



KidsHealth.org/classroom

Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- Activities for Students
- Reproducible Materials

Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to access valid information and products and services to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

National Health Education Standards: <http://www.cdc.gov/healthyschools/sher/standards/index.htm>

Healthy relationships involve respect, kindness, and trust. Sadly, roughly 1 in 10 teens report being physically hurt by a date. Even more teens are the victims of subtler types of emotional abuse. The following activities will help your students learn to recognize and protect themselves from the dangers of unhealthy relationships.

Related KidsHealth Links

Articles for Teens:

Love and Romance

TeensHealth.org/en/teens/love.html

Am I in a Healthy Relationship?

TeensHealth.org/en/teens/healthy-relationship.html

Abusive Relationships

TeensHealth.org/en/teens/abuse.html

How to Break Up Respectfully

TeensHealth.org/en/teens/break-up.html

Getting Over a Break-Up

TeensHealth.org/en/teens/broken-heart.html

How Can You Stop Before Things Go Too Far Physically?

TeensHealth.org/en/teens/brakes-on.html

Discussion Questions

Note: The following questions are written in language appropriate for sharing with your students.

1. If your best friend were jealous, controlling, or hurtful, he or she probably wouldn't be your best friend for long. But some people think it's OK to tolerate such behavior from a boyfriend or girlfriend. Why?
2. People often say that the foundation of a healthy relationship is a good friendship. What does this mean? What are some of the qualities you would look for in both a friend and a partner?
3. Some relationships start off fine, then turn bad. One partner may begin to emotionally, physically, or sexually abuse the other. What are some examples of abusive behavior? Is abuse ever the victim's fault?
4. Many people try to impress their friends. In what ways can this type of peer pressure affect relationships? Is it different for guys and girls?
5. Do you think it's easy or hard to leave an unhealthy relationship? If a friend confided in you that he or she was being abused, emotionally or physically, by a partner, what could you do to help?



Activities for Students

Note: The following activities are written in language appropriate for sharing with your students.

Raise a Red Flag

Objectives:

Students will:

- Identify the warning signs of an unhealthy or abusive relationship
- Learn where to turn for help if they're ever in an unhealthy or abusive relationship

Materials:

- "Raise a Red Flag" handout
- Small red flags (these can be homemade or you can hand out red construction paper to each student to serve as flags)

Class Time:

- 45 minutes to 1 hour

Activity:

You've probably heard the expression "raise a red flag" as a way to signal a possible problem or danger.

Today we're going to use red flags to signal the warning signs of an unhealthy or abusive relationship. First, read the TeensHealth.org articles to learn what qualities you should expect from a good relationship, and which ones might raise suspicions that your partner is controlling or abusive. Then we're going to read a list of relationship situations. After each relationship situation, raise your red flag if you think the behavior is concerning in any way. At the end, we'll talk about what we learned and discuss ways to get help if you ever find yourself in an unsafe dating situation.

Extensions:

1. Role-play a conversation with a friend who just confided that her boyfriend smacked her in anger last night. What would you say to her if she says it didn't hurt that much and was no big deal? What would you say if she said it was her fault for making him angry? What would you say if she said her boyfriend said he was sorry and that it wouldn't happen again?
2. Role-play a conversation between two guy friends, one of whom saw the other yell at his girlfriend and push her against a wall at a party. Make it clear that the witness to the abuse doesn't approve of what his friend did.



Relationship Bill of Rights and Responsibilities

Objectives:

Students will:

- Make a list of the rights and responsibilities all people have in relationships

Materials:

- “Relationship Bill of Rights and Responsibilities” handout
- Pen or pencil

Class Time:

- 30 minutes

Activity:

So that hottie from math class finally texted you, and now you can hardly think of anything else. Yep, it’s official – you’re crushing big time. Well, before you go floating up to Cloud 9, let’s talk about what a healthy relationship looks like. Does it include a partner who thinks you’re awesome just the way you are, or one who constantly puts you down? One who listens and wants to help when you’re upset, or one who doesn’t seem to care? One who makes you feel protected and important, or powerless and inferior?

As a class, we’re going to create a list of relationship rights and responsibilities – the way you deserve to be treated and the way you should treat others. Let’s start with a few basics: You have the right to be spoken to with respect. You have the right to be treated as an equal. And above all, you have the right to feel safe, always.

What are your other relationship rights? What are your relationship responsibilities?

Reproducible Materials

Handout: Raise a Red Flag

KidsHealth.org/classroom/6to8/personal/growing/healthy_relationships_handout1.pdf

Handout: Relationship Bill of Rights and Responsibilities

KidsHealth.org/classroom/6to8/personal/growing/healthy_relationships_handout2.pdf

Quiz: Healthy Relationships

KidsHealth.org/classroom/6to8/personal/growing/healthy_relationships_quiz.pdf

Answer Key: Healthy Relationships

KidsHealth.org/classroom/6to8/personal/growing/healthy_relationships_quiz_answers.pdf



Name: _____

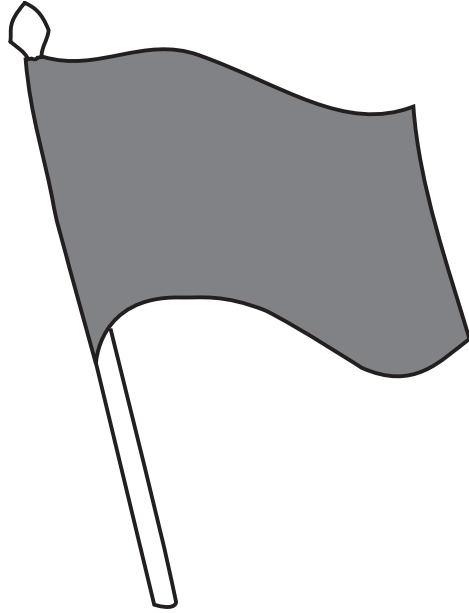
Date: _____

Raise a Red Flag

Instructions: Read the list of relationship situations. After each one, raise your red flag if you think the behavior is concerning in any way.

Your partner:

1. Says "I love you"
2. Lies to you about where he or she is going
3. Gets jealous if you talk to someone else
4. Constantly accuses you of cheating when you haven't
5. Asks what you want to do on the weekend
6. Makes an effort to get to know your friends and family
7. Cheers you on at games or recitals
8. Puts you down
9. Understands that no means no
10. Makes decisions for you
11. Compliments you
12. Seems obsessed with you
13. Blames you for things that go wrong
14. Says "no one else would ever want to be with you"
15. Makes you laugh when you're sad
16. Criticizes you
17. Breaks things in anger
18. Wants to know where you are at all times
19. Pressures you to do things you don't want to do
20. Respects your opinions
21. Makes you feel guilty for having outside interests
22. Threatens you when you don't do what he or she says
23. Tracks you down when he or she can't find you
24. Expects you to stop seeing your friends
25. Calls you names
26. Pushes you around
27. Is proud when you succeed
28. Thinks your interests are stupid
29. Tells you that you're lucky to have him or her
30. Hits you





Relationship Bill of Rights and Responsibilities

Date: _____

Instructions: Sign your name and write your rights and responsibilities in a healthy relationship.

I, _____, have the right to:

I, _____, have the responsibility to:



Name: _____

Date: _____

Quiz

Instructions: Answer each question.

1. List three characteristics of a healthy relationship.

2. List three examples of emotional abuse.

3. List three examples of physical abuse.

4. List three ways to support a friend who's being abused.

5. List three people or organizations you could turn to for help if you were in an abusive relationship.



Quiz Answer Key

1. List three characteristics of a healthy relationship.

Any of the following: Mutual respect, trust, honesty, support, equality, good communication, physical safety, etc.

2. List three examples of emotional abuse.

Any of the following: Teasing, bullying, humiliation, threats, intimidation, putdowns, betrayal, etc.

3. List three examples of physical abuse.

Any of the following: Slapping, pushing, grabbing, shaking, smacking, kicking, punching, pulling hair, etc.

4. List three ways to support a friend who's being abused.

Any of the following: listen to him/her, believe him/her, don't judge him/her, tell him/her it's not his/her fault, don't talk badly about his/her partner, offer to help him/her get help, etc.

5. List three people or organizations you could turn to for help if you were in an abusive relationship.

Any of the following: parents, teachers, religious leaders, school nurses, teachers, school counselors, doctors, crisis centers, teen help lines, abuse hotlines, etc.
