



Class 25 Guide: Healthy Romantic Relationships

Pre-teach

In this class, students will review the components of a healthy relationship, and apply these qualities to romantic 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:

- A few weeks ago, you all thought about and drew your dream dating partner. We also talked about how you would feel around or about your dream dating partner. Does anyone remember how you wanted to feel when you are with your dream dating partner?
- We said that you would feel good most of the time around your dream dating partner good most of the time. 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 the person does 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 romantic 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 other 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 25: Healthy Romantic 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 romantic relationships.
- Synthesize information from previous classes by creating their own healthy relationship recipe.

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 25 PowerPoint
- Printed copies of Class 25 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 student's time to process the information, and check in periodically for questions.

Equality (5-10 minutes)

Display and discuss slides 14-17. Give student's 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 Ticket (5 minutes)

Use slides 28-30 to check for student comprehension of major class topics.

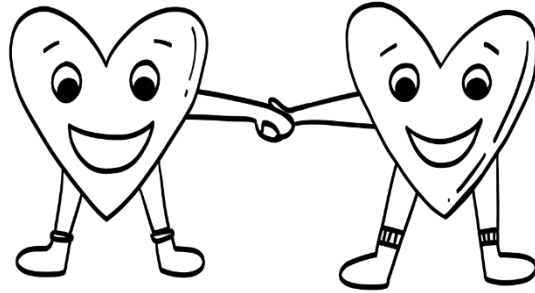
Closing (5 minutes)

Display and discuss slides 31-33.



Materials

Healthy Relationship Recipe Card



Recipe for a healthy romantic partner

Draw or write in the ingredients for your healthy relationship.

For this relationship to be healthy, it needs:

In a healthy romantic relationship, both people should feel:

Healthy Relationship Toolbox Tools Matching Game






In a healthy romantic relationship, you and your partner 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 how you feel, what you need, or what you want?

I STATEMENTS	
 I WANT _____	
 I NEED _____	
 I FEEL _____	

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



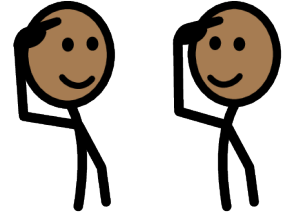
If someone crosses your boundary, they do something you are not cool with, what can you say to them?

CONSENT CHECK ✓ IN	
<input type="checkbox"/> 	ASK FIRST
<input type="checkbox"/> 	RESPECT THE ANSWER

Healthy Relationship Ideas

Respect

I Statements

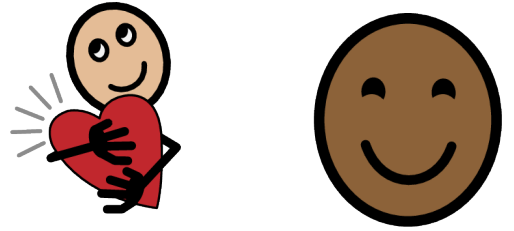


Equality

Active listening

Communication

Consent

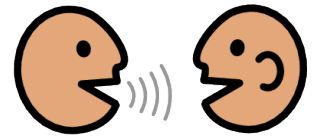


Trust

Kindness

Safety

Positivity



Happiness

Good attitude

Boundaries

Comfort



Silliness

Commitment



Honesty

Love

Fun



Compromise

