up your local rape crisis center on RAINN's website ([centers.rainn.org/](https://www.rainn.org/)). Most if not all domestic violence and sexual assault centers will

have a hotline number that students can call if they ever need help, or if they want to talk to someone about abuse they have experienced.

Work with your class to identify what public transportation options, if any, are available to get students from your site and/or their homes to these organizations. You may even consider reaching out to the organizations and asking if your class can tour the facility and meet some of the staff. Or you might invite their staff to join your class as a guest speaker.

Class 15: Unhealthy Relationship Behaviors and Abuse

Estimated time: 1 hour to 1.5 hours

Objectives

Students will:

- Identify warning signs that a relationship is becoming unhealthy.
- Discuss dangerous behaviors that indicate a relationship is unhealthy.
- Define verbal, physical, and sexual abuse, and discuss ways for violence victims to get help.

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 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 markers
- Pens/pencils for all students
- Blank index cards
- Class Healthy Relationship Toolbox
- Class Healthy Relationship Tools (I Statements, Relationship Map, NO!, and Consent Check-In Tools)
- Computer
- Projector
- Projector screen
- Class 15 PowerPoint
- Printed copies of Class 15 PowerPoint for all students (one slide per page)
- Healthy or Warning Sign? Activity Cards

- Healthy or Dangerous? Activity Cards
- Tape

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 1-6.

Healthy Relationship Review (5-10 minutes)

Display and discuss slides 7-8. Give students time to process the information and check in periodically for questions.

Warning Signs (15-20 minutes)

Display and discuss slides 9-18. Give students time to process the information and check in periodically for questions. Slide 10 includes instructions for a game that students will complete in pairs. For this game, students will need the Healthy or Warning Sign? Activity Cards and tape.

Brain Break (5 minutes)

Display slide 19. Use one of the suggested brain break activities from the slide notes, or come up with your own.

Dangerous Behaviors (15-20 minutes)

Display and discuss slides 20-29. Give students time to process the information and check in periodically for questions. Slide 21 includes instructions for a game that students will complete in pairs. For this game, students will need the Healthy or Dangerous? Activity Cards and tape.

How to Get Help (2 minutes)

Display slide 30-32. 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.*

Questions (5 minutes)

Display slide 33. 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 34-36 to check for student comprehension of major class topics.

Power Huddle (2 minutes)

Display slide 37 and invite students to participate in the Power Huddle.

Closing (5 minutes)

Display and discuss slides 38-39.

Materials
Healthy or Warning Sign? Activity Cards

Your friend
respects your
boundaries.

Your friend listens
when you talk to
them.

Your friend tells
you what you
can and cannot
post online.

Your friend lies
to you.

Your friends make
you happy.

Your friend tells
you that you
should only hang
out with them.

Your friend uses I
statements when
they are upset.

Healthy or Dangerous? Activity Cards

Your friend stops teasing you when you say, "NO!"

Your friend hits you.

Your friend respects your other friends and family.

Your friend calls you
mean names in
person and online.

Your friend makes
you feel safe.