



Empowering God's Children and Young People® Safety Program

Healthy and Unhealthy Relationships Grades 10-12

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: Date Raped: Ashamed Video and Vocabulary (20 Minutes)

<https://www.youtube.com/watch?v=XzCrYdXoUQk>

Activity #2: Healthy and Unhealthy Relationships Role-Playing Scenarios (15 minutes)

Activity #3: Characteristics of a Healthy Relationship Discussion (15 minutes)

Take-Home Activity: Sharing Thoughts on Personal/Emotional Boundaries with Parent/Guardian

Closing Prayer and Take-Home Activity (5 minutes)

Overview of Lesson Plan:

Principle: Setting and honoring limits can help protect young people from harm. As teens attend high school, they will encounter a variety of relationships with their peers and adults, including 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 each other this duty of respect. The *right to exercise freedom*, especially in moral and religious matters, is an inalienable requirement of the dignity of the human person. Civil authorities must recognize and protect this right within the common good and public order limits.

Goal: To assist parents/guardians in teaching young people how to reduce the chances of:

- violation of their personal boundaries
- all types of abuse
- date rape

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 in all circumstances
- enforce personal boundaries to stop inappropriate behaviors
- recognize when they are being groomed 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.)

Background: 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 as children or adults. These differences can be seen in all areas of development. Young people of this age primarily identify with their interpersonal relationships. Therefore, this lesson is designed to help young people understand and build healthy relationships and personal boundaries.

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

Activity #1: This introductory video “Date Rape: Ashamed” for grades 10-12 is designed to open discussion with teens about healthy and safe interpersonal relationships and to facilitate and reinforce the lesson’s objectives. The class should be encouraged to discuss freely.

Date Rape: Ashamed (9:26)

<https://www.youtube.com/watch?v=XzCrYdXoUQk>

Vocabulary

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

[In the video, was there evidence of personal boundary violations? Identify all the violations you saw in the video?]

Emotional Boundaries – are limits you set for yourself regarding your thoughts, values, and beliefs.

[Do you think Gabby had set emotional boundaries? If you believe she did set emotional boundaries, do you also believe she stuck to her boundaries?]

Date Rape – forcing a person with whom one has gone on a date to have sexual intercourse against their will.

[What evidence was there that Tyler committed date rape?]

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

[What do you think Gabby should have done to prevent her personal space from being violated?]

Secret — something that is hidden from others or that is known only to one or to a few.

[In what way did Gabby try to keep her secret? How did Gabby finally reveal her secret?]

Guilt – Culpable of or responsible for a specific wrongdoing.

[Why did Gabby feel guilty and think it was her fault?]

Healthy relationship — when two people develop a connection based on trust, honesty, support, and mutual respect.

[Do you think Eliza and Gabby demonstrated a healthy relationship? Why?]

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

[Do you think Gabby gained her self-respect? What evidence can you give to support your answer?]

ACTIVITY #2: Role Playing Scenarios (20 minutes)

Background: When youth engage in role-playing, it helps them develop their way of thinking and empathy. When teens are allowed to role-play scenarios, they can experience the role of bully, victim, and bystander. They will also learn how to help their peers avoid inappropriate relationships.

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)

Directions: Divide the class into four groups (the teacher may choose more groups and create other role-playing scenarios or 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 fit their available class time best. At the end of each scenario, the teacher should ask the class:

1. Is the scenario describing a healthy or unhealthy relationship?
2. Identify the actions that determine the relationship as healthy or unhealthy.

TITLE (place on front of cards)

ROLE-PLAYING SCENARIO (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.

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.

Activity #3: Characteristics of a Healthy Relationship (15 minutes)

Background: In this lesson, we discussed unhealthy relationships and the negative effects those relationships can have. This activity will be focused on healthy relationships and engage students' understanding of healthy relationships.

Directions: Tell students that healthy relationships bring out the best in you and make you feel good about yourself. A healthy relationship is respecting yourself and others. It does not mean having to be "perfect" 100% of the time.

- Distribute the list of Characteristics of a Healthy Relationship
- Review the list with the students.
- After reviewing the list have students:
 - name some of the qualities of a healthy relationship that are most important to them.
 - name any additional qualities of a healthy relationship they think should be included.

Characteristics of a Healthy Relationship

Trust – Confidence in each other that neither will do anything to hurt or ruin the relationship.

Respect – Valuing one another's beliefs and opinions and accepting one another.

Honesty – Being truthful and candid without feeling judged.

Kindness – Caring and empathetic to one another and providing comfort and support.

Independence – Having space to be yourself outside of the relationship.

Equality – Having a balanced relationship where each person puts forth the effort for the relationship's success.

Responsibility – Owning your actions and words and admitting your mistakes.

Healthy Conflict – Respectfully discussing issues and confronting disagreements without judgment.

Fun – Enjoying spending time together and bringing out the best in each other.

Communicate – Openly listening and talking to each other.



Characteristics of a Healthy Relationship Activity #3 Worksheet

Healthy relationships bring out the best in you and make you feel good about yourself. A healthy relationship is respecting yourself and others. It does not mean having to be “perfect” 100% of the time.

Directions: Using the list below, list what are some qualities of a Healthy Relationship and list any additional ones you think should be included.

Characteristics of a Healthy Relationship

Trust – Confidence in each other that neither will do anything to hurt or ruin the relationship.

Respect – Valuing one another’s beliefs and opinions and accepting one another.

Honesty – Being truthful and candid without feeling judged.

Kindness – Caring and empathetic to one another and providing comfort and support.

Independence – Having space to be yourself outside of the relationship.

Equality – Having a balanced relationship where each person puts forth the effort for the relationship’s success.

Responsibility – Owning your actions and words and admitting your mistakes.

Healthy Conflict – Respectfully discussing issues and confronting disagreements without judgment.

Fun – Enjoying spending time together and bringing out the best in each other.

Communicate – Openly listening and talking to each other.

Name the Qualities of Healthy Relationships that are important to you. Identify the relationships you are describing.

Name any additional qualities of a healthy relationship you think should be included.

Take-Home Activity : Sharing Thoughts on Personal 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 the 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 BOUNDARIES WORKSHEET

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

Personal Boundaries Take Home Worksheet

Cut the worksheet in half and have each side completed separately.
This Worksheet will help you discuss your feelings and concerns regarding personal boundaries.

Parent / Guardian	Teen
<p>Personal boundaries – are guidelines, rules or limits that a person creates to identify reasonable, safe and permissible ways for others to behave towards them and how they will respond when someone passes those limits.</p> <p>Select the behavior(s) you think your teen will list for each person. (Example: Friend - “tell secrets, give a ride, etc.”) When you finished, discuss with your teen the similarities and differences between your responses.</p> <p style="text-align: center;"><u>Behaviors</u></p> <p style="text-align: center;">kiss / shake hands / hold hands / hug / say “I love you” / text selfies / give a ride / share personal issues / give phone number / give your address / chat / text personal information / discuss family matters</p> <p>Family:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Good Friend:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Acquaintance:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Stranger:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Boyfriend / Girlfriend:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Someone You Only Met Online:</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 others to behave towards them and how they will respond when someone passes those limits.</p> <p>Select the behavior(s) you think are appropriate for each person listed. (Example: Friend - “tell secrets, give a ride, etc.”) When finished, discuss with your parent/guardian the similarities and differences between your responses.</p> <p style="text-align: center;"><u>Behaviors</u></p> <p style="text-align: center;">kiss / shake hands / hold hands / hug / say “I love you” / text selfies / give a ride / share personal issues / give phone number / give your address / chat / text personal information / discuss family matters</p> <p>Family:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Good Friend:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Acquaintance:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Stranger:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Boyfriend / Girlfriend:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Someone You Met Online:</p> <p>_____</p> <p>_____</p> <p>_____</p>

Cut Here

Personal Boundaries Take Home Activity Sheet

Cut the worksheet in half and have each side completed separately.
This Worksheet will help you discuss your feelings and concerns regarding personal boundaries.

Parent / Guardian

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

Select the behavior(s) you think your teen will list for each person. (Example: Friend - “tell secrets, give a ride, etc.”) When you finished, discuss with your teen the similarities and differences between your responses.

Behaviors

- kiss / shake hands / hold hands / hug /
- say "I love you" / text selfies / give a ride /
- share personal issues / give phone number /
- give your address / chat / text personal information /
- discuss family matters

Family:

Good Friend:

Acquaintance:

Stranger:

Boyfriend / Girlfriend:

Someone You Only Met Online:



Teen

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

Select the behavior(s) you think are appropriate for each person listed. (Example: Friend - “tell secrets, give a ride, etc.”) When finished, discuss with your parent/guardian the similarities and differences between your responses.

Behaviors

- kiss / shake hands / hold hands / hug /
- say "I love you" / text selfies / give a ride /
- share personal issues / give phone number /
- give your address / chat / text personal information /
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Family:

Good Friend:

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Cut Here