

Lesson 1: Healthy Relationships Review Lesson Script
Grades 11 and 12
CCRS and Equivalency Courses

Time: 42-45 minutes

Objectives:

- Students will clarify values about healthy and unhealthy relationships.
- Students will identify risks of dating significantly older partners.
- Students will determine resources for a person in an unhealthy relationship.
- Students will review and practice strategies for interrupting or objecting to unhealthy and abusive behaviors of others.

National Sexuality Education Standards:

PR.12.INF.1 Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.

PR.12.IC.1 Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors.

HR. 12.CC.1 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.

HR. 12.CC.3 Define sexual consent and explain its implications for sexual decision making.

HR.12.1C.2 Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.

HR.12. SM.1 Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.

PS.12.ADV.1 Advocate for safe environments that encourage dignified and respectful treatment of everyone.

PS.12.INF.1 Describe the impacts of power differences (e.g., age, status, or position) within sexual relationships.

Washington State K-12 Health Standards:

H1.Se5.HSa Differentiate between affection, love, commitment, and sexual attraction.

H1.Se5.HSb Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships.

H4.Se5.HS Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent.

H2.Se5.HS Analyze factors that can affect the ability to give or recognize consent to sexual activity.

SEL Skills Addressed:

Self-management, social awareness, relationship skills, responsible decision making.

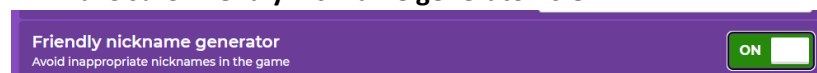
Note to Instructor: If needing to cut down this lesson, please cut out the Kahoots. The main part of the lesson is really going through the information and providing opportunity to practice Bystander Intervening.

Materials Needed:

- Personal Values Clarification Kahoot Survey (link in PPT)
- Dealbreaker Kahoot Survey (link in PPT)

Kahoot Notes:

- Click link to play
- Click **Play as Guest**
- Click **Continue as guest**
- Make sure **Friendly nickname generator is ON**



- Click **Classic** to play

Terms Used in this Lesson:

- Communication
- Boundaries
- Persuasion

- Refusal

Rights and Responsibilities (5 minutes): The following are class members' rights and responsibilities during this class lesson. Teachers need to take time and go through each of these with the students to set-up the operating conditions for the class.

- **Be positive & enthusiastic-** It's the teacher's job to engage students in the lesson topics. Being enthusiastic yourself will allow students to feel enthusiastic. Explain to students that you are aware some of them may feel uncomfortable with the topic, while others may be very excited to learn about sexuality. It's completely normal to feel any of those feelings, but all students have the right to be enthusiastic.
- **Be proud-** Affirm that, although it might be embarrassing to talk and learn about sexuality, it can be a fun and positive experience. Normalize that everyone has sexual body parts, goes through sexual changes, and has sexual feelings. Feeling excited, curious and positive about these changes is completely normal.
- **It's okay to feel embarrassed-** Acknowledge that discussions about sexual health can make anyone feel embarrassed. By normalizing these feelings and reactions, you become more approachable, and students may feel more at ease. Some teachers find it helpful to allow students to giggle for a set amount of time when an "embarrassing" topic is first introduced. It's also important to acknowledge that many families do not talk about sex in their homes, and this may be the first time some students have had an opportunity to talk about these topics.
- **Pass-** Sometimes talking about a subject goes beyond embarrassment. Discussions on sexual health can bring up feelings of discomfort for personal reasons. Students need to know that if they feel too uncomfortable, for any reason, they can sit and be quiet, pass on classroom discussions, or be excused.
- **Safe place to ask questions-** Remind students use the medically accurate terminology and refrain from using slang to ask questions and that this is a safe place to ask questions and there will be no judgement on questions.
- **Listen patiently -** Acknowledge that listening patiently to others is expected so that all students can have their voices heard.
- **Raise hand to talk-** Students will need to raise their hand and be called on to talk so that all students have the opportunity to be heard.
- **Use appropriate language-** In order to keep class discussions respectful, encourage students to use the medically accurate terms for body parts and sexual functions, instead of slang terms. If students don't know the appropriate terminology, they may ask.
- **Express your opinions-** The teacher's role is to provide factual information. Neither peers nor teachers should attempt to change a student's personal values or beliefs. People have the right to their own opinions.
- **Be open to other's opinions and Be mature/ professional-** Everyone will be treated with respect. Name calling, using disrespectful language, and negative facial expressions (rolling eyes, etc.) when people are speaking are all considered disrespectful. In order to create a safe space, these behaviors will not be tolerated.
- **Refrain from having assumptions-** Jumping to conclusions or making judgements about people based on what they say or don't say, how they act, how they dress, etc., is not appropriate. Ask students if they know what an assumption is. Use the following example if needed: "Can I assume blue is your favorite color just because you are wearing a blue shirt? Without having all the facts or asking for clarification, it's unfair to make assumptions about each other."

- **Privacy-** Students can share information in class if they choose, but they are never required to do so. Remind students to think carefully before sharing a personal story, as once they say something aloud, they can't take it back. This is much like writing a text message or email. Once the message is sent there's no way to unsend it. Also explain that the right to privacy extends to people who are not in the room. If someone wants to share a personal story or a friend or family member's personal story, they should change the people's names or not use names at all.
- **Confidentiality-** Confidentiality means that personal information will not be shared outside the classroom with students, parents, other teachers, etc. Explain that one-on-one conversations between the teacher and student can be kept confidential unless the teacher has a concern about personal safety. Teachers are required by law to report information if students disclose being hurt or intentions to hurt themselves or others. Reportable disclosures include physical, emotional, and sexual abuse; suicidal thoughts or behavior; and other dangerous behaviors. Reporting these situations will allow students to access help.

Slide # 4: Entry Task: (7 mins.) Have students log into Kahoot and anonymously take the Personal Values Clarification About Relationships Survey (***Important: Check Kahoot notes in materials section prior to start**)

<https://create.kahoot.it/share/clarification-of-personal-values-about-relationships/2ed6ce22-7187-4c6f-96db-f6bf721116a4>

The Personal Values Clarification About Relationships Survey questions will be the following statements. Go through the results as you go through the surveys. These are personal values statements so results can vary some.

1. True or False: The best relationship is with someone you can talk to.
Answer: True
2. True or False: Jealousy is a sign of love.
Answer: False
3. True or False: It's okay to send sexy pictures to someone as long as you are in a committed relationship?
Answer: False
4. True or False: It is okay to read your partner's text messages or email without permission.
Answer: False
5. True or False: It's okay for teens to date people in their 20s?
Answer: False
6. True or False: People who are in love should hang out more with each other than with their friends.
Answer: True
7. True or False: The best kind of romantic relationship is with someone who has similar qualities to that of close friend.
Answer: True

Slide # 6: - Healthy and Unhealthy Relationships Brainstorm- Turn and Talk (3 mins.)

Tell students that when you say "Go" you want them to turn and talk to a student next them and Brainstorm characteristics for each relationship and identify qualities of "Healthy Relationships" and "Unhealthy Relationships"

Slide # 7: - Healthy and Unhealthy Relationships Brainstorm- Turn and Talk Follow-up

Emphasize and say, A key part of sexual health is having healthy relationships. While relationships can take many different forms, today's class will focus on dating and sexual relationships.

Slide # 8: - Healthy and Unhealthy Relationships Turn and Talk Activity 2- (5 mins.)

Say- Choose one question from **each column/color** in and turn and discuss each with a nearby partner.

What are some different forms jealousy can take?	How do social media and technology affect dating relationships?	How important is it to have boundaries and make them known?
Are there some situations where jealousy is acceptable?	What are the possible risks involved with “sexting”?	What types of boundaries should people have in a dating relationship?
Are there some situations where jealousy can be unhealthy?	What are some risks when teens have significantly older partners?	How could a person start a conversation about boundaries with a partner?

Slide # 9: -Relationship Characteristics Mix-up (3 mins.)

Say- With a partner, take out 1 piece of scratch paper and draw a T-Chart. Organize the following characteristics into two categories:

Healthy Relationship Characteristics	Unhealthy Relationship Characteristics

Slide # 10: - Issues of Abuse

Say- According to the National Domestic Violence Hotline:

- 1 in 4 women (24.3%) and 1 in 7 men (13.8%) aged 18 and older in the US have been the victim of severe physical violence by an intimate partner in their lifetime.
- Victims of digital abuse and harassment are twice as likely to be physically abused, twice as likely to be psychologically abused, and 5 times as likely to be sexually coerced.
- Over half of all college students (57%) say it’s difficult to identify dating abuse.
- 36% of dating college students have given a dating partner their computer, email, or social media passwords; these students are more likely to experience digital dating abuse.
- Approximately 84% of victims are psychologically abused by their partners; half are physically abused and one third experiences sexual coercion.

Slide #11: -Warning Signs of Abusive Relationships (Red Flags)

Say- Any of the following our Red Flags that an abusive relationship is occurring, and the victim needs help.

- Telling you that you never do anything right.
- Showing extreme jealousy of your friends or time spent away.
- Preventing or discouraging you from spending time with friends, family members, or peers.
- Insulting, demeaning, or shaming you, especially in front of other people.
- Preventing you from making your own decisions, including about working or attending school.

- Controlling finances in the household without discussion, taking your money, refusing to provide money for expenses.

Slide # 12: -Warning Signs of Abusive Relationships Contd. (Red Flags)

Say- •Pressuring you to have sex or perform sexual acts you're uncomfortable with.

- Pressuring you to use drugs or alcohol.
- Intimidating you through threatening looks or actions.
- Insulting your parenting or threatening to harm or take away your children or pets.
- Intimidating you with weapons like guns, knives, bats, mace.
- Destroying your belongings or your home.

Slide # 13: -What is Consent?

Say- Consent is one word that draws a line between what is acceptable and unacceptable sexual behaviors. This one word helps define whether an experience was sexual assault or not. Was the action wanted? Was the act agreed upon by both people? It is important to reevaluate what consent is and how we get it or withhold it. It's also essential that we understand what it looks like when our partners give – or don't give – consent.

Slide # 14: -Issues of Consent

Say- Issues with consent could be any combination of the following not in any particular order.

- Power imbalance with control
- Vulnerability of People and Groups
- False Expectations
- Individual Perceptions
- Language Barriers
- Religious Influence

It is important to know what your rights are as an individual and to communicate no means no.

Slide # 16: - What's A Dealbreaker? Kahoot Survey (3 mins.) (*Important: Check Kahoot notes in materials section prior to start)

Say- We are now going to find out what are deal breakers for you when it comes to relationships. We will do this by playing a Kahoot survey anonymously. Click the link on the slide.

Have students play the Kahoot as an anonymous guest using the link below:

<https://create.kahoot.it/share/what-s-a-deal-breaker-survey-for-unhealthy-and-healthy-relationships/8ee9c2dc-1031-4f75-b538-9ae8b9d9eb02>

Kahoot Dealbreaker Questions on the Survey are:

1. True or False: It is a dealbreaker if your partner posts cruel things about you on social media.
Answer: True
2. True or False: It is a deal breaker if your partner lies to you about their age.
Answer: True
3. True or False: It is a dealbreaker if your partner gets jealous when other people look at you on the street.
Answer: True
4. True or False: It is a dealbreaker if your partner sends naked picture of you to your friends.
Answer: True
5. It is a dealbreaker if your partner refuses to use protection.
Answer: True

Slide # 17: - Dealbreaker Survey Results Follow-up

Say from the slide:

1. What things did most people agree about?
2. Which things had many different responses within the class?
3. Which behaviors are warning signs that things could get worse?
4. When one partner has more power or freedom than another partner, how can that lead to unhealthy situations?

Slide # 19: - Bystander Training Intervention Practice

Say from the slide,

- Bystander intervention refers to a person deciding to voice their opinion about someone else's language and/or behavior, thereby working to prevent violence or abuse. The following activity provides participants with intervention strategies that they in turn apply to the following given scenarios.
- You will be given the opportunity to discuss with a partner or individually through a written reflection when, why and how you feel comfortable or uncomfortable intervening when you hear or see something inappropriate, hurtful, abusive or dangerous.

Slide # 20: - Bystander Training Intervention Strategies That Could Be Used To Intervene on Abusive Relationship Behavior

Read from the slide:

- "I" Statements
- Silent Stare
- Humor
- Group Intervention
- "Bring it home"
- "We're Friends, Right"
- Distraction

Slide # 21-22: Bystander Training Intervention Strategies

Read the strategies and go through the examples on each slide of the Bystander Training Intervention Strategies.

Slide # 24-29: - Bystander Training Intervention Strategy Practice- (10 mins.)

You need to have power point slides 20-23 printed out and ready for students to choose one to work on in groups of 3.

Say to students from this slide, "In groups of 3 choose one of the "Imagine This" scenarios and apply a bystander intervention strategy that you would use to intervene in the scenario."

Each group will need the following:

- Scenario Reader
- Intervention Strategy Recorder (which strategy did you choose and how would you use it)
- Reporter

Be ready to turn in a written statement response to the scenario that your group chose and if time report out as a group if called on.

Slide # 30: - How to Report Abuse

Say- If you or someone you know is experiencing abuse the following actions need to be taken:

- Call 911 immediately
- Call 1-866-ENDHARM (1-866-363-4276*) if you suspect abuse or neglect of a vulnerable adult

- Call Domestic Violence Services of Snohomish Count at 425-35-ABUSE or 425-252-2873 or visit <https://dvs-snoco.org/how-to-get-help-resources/>

Other resources available are:

- The National Domestic Violence Hotline at 1-800-799-SAFE or for more resources and help <https://www.thehotline.org/>
- Violence Against Women Network at <https://vawnet.org/>

Slide # 31: - Process Question

Say from slide,

What should people do if they realize they are feeling controlling or violent toward a partner?

- Anyone who feels like this should talk to someone immediately for help.
 - Anyone who feels a partner is being controlling or abusive should also seek help immediately.
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Slide # 32-33: Exit Task Reflection Survey in Naviance (10 mins.)

Students will log into Naviance and go to Planner>Tasks to complete the reflection survey.