

Healthy and Unhealthy Relationships Grade 9

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 Video and Vocabulary *(15 Minutes)*
- Activity #2:** Role Playing Scenarios *(20 minutes)*
- Activity #3:** Identifying Healthy and Unhealthy Relationships *(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. 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 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 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 violating their personal boundaries.
- 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 adults 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.)
- 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: The introductory video Don't Let Pressure End Up as Sexual Abuse for grades 9 is designed to open discussion with teens about boundaries, peer pressure and setting personal limits to facilitate a class discussion and to reinforce the lesson's objectives. Remember to allow the teens to discuss freely.

Don't let Pressure End Up as Sexual Abuse (4:35)

<https://www.youtube.com/watch?v=F9lCVyLSHvc>

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, how did Kim violate Willow's personal boundaries?]

Emotional Boundaries – are limits you set for yourself regarding your thoughts, values, and beliefs. [In the video, what were the emotional boundaries Willow set for herself? What actions did she take to protect her boundaries?]

Personal Space – the physical space immediately surrounding someone, into which any encroachment feels threatening to or uncomfortable for him or her. [How was Willow's personal space violated?]

Limits — the point or edge beyond which something cannot go. The furthest edge of something. [What were Willow's limits?]

Secret — something that is hidden from others or that is known only to one or to a few. [Do you think Kim kept a secret from Willow?]

Self-respect — pride, and confidence in oneself; a feeling that one is behaving with honor and dignity. [How did Willow show that she had self-respect?]

Healthy relationship — when two people develop a connection based on trust, honesty, support, and mutual respect. [Do you think the relationship between Willow and Kim was a healthy relationship?]

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 others who are being bullied and 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)
- 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 personal boundaries/space being violated? Identify the violation.
 2. What would you do to keep yourself safe and stop further violations in this situation?

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.

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ACTIVITY #3: Identifying Healthy and Unhealthy Relationships (15 minutes)

Preparation: Show the video and make copies of the worksheet.

- Navigating Teen Life: Healthy Relationships (6:18)
https://www.youtube.com/watch?v=yI_W5H6O4CY&t=1s
- Healthy and Unhealthy Relationships Worksheet

Directions: Review the directions at the top of the worksheet with the students.

HEALTHY / UNHEALTHY RELATIONSHIPS

Directions: Understanding healthy boundaries can help you make good choices in your relationships and help protect you against negative peer pressure. Complete the circle by placing the correct descriptive word in the **HEALTHY RELATIONSHIPS** OR **UNHEALTHY RELATIONSHIPS** section of the circle.

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: _____

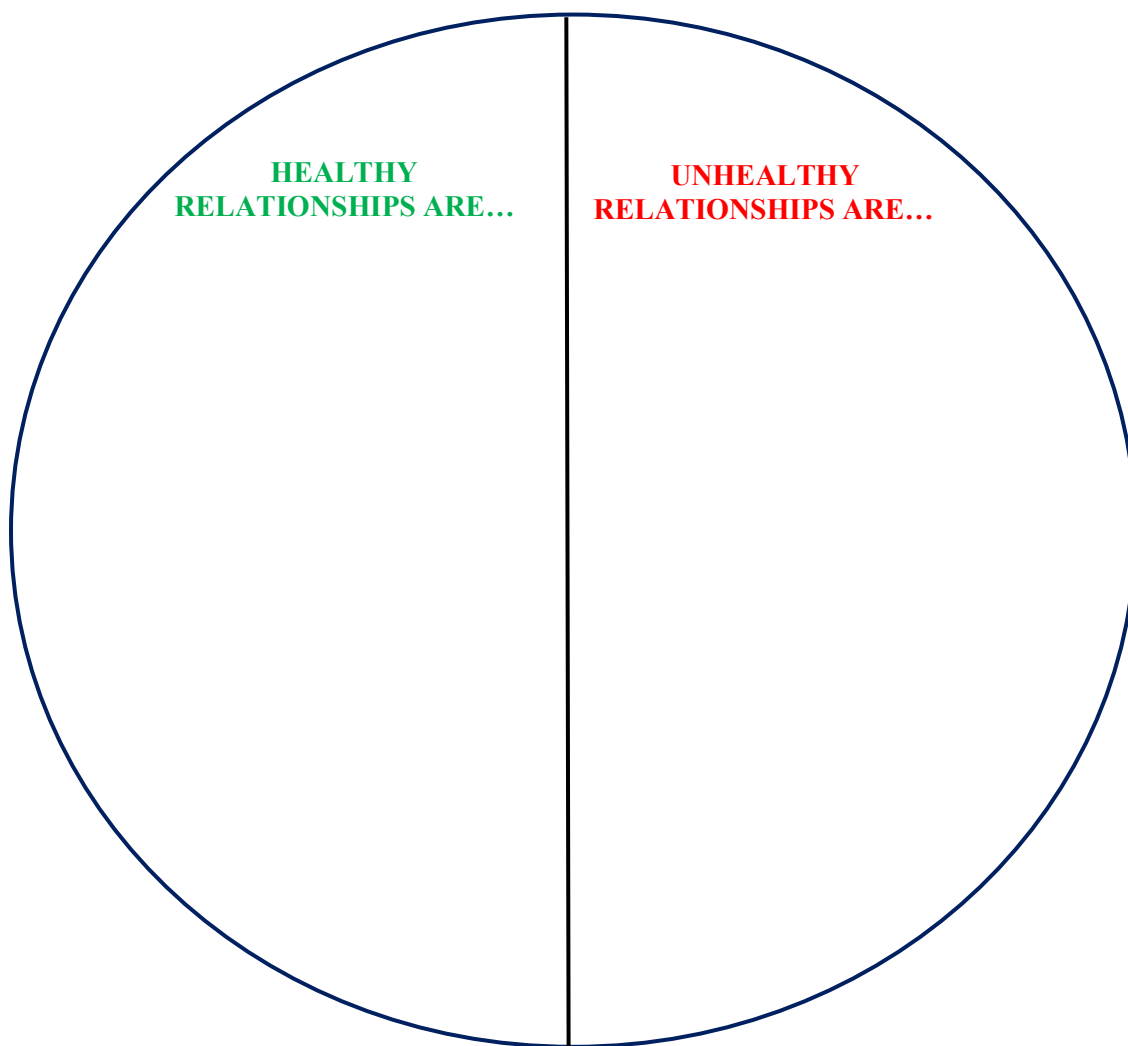
HEALTHY / UNHEALTHY RELATIONSHIPS

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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



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

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

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
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	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 / discuss family matters
Family: _____ _____ _____	Family: _____ _____ _____
Good Friend: _____ _____ _____	Good Friend: _____ _____ _____
Acquaintance: _____ _____ _____	Acquaintance: _____ _____ _____
Stranger: _____ _____ _____	Stranger: _____ _____ _____
Boyfriend / Girlfriend: _____ _____ _____	Boyfriend / Girlfriend: _____ _____ _____
Someone You Only Met Online: _____ _____ _____	Someone You Met Online: _____ _____ _____

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 /
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Family:

Good Friend:

Acquaintance:

Stranger:

Boyfriend / Girlfriend:

Someone You Met Online:

Cut Here