

# **My Rights My Life for High School Students**

## **Class 7 Guide: Healthy Relationships**

### **Pre-teach**

This week's class synthesizes and builds upon the first six classes of *My Rights My Life*. Students will explore what makes relationships healthy and unhealthy, with a focus on non-dating relationships. They will practice healthy relationship skills with friends, family, coworkers, and support staff. To prepare for this class, you can do a more in-depth review of the now complete Healthy Relationship Toolbox. Give students scenarios in which they can practice using the different tools. Each of these tools will be used in this week's class and will connect to the four parts of a healthy relationship we have chosen to teach: safety, respect, equality, and communication.

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*

- 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 for it
- 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
- Friend: someone you like to spend time with
- Coworker: someone who works at the same job as you
- Support staff: someone who gets money to help you with your disability
- Family: the people you are related to, such as mom, dad, brother, or sister

### **Post-teach**

Continue to give students opportunities to practice recognizing the four components of a healthy relationship. Learning to recognize red flags or warning signs that a relationship is becoming unhealthy is a critical skill for all adults. Often abuse starts in small and subtle ways, and gradually increases in severity. It may be hard for someone to identify these initial behaviors as unhealthy, which in turn makes it more difficult to recognize when a relationship later becomes abusive. Students should not only be able to identify unhealthy relationship behaviors, but also know who from their circle of trust they can talk to for help when they realize that one or more of their relationships is unhealthy.

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One way for students to practice this skill is through a variety of video clips on YouTube that show healthy and unhealthy interactions between two or more people.

When selecting clips, avoid examples that show violent abuse or sexual assault, as this could be upsetting reminders to survivors of past abuse. After selecting your video clips, write the words "safety," "respect," "equality," and "communication" on a dry erase board or piece of flipchart paper. Watch a video clip together with your class, and then ask students about each of the parts of a healthy relationship on the board. If that component was present, you can put a check mark next to it. If that component was not present, you can put an X next to it. After you have gone through all four parts, ask students if they think the relationship in the clip is healthy. If there are four check marks on your list, the relationship is healthy. If there is one or more X on the screen, the relationship has unhealthy behaviors. Remind students that some unhealthy behaviors can be worked on, but others are not okay even one time. If they ever experience abuse in a relationship, they should get help from an adult in their inner green circle of trust right away.

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## **Class 7: Healthy Relationships**

Estimated time: 1 hour to 1.5 hours

### **Objectives**

Students will:

- Identify four foundational components of a healthy relationship: safety, respect, equality, and communication.
- Practice using active listening skills in order to facilitate healthy communication.
- Explore ways to get help if unhealthy or abusive things happen in a relationship.

### **TEKS Alignment**

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

(18) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:

- a) analyze how friendships provide a foundation for healthy dating/romantic relationships;
- b) identify character traits that promote healthy dating/romantic relationships and marriage; and
- c) describe how a healthy marriage can provide a supportive environment for the nurturing and development of children.

### **Materials**

- Dry erase board and dry erase markers or chart paper and markers
- Pens/pencils for all students
- Blank index cards
- Computer
- Projector
- Projector screen
- Class Healthy Relationship Toolbox
- Class Healthy Relationship Tool Manipulatives (I Statement, Relationship Map, NO!, and Consent Check-In Tools)
- Class 7 PowerPoint
- Printed copies of Class 7 PowerPoint for all students (one slide per page)

### **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 1-5.

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## **Safety (10-15 minutes)**

Display and discuss slides 6-11. Give students time to process the information, and check in periodically for questions.

## **Respect (10-15 minutes)**

Display and discuss slides 12-15. Give students time to process the information, and check in periodically for questions.

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

Display slide 16. Use one of the suggested brain break activities from the slide notes, or come up with your own.

## **Equality (5-10 minutes)**

Display and discuss slides 17-21. Give students time to process the information, and check in periodically for questions.

## **Communication (15-20 minutes)**

Display and discuss slides 22-29. Give students time to process the information, and check in periodically for questions. Slide 24 includes instructions for a short active listening practice that students will complete in pairs.

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

Display slide 30. 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 31. Collect any note card questions from students. Before your next class session, research and prepare answers to students' private questions.

## **Exit Ticket (5 minutes)**

Use slides 32-34 to check for student comprehension of major class topics.

## **Power Huddle (2 minutes)**

Display slide 35 and invite students to participate in the Power Huddle.

## **Closing (5 minutes)**

Display and discuss slides 36-37.