

## **Lesson Six: Healthy Relationships**

### **Student Learning Objectives:**

The students will be able to...

1. Identify at least four ways the she or he would like to be treated in a dating relationship.
2. Identify at least three warning signs that a relationship is potentially unhealthy or abusive.
3. Identify at least two effective communication practices.

### **Agenda:**

1. Recap yesterday's lesson and introduce today's topic.
  2. Group activity, *How I Want to Be Treated by my Boyfriend or Girlfriend*.
  3. Large group debrief of *How I Want to Be Treated by my Boyfriend or Girlfriend* activity.
  4. Introduce the application activity, using Healthy, Unhealthy and Warning Signs of *Abuse* list.
  5. Analyze Real-Life Couples scenarios using Healthy, Unhealthy and *Warning Signs of Abuse* handout.
  6. Conduct a communication skills role-play activity.
  7. Close by summarizing the concepts you covered.
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1. Remind students of previous lesson and introduce today's topic. Yesterday we learned about gender stereotypes – the kinds of expectations people have about how men and women act. Those stereotypes definitely influence the choices we make in relationships

and about our sexual health. Today we are going to talk more about relationships – how to have healthy and happy relationships, how someone might recognize if they are in an unhealthy relationship, and what kinds of communication skills can help us have the relationships we want.

2. Group activity, *How I Want to Be Treated by my Boyfriend or Girlfriend*. This worksheet has a list of ways you may want to be treated by a dating partner, whether current or future partner. Looking at this list, think about which ones are most important to you. Circle the five that are most important to you. Then, chose your top item, and write a brief explanation about it on the bottom of your worksheet. Once you all are finished, you will have a chance to share some of your thinking.

3. Facilitate a large group debrief of *How I Want to Be Treated by my Boyfriend or Girlfriend* activity. Ask students to find the 5 qualities that they chose and put their initials on each piece of paper. Then, have students stand by their top item. You can then debrief together as a class several of the top-scoring items, including why people chose them and what that quality would look like in a relationship.

Sample debrief questions might include:

*Why did you all choose respect?*

*Anyone else choose respect for a different reason?*

*How can someone show their dating partner that they respect them?*

*What are some disrespectful things a boyfriend or girlfriend might do?*

4. *Healthy, Unhealthy and Warning Signs of Abuse* Worksheet (Attached PDF)

5. Analyze Real-Life Couples scenarios (Attached PDF)

- *Do you think this is a healthy or unhealthy relationship? Why?*

- *What characteristics from your handout do you see in their relationship?*

**Marcus and Lillian debrief:**

The class should identify this scenario as having several qualities of an unhealthy or abusive relationship, including:

- trying to limit or control what the other person does
- is often jealous
- throws or breaks things during a fight

**Tony and Jamal debrief:**

The class should identify this scenario as having several qualities from the healthy relationship list, including:

- being supported and encouraged
- being treated as an equal
- being honest

6. How to Help a Friend Handout and Effective Communication Tips Handout (Attached PDFs)