

Session 1 Activities

What is a Healthy Relationship? (Healthy Relationships: Video 2)

Relationships can be defined in many different ways, the foundation of a healthy relationship is the same regardless of who that relationship is with, your best friend, your parents, teachers, siblings or boyfriend or girlfriend.

*Pause video for discussion and activity

Share this list of qualities with students and engage the students in answering the question: **What action would you see from a significant other that shows these particular characteristics?** Possible answers below The qualities that make up a healthy relationship are things like:

- Honesty: **says what they mean, does what they say they will**
- Trust: **doesn't feel the need to check your phone or ask for your password**
- Loyalty: **is committed to you**
- Fun/Enjoyable: **you enjoy being together and don't dread being with the person, has a good sense of humor**
- Understanding: **is willing to compromise**
- Communication: **talks about differences and disagreements before they escalate**
- Equality: **making decisions together, doing things you both enjoy**
- Support: **comes to your extracurricular events to cheer you on encourages you to spend time with your friends**
- Respect: **accepts and honors your boundaries**
- Individuality: **encourages and accepts when you want to hang out with your friends, gives you space**
- Safety: **their behavior is consistent**
- Acceptance: **embraces your differences and flaws, looks for the positive in situations**

*What do you value activity? (student packet worksheet 1, top half)

Of all the characteristics we just discussed everyone values something different in their relationships **using the list of 12 character traits rank them in order of importance to you 1 being the most important. Ask students to share what is their number one most important healthy characteristic.**

Moving forward all the discussions will be focused on dating relationships so we have to set a standard or define what dating is. Think about the type of relationships you see people in and how do you know they are dating. How would you define dating? Is it actually going out on dates, texting, facetimeing, a certain level of commitment, showing affection towards one another, spending time together etc.

There are many forms of dating and you can think of it as a sort of spectrum of types of relationships one end has the type of relationships that starts on social media, snapchat or Instagram, lots of texting, face time every night and the other end has the type of relationship that includes spending time together, getting to know each other and each other's family and friends, supporting each other in the things they enjoy. And then there are all these other types in between those. While neither of these relationships is better than the other they just offer something different, one being more substantial and committed than the other.

People describe relationships in different ways. However, you define the relationship the key is that you and your partner agree on what your relationship is.

We all have an idea in our minds of what our perfect boyfriend or girlfriend might be like, look like, act like. We are looking for someone who can fit into that idea that we have.

Engage students in the following questions: **What are some of the qualities that you would look for in a relationship? What are some of the things that might attract you to someone in the first place?** There is no wrong answer to this question because everyone is looking for something different in a person.

Examples

- Romantic
- Good looking
- Independent
- Smart
- Funny
- Confident
- Fun to be around
- Good listener
- Honest
- Unique
- Hardworking
- Supportive
- Athletic
- Popular
- Outgoing

Finding the Right Partner (student packet worksheet 1 bottom half)

this activity is just for fun to help you begin to identify what it is that is important to you when you are looking for a dating partner. Choose 5 things that you would look for in your partner and write them inside the heart, you can use the words from the word banks or you can make your own.

Ask for volunteers to share what they wrote in the heart.

The things that you wrote in the heart are what makes you compatible with a certain person they are what makes your relationship unique to the two of you. You have what they are looking for and they have what you are looking for. You ultimately get to choose who you want to be in a relationship with, no one can choose that person for you. Lots of people might like to think they can, your best friend thinks they know who you would be perfect with, your parents would like to think they could pick the right person for you but they can't, only you can do that. So keep your standards set high don't settle for something less than what you want just so that you have someone that is how you end up in relationships that aren't good for you to be in.

Let's say hypothetically you have found this perfect person and they have all the qualities you are looking for.

Engage students in the question: **How do you want them to treat you?**

- Respected
- Nurtured
- Committed to
- Trusted
- Treated equally
- Encouraged
- Loved
- Protected

How I want to be treated... (worksheet 2)

On this sheet you'll notice there is a person in the middle, that person represents you; on the two solid lines write the two most important ways you want to be treated. These are your "bottom line" the things you must have in a relationship and are not willing to compromise on. If you weren't being treated this way in a relationship you would end it, that is how important they are. Fill in the other lines with things that are still just as important to you.

Ask students to share the two things they wrote on the solid lines; you will hear many repeats draw their attention to that fact: the reason we hear so many repeats are because that is the way everyone wants and deserves to be treated.

Whatever you put on the solid lines let those two things be how you measure the success of your relationship. If you chose trust and respect and at some point you don't feel like you have been trusted or respected it probably means it is time to move on from this relationship. You get to decide how you are treated in the relationship and when someone takes that choice away from that is when it becomes unhealthy to be in.

Session 2 Activities

Continuum of Behaviors: Now that you know the types of abuse and have been given some examples we are going to make a dating abuse continuum. You will need to **print** the Continuum of Behaviors pdf and will need to enlist 10 volunteers for this activity. Students will need to put these in order of how they would start and end in an unhealthy and abusive relationship. Have volunteers stand at the front of the room each holding a paper and the seated students should arrange them in order.

1. Jealousy
2. Constant texting
3. Always demands partner's attention
4. Cutting off from family and friends
5. Name calling
6. Yelling
7. Throwing objects
8. Hitting
9. If I lose you...
10. Being put in the hospital

Once they are in the above order draw their attention to these 3 things through discussion

1. Does every relationship that has jealousy and constant texting end up at the other end of the continuum? No, these are behaviors that are unhealthy for a relationship but if we don't deal with the unhealthy stuff when it starts it will progressively get worse over time.
2. Name Calling and Yelling could really go anywhere on this continuum because if your partner is jealous of someone you are talking to or spending time with might they call you a name because of it.
3. The last two we can change to say things like "If I can't have you know one can" type of thinking and even more severe than physical harm that requires medical attention it can end in death. Just because you are young doesn't mean it can't happen. Encourage the students to look up the Heather Norris Law which is the basis of the requirement for this in health classes. You can also encourage the students to watch the movie "Reviving Ophelia"

(Power and Control Wheel Video 7)

There is a link in the description to view an interactive Power and Control Wheel if you would like additional examples for discussion before or after the scenarios

Power and Control Tactics Scenarios: Read the students the 6 different power and control scenarios included and ask them to choose the tactic that is being used to gain power and control in the situation. You can refer them to the power and control wheel in their packet to reference.

Session 3 Activities

Read Joe and Claire Scenario: This activity requires all students to stand at their seat. Direct to students to listen to the scenario and if at any point they hear something that would make them end the relationship they should sit down, if they stay in the relationship stay standing, if at some point they sit down but hear something that would make them take the person back they should stand back up (draw attention to the fact that people break up and get back together all the time) Only rule is to think about what they would do, don't just sit down because everyone else sat down.

Engage students in this discussion once done. Those of you who stuck out a little longer in the relationship, why did you choose to stay? It's important to remember that you cannot change a person, you can't fix them. This has become part of a generation cycle for Claire as a learned behavior from her parents and until she chooses to learn new behaviors she will struggle in all her relationships