



Healthy and Unhealthy Relationships Grades 9 - 12

Preparation: Review complete Lesson Plan before beginning instructions
Preview the videos, this might take more than one viewing and will support discussion of the main points in this lesson plan.
What you will need: Download copies of the Student Worksheets and Take-Home Activity.

Activities and Timeline:

- Activity #1:** Healthy Relationships and Boundaries Videos *(15 Minutes)*
- Activity #2:** Review Vocabulary for Understanding and Discussion *(10 minutes)*
List to Help Build Your Boundaries (optional) (please see Handout)
- Activity #3:** Role Playing Scenarios *(20 – 30 minutes)*
- Activity #4:** Sorting Out Healthy and Unhealthy Emotions and Behavior *(20 minutes)*
- Activity #5:** Sharing Thoughts on Personal/Emotional Boundaries with Parent/Guardian
- Closing Prayer and Take-Home Activity** *(5 minutes)*

Overview of Lesson Plan:

- Principle:** Setting limits and honoring them can help keep young people safe from harm. As teens attend high school, they will encounter a variety of relationships with their peers and adults. Especially online! In some instances, these relationships could lead to physical or psychological abuse if the adult or their peer uses their authority and a position of control to bring about inappropriate actions.
- Catechism:** **#1738.** Freedom is exercised in relationships between human beings. Every human person, created in the image of God, has the natural right to be recognized as a free and responsible being. All owe to each other this duty of respect. The *right to the exercise of freedom*, especially in moral and religious matters, is an inalienable requirement of the dignity of the human person. This right must be recognized and protected by civil authority within the limits of the common good and public order.
- Goal:** To assist parents/guardians, in teaching young people how to prevent or reduce the chances of being abused or having their personal boundaries violated.
- Objectives:** To help teens further develop their ability to identify, define, and honor appropriate boundaries in all their relationships. Students will be able to:
- understand inappropriate behavior between adult and self
 - enforce personal boundaries to stop inappropriate behaviors
 - recognize when they are being groomed by an adult (or other) for an inappropriate relationship
 - engage personal strengths and enlist appropriate support from parent/guardian/trusted adult to help them be strong if they find themselves in a negative vulnerable situation
 - report such an incident to authorities
 - understand peer pressure and how to set boundaries and say no to personal relationships that cross set boundaries (i.e., dating, parties, social networking, etc.)

Working with teens—the key concept is “independence”

This is the age where all the experiences that began with puberty—the physical changes and the developing emotions—are moving rapidly toward the newfound identity of a young adult. The self-consciousness deepens and matures. The world of “childhood” is now renounced. Teens believe in their “invincibility” and may tend to be reckless or private in their behavior. Although it would appear that they reject authority while defining their own independence, in reality they rely on the strength and support they find in parents/ guardians/trusted adults.

Teenagers can present challenges to the adults in their lives. If you're struggling with your teenager, this is normal. Ask any other parent with teenagers at home. There are many ways to better understand and connect with your teen, so you can help them cope with the changes they're experiencing. The American Academy of Child & Adolescent Psychiatry explains that adolescents are more likely to:

- Be impulsive
- Misunderstand emotions and social cues
- Have accidents from physical fights
- Take risks or make dangerous choices

Development from childhood to adulthood is a complex process. It's about more than learning. Teenagers going through this transition think, feel, and behave differently than they do either as children or as adults. These differences can be seen in all areas of development.

Young people of this age primarily identify with their interpersonal relationships. They are beginning to have a stronger concern for others and have many questions about social relationships and decision making. Trusted friends and adults are critical at this age since teens have a strong need for role models and mentors in whom they can confide. It is also crucial that teens are able to identify unsafe adults and have the skills to effectively deal with them as necessary. Today teens are also live through social media. Some on-line relationships may seem safe but are in fact dangerous.

Many teens tend to be very trusting of some adults in their lives, whether in their own families, schools or with their on-line friends. Learning to decipher and have a healthy mistrust of some situations is something that has to be taught and learned.

ACTIVITY #1: Healthy Relationships & Boundaries Videos (15 minutes)

Activity #1: The introductory videos for grades 9 through 12 are designed to open discussion with teens about boundaries and personal space. The teacher should preview the videos to be used to introduce the subject of Personal Boundaries and Healthy Relationships. These videos are designed to be used to facilitate class discussions on relevant and important topics for teens. The videos will help students draw healthy boundary lines and limits. After viewing the selected videos, facilitate a 5 minute class discussion on the topic. It is critical to engage and listen to the teens but let them lead and discuss freely.

Navigating Teen Life: Healthy Relationships 6:18

https://www.youtube.com/watch?v=yI_W5H6O4CY&t=1s

What Teens Think About: Healthy Relationships 2:03

https://www.youtube.com/watch?v=DPb_B0pTBoQ&t=23s

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ACTIVITY #2: Review Vocabulary for Understanding and Discussion (10 minutes)

Activity #2: This activity gives the teacher the opportunity to help students to know and understand key vocabulary related to personal boundaries and personal space issues. Ask the class to come up with “safe” personal boundaries/space statements using the vocabulary words. (i.e., these are personal space limits, no one should violate.) Use chalk or white board to list statements.

Key Vocabulary

Personal boundaries – are guidelines, rules or limits that a person creates to identify reasonable, safe and permissible ways for other people to behave towards them and how they will respond when someone passes those limits.

Emotional Boundaries – Limits you set on yourself regarding your thoughts, values and beliefs.

Personal Space – the physical space immediately surrounding someone, into which any encroachment feels threatening to or uncomfortable for him or her.

Limits — the point or edge beyond which something cannot go. The furthest edge of something.

Secret — something that is hidden from others or that is known only to one or to a few. Not a surprise that will be revealed.

Grooming — is befriending and establishing an emotional connection with a child, youth, and sometimes the family, to lower their inhibitions with the objective of **sexual** contact.

Self-respect — pride and confidence in oneself; a feeling that one is behaving with honor and dignity.

Privacy — the state or condition of being free from being observed or disturbed by other people.

Healthy relationship — when two people develop a connection based on trust, honesty support and mutual respect for the boundaries of others.

ACTIVITY #3: Role Playing Scenarios (20 – 30 minutes)

Activity #3: Role-playing

When youth engage in role playing it helps them to develop their way of thinking and feelings of empathy. When teens are given the opportunity to role play skits/scenarios they will be able to experience the role of bully, victim, and bystander. They will also learn how to help others who are being bullied and how to avoid bullying.

Preparation: Create a set of 4 3x5 cards. Each card should have one of the titles below on the front and the role-playing scenario clearly explained on the backside. (For each scenario, have the students read the scenario and then freeze to continue the dialog)

TITLE (place on front of cards)

ROLE-PLAYING SENARIO (On back of Cards)

A Friend's Cousin

You go to your friend's house to a party. Your friend introduces you to her "cousin" Jonny. He seems nice and friendly and the two of you make small talk. However, he starts to follow you around the party and does not give you much space to mingle with your own friends. You feel like he is smothering you and you are getting a bad feeling and you can't ditch him.

Teacher's Helper

You are at school and one of your teachers ask you to stay after school and help him/her with some task for the classroom. You stay and help. When you finish you tell the teacher you are leaving, but the teacher asks you to stay and talk a while. You become uncomfortable being alone with the teacher and you really want to leave.

Alone at the Movies

You are on a second date with a boy/girl you like and had fun with on your first date. On your second date you go to a movie that you both agreed on. However, your date selects 2 seats at the top of the theatre, and you are alone. When the two of you settle in your seats and the movie starts, your date puts his/her arm around you and begins to touch your leg. It feels nice but you're afraid it might go too far, and you don't know how to stop it without making your date upset.

Chat Room Friend

You are "chatting" with this guy online on one of your phone apps. No one knows you've been talking with him and it's been kind of fun having this secret friend. He sent you a profile picture and he's cute. You've been chatting for about 3 months now and he wants to meet you in person – alone in a park so you have some privacy.

DIRECTIONS: Divide the class into four groups (teacher may choose more groups and create other role-playing scenarios or simply have two groups role-play the same scenario. Distribute cards to the groups and tell groups that they should "role-play" the scenario for the class. Give each group 10 minutes to prepare the role-playing and 3 to 5 minutes to present their scenario to the class. The teacher should adjust the time to best fit their available class time. At the end of each presentation, the teacher should ask the class:

1. Is a personal boundaries/space being violated? Identify the violation.
2. What would you do in this situation to keep yourself safe, and stop further violation?


ACTIVITY #4: Sorting Out Healthy and Unhealthy Emotions and Behavior (20 minutes)

PREPARATION: Make a copy of the Worksheet Healthy and Unhealthy Relationships for each youth in the class.

DIRECTIONS: Review the vocabulary word, "Healthy Relationships" with the class and then distribute and go over the worksheet, Healthy and Unhealthy Relationships. First, read the "descriptive" words listed to ensure that all the class knows and understands the words. Second, ask the class to select from the list and place under the correct heading the descriptive word that he/she feel belongs under the respective headings, HEALTHY OR UNHEALTHY RELATIONSHIPS. Finally, once the class has completed their worksheets, discuss their answers and ask for examples of each response.

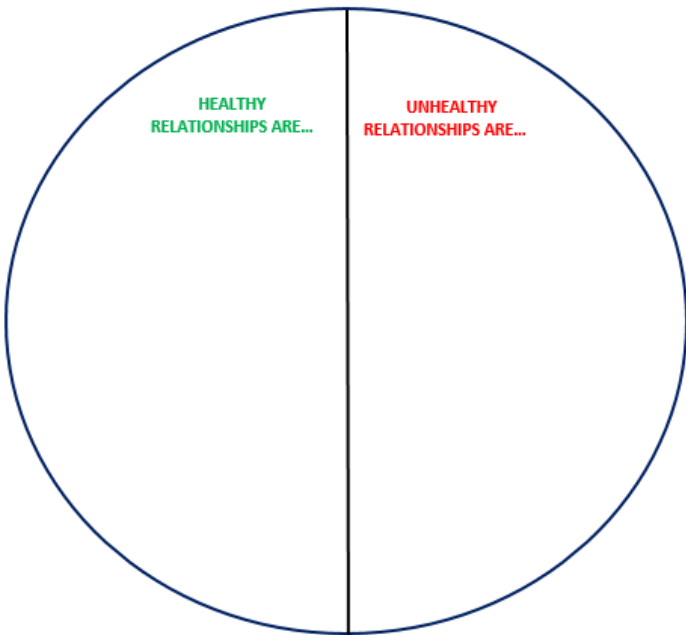
HEALTHY / UNHEALTHY RELATIONSHIP

DIRECTIONS: Understanding healthy boundaries can help you make good choices in your relationships and help protect youth against negative peer pressure. Complete the circle by placing the correct descriptive word on the side of the circle that you feel it describes.



DESCRIPTIVE WORDS

jealous / caring / fearful / honest / obsessive / trusting / respectful / friendly
intimidating / open / fun / pushy / exciting / manipulative / loving
communicative / selfish / abusive / caring / pressured / empathetic / careless
supportive / controlling / dishonest / responsible



HEALTHY RELATIONSHIPS ARE...

UNHEALTHY RELATIONSHIPS ARE...

One Word You Would Use to Describe a Healthy Relationship: _____

One Word You Would Use to Describe an Unhealthy Relationship: _____

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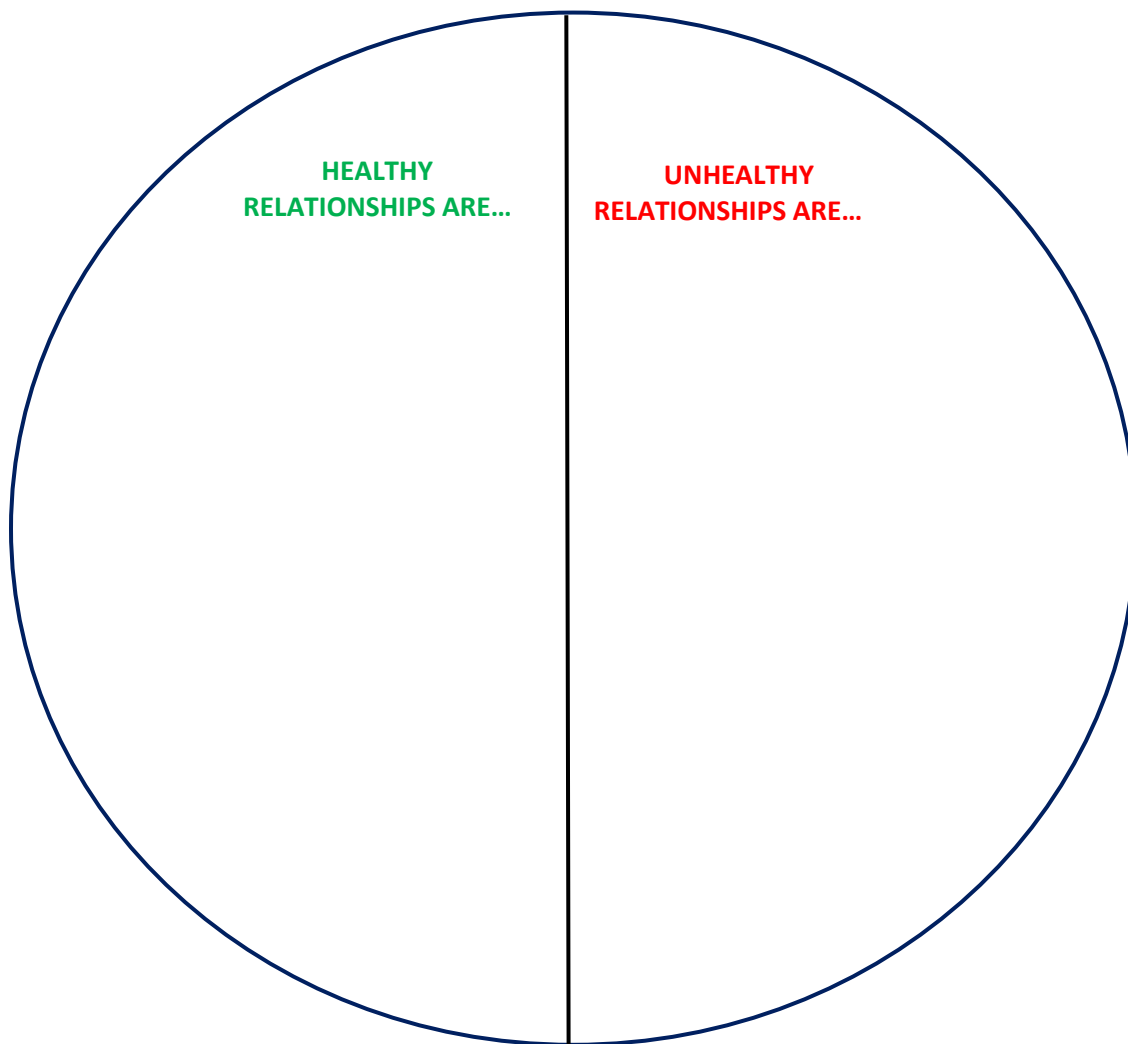
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One Word You Would Use to Describe a Healthy Relationship: _____

One Word You Would Use to Describe a Unhealthy Relationship: _____

ACTIVITY #5: Sharing Thoughts on Personal/Emotional Boundaries with Parent/Guardian

Goal: This Worksheet will help parents/guardians and youth discuss their feelings and concerns regarding personal boundaries. It is presented as a platform to open discussions and to expand conversation between the two.

Directions: Parent/guardian should complete individual sides of the worksheet by folding the worksheet to conceal responses. When finished compare and discuss similarities and differences.

PERSONAL/EMOTIONAL BOUNDARIES WORKSHEET

Below is a list of behaviors related to "Personal/Emotional Boundaries." Select from the list the behavior you feel is an appropriate boundary for each of the group listed. (Example, "kiss" Family)

Personal / Emotional Boundaries Take Home Worksheet	
<p>Personal boundaries – are guidelines, rules or limits that a person creates to identify reasonable, safe and permissible ways for other people to behave towards them and how they will respond when someone passes those limits.</p> <p>This Worksheet will help parents/guardians and youth discuss their feelings and concerns regarding personal boundaries. When finished compare and discuss similarities and differences. Below is a list of behaviors related to "Personal/Emotional Boundaries." Select from the list the behavior you feel is an appropriate boundary for each of the group listed. (Example, "kiss" Family) Parent/guardian should complete individual sides of the worksheet by folding the worksheet to conceal responses.</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 5px 0;"> kiss / shake hands / hold hands / hug / high-five / say "I love you" / text selfies / tell secrets / talk about personal issues / give phone number / give your address / chat on the computer / spend the night / text personal information / discuss family matters / give a ride </div> <p style="text-align: center; margin: 0;">Parent / Guardian</p> <p>Family:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Friends:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Acquaintances:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Strangers:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Boyfriend / Girlfriend:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Personal boundaries – are guidelines, rules or limits that a person creates to identify reasonable, safe and permissible ways for other people to behave towards them and how they will respond when someone passes those limits.</p> <p>This Worksheet will help parents/guardians and youth discuss their feelings and concerns regarding personal boundaries. When finished compare and discuss similarities and differences. Below is a list of behaviors related to "Personal/Emotional Boundaries." Select from the list the behavior you feel is an appropriate boundary for each of the group listed. (Example, "kiss" Family) Parent/guardian should complete individual sides of the worksheet by folding the worksheet to conceal responses.</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 5px 0;"> kiss / shake hands / hold hands / hug / high-five / say "I love you" / text selfies / tell secrets / talk about personal issues / give phone number / give your address / chat on the computer / spend the night / text personal information / discuss family matters / give a ride </div> <p style="text-align: center; margin: 0;">Teen</p> <p>Family:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Friends:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Acquaintances:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Strangers:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Boyfriend / Girlfriend:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Fold in Half Here</p>	
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Personal / Emotional Boundaries Take Home Worksheet

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**kiss / shake hands / hold hands / hug / high-five /
say ”I love you” / text selfies / tell secrets /
talk about personal issues / give phone number /
give your address / chat on the computer /
spend the night / text personal information /
discuss family matters / give a ride**

Parent / Guardian

Family:

Friends:

Acquaintances:

Strangers:

Boyfriend / Girlfriend:

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Teen

Family:

Friends:

Acquaintances:

Strangers:

Boyfriend / Girlfriend:

Fold in Half Here

Activity Two: List to Help Build Your Boundaries

Goes with video: <https://youtu.be/7vsk7bt00CM>

List #1:

Characteristics and Qualities That You Value in Somebody	Actions and Qualities That make you Feel Uncomfortable

List #2:

Thing That Are Important to You	
{List}	{Feeling}