

HEALTHY RELATIONSHIPS

Revised by PPAU Education in 2020.

| | |
|---|--|
| <p>Audience: Teens and young adults</p> | <p>Time: 90 min</p> |
| <p>Enduring Understanding: I know my own values, beliefs and boundaries when it comes to relationships. I understand what consent is and I know how to ask for help if I need it.</p> | |
| <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. When it comes to relationships, what are my values and beliefs, and how have these been shaped by my culture? 2. What are the differences between healthy and unhealthy behaviors in relationships? 3. What is consent? 4. What can I do to improve communication in my household and with my partner? 5. Where can I get help if I experience an unhealthy relationship? | |
| <p>Materials:</p> <ul style="list-style-type: none"> • Group agreements and community resources posters • <i>Agree, Disagree, Not Sure</i> signs or copies of <i>Agree/Disagree</i> worksheet (Activity 3) • Small sheets of paper, pencils (Activity 4) • Paper, pencils and images for Back-to-Back Communication Challenge or copies of Communication Worksheet (Activity 5) • Bill of Personal Rights (Activity 6) • Anonymous questions sheets | <p>Assessment:</p> <ol style="list-style-type: none"> 1. "Agree/Disagree" activity or worksheet 2. "How I Want to Be Treated" debrief questions 3. "Communication Skills Practice" worksheet <p>Activities:</p> <ol style="list-style-type: none"> 1. Introductions & Group Agreements (5 min) 2. Key Definitions (5 min) 3. Agree/Disagree (15 min) 4. How I Want to Be Treated (25 min) 5. Communication Skills Practice (25 min) 6. Bill of Personal Rights (10 min) 7. Closure (5 min) |
| <p>Utah State Core Standards: HEALTH II: HIGH SCHOOL</p> <ul style="list-style-type: none"> • Standard HII.HF.2: Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. (<i>Activity 5: Communication Skills Practice</i>) • Standard HII.HF.5: Model strategies to prevent, manage, or resolve interpersonal conflicts in healthy ways. (<i>Activity 5: Communication Skills Practice</i>) • Standard HII.HD.7: Identify accurate and credible resources for sexual health, development, and relationships, and identify who and where to turn to for help (for example, parent, clergy, relative, health care provider, teacher, counselor). (<i>Activity 6: Closure</i>) • Standard HII.HD.8: Recognize characteristics of healthy relationships, the impact a relationship has on wellness, practice skills to build healthy relationships, and emphasize the responsibility within families and communities to support healthy relationships. (<i>Activity 3: Agree/Disagree, Activity 4: How I Want to Be Treated, Activity 5: Communication Skills Practice, Activity 6: Bill of Personal Rights</i>) | |

- **Standard HII.HD.9:** Discuss harassment, abuse, discrimination, and relationship violence prevention and reporting strategies. (*Activity 4: How I Want to Be Treated*)

1. Introductions & Group Agreements (min)

5

Introduce facilitators and lesson. Introduce (or review) group agreements. Lead student introductions if needed. If class is part of a series, ask students to recap what they remember from the previous class. Post community resources in the space for students to reference.

2. Key Definitions (min)

5

Tell students: Today we will be learning about healthy relationships. We'll be looking at different people's opinions on relationships, qualities of healthy and unhealthy relationships, and communication in relationships. This lesson can apply to any type of relationship: friends, partners, siblings, parents, teachers, etc. Before we get started, we would like to review some basic definitions. Don't worry! This is not a lecture. Going over key terms will help us make sure we are on the same page and we can understand each other.

Ask students: What do you think of when you hear these words?

Relationship - Value - Boundary - Consent - Culture

Facilitator Note: *When you prompt the class for their understanding of the terms, ask for volunteers, validate their responses, and then quickly define the terms. You don't need to spend much time on definitions. The goal is to make sure students have a basic understanding.*

Relationship: A state of being connected or the ways people are connected to each other (such as family, friends or romantic relationships).

Value: A standard, principle or code of conduct (such as telling the truth).

Boundary: A personal limit (such as not sharing personal information with strangers).

Consent: Giving and getting permission or approval (such as asking before borrowing what belongs to someone else).

Culture: A set of shared values, attitudes and practices that characterizes a group of people (such as Brazilian culture or soccer culture).

3. Agree/Disagree (min)

15

Facilitator Note: *The goal of this activity is to have students reflect on their values and beliefs through a group conversation. Choose ONE of the following methods to complete this activity, either: A) Agree/Disagree Signs, or B) Agree/Disagree Worksheet.*

A. Agree/Disagree Signs Option:

Point to the signs posted around the room: *Agree*, *Disagree*, and *Not Sure*. Explain that in a moment, you will read a statement. Students will listen to the statement and move to the sign that best reflects their opinion. Once there, students will share their opinions with others around them. There is no right or wrong answer and not everyone needs to think the same way about the statement. A few students may be called to share their opinions. Additionally, students may change their minds once they hear other students share. As a facilitator, be sure to affirm students' thoughts and play the "devil's advocate" if necessary, by representing alternative opinions not yet addressed in the space.

Facilitator Note: *Select from of the following statements to help students explore their own opinions and values about relationships. For time management, consider asking each group to pick a spokesperson. Some facilitators prefer not to use the "Not Sure" sign, so that students must choose between "Agree" or "Disagree." For physical accessibility, consider using a thumbs up/down variation for students to indicate "Agree" or "Disagree." It may also be helpful to have the selected statements written on the whiteboard for students to both see and hear.*

TIP: If necessary, lead an easy example for the class (i.e. my favorite color is blue).

Use three or so of the following statements:

- A person can have many good friends.
- People can give and receive love in many ways.
- A person can fall in love many times.
- Relationships can be different, depending on a person's cultural or religious background and the way they were brought up.
 - **Facilitator Note:** *Pay attention to possible microaggressions that come up.*
- Jealousy is a sign that someone really loves you or you really love that person.
 - **Facilitator Note:** *How can jealousy appear within friendships?*
- If someone loves you, then they won't want you to change.
- It is okay for a person to say no to something their family expects them to do.
- People who are in love spend all their time together.
- The best partner is someone who is also a good friend.
- Relationships are not perfect.
- If someone loves you, they have the right to check your text messages without your knowledge.
 - **Facilitator Note:** *What about parents? Do they have this right?*
- People can prove they're in love by having sex.
 - **High-Risk Question:** *Only use this question if engaging with older teens.*

Thank students for sharing their opinions and respecting the opinions of others. Remind students that there was no right or wrong answer. The activity helped them

reflect on their own values about relationships while have the opportunity to listen and learn from others.

B. Agree/Disagree Worksheet Option:

The worksheet has been designed for older students (such as those in high school), because it asks students to use more advanced empathy skills.

Tell students: This activity will help us explore different opinions about relationships. Below each statement on the worksheet, options are listed indicating a range of values: *Strongly Agree*, *Agree*, *Disagree* and *Strongly Disagree*. Explain that students will complete the worksheet anonymously based on their own opinions, and then the worksheets will be mixed up before there is group discussion. Instead of representing their own opinion to the group, they will put themselves in someone else's shoes. These statements are very general and not specific. Because they are intentionally vague, we don't want to get into a debate. They are more about making you think and listen to others. It is very possible to see these statements both ways. Each person will answer based on their lived experience.

Before students begin writing, make sure to tell them not to write their names on their papers. Provide all students with the same type of writing utensil (such as pencils or the same color pen). Give students a few minutes to work through the statements and then collect all the papers. Mix up the worksheets and redistribute them randomly. Explain that if a student receives their own paper, it's okay; they can just keep it to themselves. As the facilitator, pick three or four statements, read them out loud, and ask some students to share what is written on the paper in front of them. Remind students that there is no right or wrong answer. As a facilitator, be sure to affirm students' thoughts and play the "devil's advocate" if necessary, by representing alternative opinions not yet addressed in the space.

When finished, thank students for sharing their opinions and respecting the opinions of others. Ask students: How did it feel to represent someone else's opinions about relationships?

TIP: Regardless of which option you use to facilitate Agree/Disagree, reiterate that the goal is to support students as they explore their own values and beliefs, and the facilitator is not there to tell them what a relationship must look like. Point to the community resources as places where students can find more information or seek support.

4. How I Want to Be Treated: Healthy/Unhealthy Qualities (25 min)

Explain that this activity will help students think more about important qualities they want in relationships, which can include romantic, friendship or family relationships. Hand out a small slip of paper to each student. Ask them not to write their names on their paper, because the papers will be shared with other classmates. Invite students to draw a line down the center of their paper, then on the left side write at least three qualities they know they need in a relationship (how they want to be treated), and on the right side write three qualities they know they don't want in a relationship (how they don't want to be treated).

Facilitator Note: *It's helpful to use the back side of the papers used to collect anonymous questions at the end of class. Explain that students can write any qualities they are unsure about at the very bottom of the page.*

Paper Shuffle Option 1: After students have written down their two lists of qualities, ask the class to trade papers with as many people as they can in five seconds. If helpful, count down five seconds for the students while they switch papers.

Paper Shuffle Option 2: After students have written down their two lists of qualities, ask the class to fold their papers in half and hand them back to the facilitator. Pass the papers out at random to the students. It is okay if they get their own paper (they can keep it to themselves).

Ask for volunteers to read the qualities on their new slip of paper. Record their answers in two columns on the whiteboard. If necessary, create a separate column for "unsure" qualities, or ones that might fit in either column. Start with the qualities participants defined as aspects they need in a relationship ("Want"). After you have heard from several volunteers, move on to the qualities that students do not want in a relationship ("Don't Want"). Ask the class if there were any qualities that were in the "unsure" column. Explain that being unsure is okay! Relationships can be complicated, and the same can be true for feelings or experiences in relationships. It is important to take time to learn about healthy and unhealthy qualities in relationships, practice thinking about what we want and don't want, and talk to the adults we trust for support.

Facilitator Note: *Once each column is filled out, make sure to bring up CONSENT in the "Want" column and ABUSE in the "Don't Want" column. Explain: In any relationship, you have the right to feel safe and respected. Define consent using the FRIES acronym as described in the Facilitator Resource at the end of this lesson. Provide resources and stress the importance of getting support if someone experiences abuse.*

Use some of these debrief questions:

- How easy or difficult was it to come up with your list (thumbs up/down/sideways)?
- Why do you think we did this activity?

- How might someone demonstrate respect in a relationship (alternately, select another quality that was brought up that is broad and can be difficult to practice)?
 - **Facilitator Note:** *Eye contact, tone and volume of voice, and/or active listening might come up. Be sure to mention that not everyone shows respect the same way, based on their culture, familial expectations, etc.*
- How can someone's identity shape what they want and don't want in a relationship?
- How do people learn what they want and need in their relationships?
 - **Facilitator Note:** *Possible influences include family, friends, partners, media, culture, religion, etc.*
- How do people learn how another person wants to be treated?
- What is one thing you want to continue to practice in your relationships? What is one thing you want to change or improve?
- Which of these qualities could be a red flag of an unhealthy relationship? What can someone do if they identify red flags in their partner's behavior or their own?
- When might someone decide to leave an unhealthy relationship? What type of support would that person need after leaving the relationship?
- How can gender stereotypes influence the qualities people look for in relationships?

Explain: It takes time to reflect on and understand what we want and don't want as individuals in relationships with others. Another word for this is boundaries! You can use this "Want/Don't Want" chart as a tool any time you find yourself needing to create boundaries in a relationship.

5. Communication Skills Practice (25

min)

Transition by asking: What are some ways that we can help our relationships be filled with more of the qualities we want and need? Invite a few students to share. If communication does not come up, suggest it to the group and add it to the list.

Tell students: Now we are going to focus on communication skills. This is a chance for you to practice what effective, healthy communication means to you. We know that communication can be different in different families, cultures and contexts. Communication is an important part of any relationship, and practicing communication skills will help us maintain healthy relationships in our lives.

Facilitator Note: *The goal of this activity is for students to demonstrate healthy communication skills. Choose ONE of the following methods to complete this activity, either: A) Back-to-Back Communication Challenge to be done in pairs, or B) Communication Worksheet to be done individually.*

A. Back-to-Back Communication Challenge:

Ask students to get into pairs and explain that they are going to practice sending and receiving messages during a communication challenge. One of the partners will be the "Sender," and the other will be the "Receiver." Use a method of helping pairs determine their roles (such as by birth date or first letter of their name), or allow them to choose roles. After students know their roles, explain that each Sender will get a picture, and each Receiver will get a blank piece of paper and a pencil. The Sender's job is to give verbal instructions to the Receiver to draw a matching picture. The Receiver's job is to follow the Sender's instructions. The trick is that each pair must sit back-to-back, so that neither person will be able to see the other person's paper. In addition, the Receiver can't talk, ask questions or make comments.

Distribute materials, reminding students to make sure their pictures remain private. As students work together, remind any groups that become frustrated that this is a learning experience and it's ok if they encounter communication challenges. Encourage pairs to work together respectfully.

Facilitator Note: *With large groups, it can be difficult to prevent some students from seeing the original drawing, either on their partner's or another group member's paper. Consider one or more of these options: print/draw the pictures on cardstock so the image is less visible from the back of the paper; fold papers in half before passing them out; and/or use a set of multiple pictures for the class so that each pair works with a different image in relation to their neighbors.*

After giving five minutes for pairs to recreate their picture, use some of these debrief questions:

- How closely do your drawings match? In areas that the drawings don't match, what happened?
- For the Receivers, what was the experience like for you? What was the easiest or most difficult part of the communication?

- For the Senders, what was the experience like for you? What was the easiest or most difficult part of the communication?
- How did it feel to not be able to talk back and forth with each other? How do you think that adding feedback to this process would change your success? What if partners could also show each other what they were doing?
- In real life, how do Senders and Receivers switch roles during the communication process? What can people do to learn how to better understand each other?
- What can Senders and Receivers do to communicate clearly during real life conversations?
 - **Facilitator Note:** *Possible ideas include: be open and direct with questions and directions, allow communication to go both ways, help each other out, work toward the same goals, take the time to understand each other, practice together and try multiple times or in different ways.*

B. Communication Worksheet:

Pass out the Communication Worksheet. Explain that the front of the worksheet has strategies and tips for effective communication. Students can refer to this information for the activity, as well as keep their paper to use as a future resource. Point to the back of the worksheet and ask students to write their answers to the three scenarios and two reflection questions, after they have explored the communication tips.

Give students about 7 minutes to fill out their worksheet. It is ok if students do not finish the entire worksheet. After time is up, ask for a couple volunteers to share what they came up with. They can choose whatever scenario or question they would like to share with the class. Close the activity by saying: Communication is a relationship skill that we can learn about and practice our whole lives. In the future, you can use the tips we've given you and the ones you've practiced today, plus keep learning new skills by checking out these resources or talking to a trusted adult.

6. Bill of Personal Rights (10 min)

Pass out the Bill of Personal Rights sheet. Ask students to define what a “right” is. Explain that a right is a rule about what a person is owed for being a human being. Rights are different from privileges, which are based on a person meeting certain conditions (a driver’s license is a privilege, while safety is a right). Everyone deserves the rights on this sheet.

If short on time, ask students to take the Bill of Personal Rights with them.

If there is time, have students take turns reading the rights out loud. Afterward, ask students to star three rights that they find especially important. Then, ask them to circle one right they think people in their community (school, social group, age group, etc.) should work on the most. Encourage students to write in their own rights. If there is additional time, allow students to share as a class.

7. Closure (

5 min)

Thank students for their participation and respect while learning about this sometimes difficult topic. Check again for remaining comments or questions by instructing all students to turn in an anonymous question sheet. After answering the number of questions that time allows, let students know that you’ll be around afterward if they have a question they’d like to ask you individually. Refer students to the community resources poster and their trusted adults.

Agree/Disagree Worksheet

(Please do NOT write your name)

1. People can give and receive love in many ways.
Strongly Agree *Agree* *Disagree* *Strongly Disagree*
2. A person can fall in love many times.
Strongly Agree *Agree* *Disagree* *Strongly Disagree*
3. Relationships can be different, depending on a person's cultural or religious background and the way they were brought up.
Strongly Agree *Agree* *Disagree* *Strongly Disagree*
4. Jealousy is a sign that someone really loves you or you really love that person.
Strongly Agree *Agree* *Disagree* *Strongly Disagree*
5. If someone loves you, then they won't want you to change.
Strongly Agree *Agree* *Disagree* *Strongly Disagree*
6. It is okay for a person to say no to something their family expects them to do.
Strongly Agree *Agree* *Disagree* *Strongly Disagree*
7. The best partner is someone who is also a good friend.
Strongly Agree *Agree* *Disagree* *Strongly Disagree*
8. People who are in love spend all their time together.
Strongly Agree *Agree* *Disagree* *Strongly Disagree*
9. If someone loves you, they have the right to check your text messages without your knowledge.
Strongly Agree *Agree* *Disagree* *Strongly Disagree*
10. People can prove they're in love by having sex.
Strongly Agree *Agree* *Disagree* *Strongly Disagree*

CONSENT



Freely Given
Reversible
Informed
Enthusiastic
Specific

Understanding consent is as easy as **FRIES**.

Consent is:

- **Freely given.** Doing something sexual with someone is a decision that should be made without pressure, force, manipulation, or while drunk or high.
- **Reversible.** Anyone can change their mind about what they want to do, at any time. Even if you've done it before or are in the middle of having sex.
- **Informed.** Be honest. For example, if someone says they'll use a condom and then they don't, that's not consent.
- **Enthusiastic.** If someone isn't excited, or really into it, that's not consent.
- **Specific.** Saying yes to one thing (like going to the bedroom to make out) doesn't mean they've said yes to others (like oral sex).

COMMUNICATION

Things to Consider for Healthy, Love-Filled Conversations

Be mindful of your approach. Be firm, but respectful. Are you using a passive, **assertive**, or **aggressive** communication style (Think tone, word usage, body language, etc.)?



Initiate Conversations

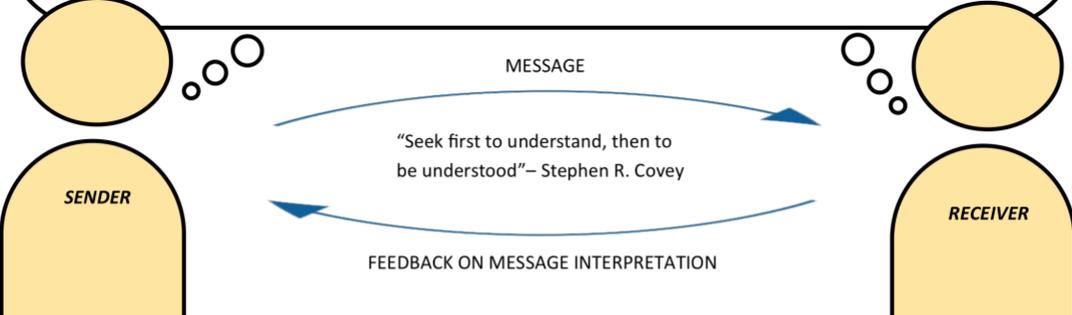
Is this the best **time & place** to have the conversation? Sometimes it's helpful to verbalize a need to pause and come back later.

Share what you can or cannot do/offer by **setting a boundary.**

Use **"I"** or **"We"** statements

Appreciation & compromise can come a long way

Be clear/specific by expressing **feelings, opinions, and needs**



MESSAGE

"Seek first to understand, then to be understood" – Stephen R. Covey

FEEDBACK ON MESSAGE INTERPRETATION

SENDER RECEIVER

| Nonviolent Communication | |
|--|--|
| Expression | Empathy |
| Observation: "When I see/hear.."; note what happened | Observation: "When I see/hear.."; note what happened |
| Feeling: "I feel..." or "I am..." | Feeling: "Are you feeling..." |
| Need: "Because I need.." | Need: "Because you need.." |
| Request: "Would you be willing.." | Request: "Would you like.." |

Example: We have been working a lot and I haven't gotten to see you in while. I am pissed off that we can't spend more time together. I am feeling lonely because I need more quality time for us to spend together. Could you come over to watch movies together next Tuesday?

1. Jesse is trying to spend quality time with their friend Angel, however, Angel spends the whole time on their phone while they are together. How could Jesse start this conversation? What could Jesse say?

2. Sam’s partner, Alex, tells them that they’re uncomfortable with them hanging out with other people. How could Sam respond to Alex?

3. Dani goes to a family gathering. They are expected to kiss/hug every person, however, Dani is not comfortable hugging all of their family members. What advice would you give them? How can Dani communicate their boundaries?



Digital Communication Tips

- Messages can be misinterpreted. Check that the other person understood your message!
- Some conversations are better to have in person than over the phone or messaging

Reflection

Think of a time communication that didn’t go the way you wanted to. How did you respond? How would you respond differently?

What are your strengths with communication? What have you learned about effective communication from other sources (family, culture, faith, etc.)?

“The single biggest problem in communication is the illusion that it has taken place.”

-George Bernard Shaw

Personal Bill of Rights

1. I have the right to have different boundaries with different people.
2. I have the right to let others know I don't want to do what they ask me to do.
3. I have the right to be me and show my own style.
4. I have the right to not be touched.
5. I have the right to keep my personal information private.
6. I have the right to say "no" to anything when I feel I am not ready, it is unsafe or it goes against my values.
7. I have the right to be me, even if it is different from my culture's "norm."
8. I have the right to feel scared and to say that I'm scared.
9. I have the right to express who I am, regardless of my culture's opinions on masculinity and femininity, and the gender expectations placed upon me.
10. I have the right to my own needs for personal space and personal time.
11. I have the right to be playful, to laugh and to enjoy.
12. I have the right not to be abused physically, sexually or emotionally.
13. I have the right to make friends and be comfortable around people.
14. I have the right to change and grow.
15. I have the right to be happy.
16. _____
17. _____