

Class 16: Leadership for Safer Relationships

Post-teach

As this is the last class of the Healthy Relationships series, you may want to have students put together and practice delivering presentations about what they have learned. Presentations can be directed to an audience of their friends, family members, teachers or even elected officials. Be sure to address any concerns as they arise. In the days leading up to this class, you can also introduce and review the vocabulary from this lesson's Important Words Sheet. 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 any new words.

Continue to assess how students are feeling as they put together their presentations and address any concerns as they arise. Remind students that their confidence can grow as they practice and give presentations. You may want to have students present to their class or you may want to set up a more formal presentation. Either way, your students will benefit from creating and presenting.

While the *My Rights My Life (MRML) Healthy Relationships* curriculum addresses a number of healthy relationship topics, it is impossible to cover all topics in one curriculum. For the rest of your time with your students, continue to check in to see if they have more questions about healthy relationships or self-advocacy. You can also seek natural opportunities to reinforce *MRML* topics as they arise in class.

Thank you for your efforts in helping your students learn more about these crucial topics. We appreciate your time!

Class 16: Leadership for Safer Relationships

Estimated time: 1 hour to 1.5 hours

Objectives

Students will:

- Review the main healthy relationship and safer sexuality topics discussed in *My Rights My Life* classes so far.
- Explore ways they can be leaders for healthier relationships in their communities.
- Practice speaking on a healthy relationship issue that is important to them.

TEKS Alignment

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

(2) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

(A) discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others; and

(B) analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution.

(3) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to explain and demonstrate decision-making skills based on health information.

Materials

- Dry erase board and markers or chart paper and markers
- Pens/pencils for all students
- Blank index cards
- Class Healthy Relationships Toolbox
- Class Healthy Relationships Tools (I Statement, Relationship Map, NO!, and Consent Check-In Tools)
- Computer
- Projector
- Projector screen
- Class 16 PowerPoint
- Printed copies of Class 16 PowerPoint for all students (one slide per page)
- Poster-sized Class Advocacy Guide (see template at end of lesson plan)
- Permanent marker
- Printed copies of Student Advocacy Guide for all students (see templates at end of lesson plan)

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.

You Can Be an Advocate (5-10 minutes)

Display and discuss slides 5-6. Give students time to process the information and check in periodically for questions.

Ways to Get Involved (5-10 minutes)

Display and discuss slides 7-12. On slide 9, share with students when and how they will be able to register to vote. Give students time to process the information and check in periodically for questions.

Brain Break (5 minutes)

Display slide 13. Use one of the suggested brain break activities from the slide notes, or come up with your own.

Class Advocacy Guide (10-15 minutes)

Display and discuss slides 14-17. You will use the Poster-Sized Class Advocacy Guide and permanent marker for this class activity. Give students time to process the information, and check in periodically for questions.

Student Advocacy Guides (20-25 minutes)

Display and discuss slides 18-20. Give students time to process the information, and check in periodically for questions. For this activity, students will need printed copies of the Student Advocacy Guide. Be sure to save some time toward the end of class for interested students to share their guides with the rest of the class.

Questions (5 minutes)

Display slide 21 and answer any final questions from students.

Exit Tickets (5 minutes)

Use slides 22-23 to check for student comprehension of major class topics.

How to Get Help (2 minutes)

Display slide 24. Discuss what to do if someone hurts 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.*

Congratulations! (5 minutes)

Display slide 25 and give students their certificates of completion.

Power Huddle (2 minutes)

Display slide 26 and invite students to participate in the Power Huddle.

Time to Party

Display slide 27 and invite students to have fun!

Closing (5 minutes)

Display and discuss slides 28-29.

Materials

Poster-Sized Class Advocacy Guide

Use a permanent marker and a blank poster board to make the Poster-Sized Class Advocacy Guide. See sample diagram below.

Advocacy Guide	
My name is _____.	
I live in _____.	
_____.	
Something about yourself	
I want to talk about _____.	
_____ is important because:	
1.	
2.	
3.	
I want you to _____.	

Advocacy Guide

My name is _____.

I live in _____.

_____.

Something about yourself

I want to talk about _____.

_____ is important because:

1.

2.

3.

I want you to _____.