

Session 8.6

Healthy and Unhealthy Relationships

Session Overview:

1. Introduction: This unit teaches about the consequences of sexual activity and pregnancy based on the science of biological sex. Teachers and facilitators can acknowledge that there are other perspectives based on theories about gender fluidity. Healthy Future's teachers and facilitators should follow local school district policy when teaching this sensitive content. Facilitators/Teachers should be considerate of students who may be struggling with gender dysphoria and consider meeting with the student and their parents before teaching this unit to give them an opportunity to opt out of the session or participate with the understanding that the content is taught from a scientific biological perspective. Referrals can be made to mental health experts as appropriate. School districts can choose to modify this process as necessary according to school district policy. Guidelines for gender dysphoria are provided by request to licensed users of Healthy Futures Nu-CULTURE. Please also see the Creating Safe Spaces suggestions in the Introduction Section.
2. Review Session 8.5.
3. Pass out blank question cards.
4. Facilitate a discussion about characteristics of healthy and unhealthy relationships.
5. Show and discuss the All Falls Down video.
6. Collect completed question cards.
7. Pass out Parent/Trusted Adult Connection Form Session 8.6: Healthy and Unhealthy Relationships.

Learning Objectives:

- Participants will recognize that every decision has consequences, some good and some bad.
- Participants will identify the steps to making good decisions.
- Participants will acknowledge how giving in to peer pressure can lead to unhealthy decisions.

Classroom Planning:

- Review Session 8.6 curriculum.
- Review All Falls Down video.
- Make copies of handouts.
- Provide a calendar to parents/students so they know the date that this unit is taught so that students can choose to opt out for an alternative activity or lesson. Engage the support of a school counselor or mental health specialist to support the diverse needs of students as appropriate.

Materials Needed:

- Computer, projector, speakers
- Jar of Now and Later candy
- Conversations PowerPoint (8.6.2)
- All Falls Down Video (8.6.3)
- Big 3 Review Video (Session 8.6)
- Handouts
 - Characteristics of Healthy and Unhealthy Relationships (Handout 8.6.2)
 - All Falls Down (8.6.3)
 - Parent/Trusted Connection Form Session 8.6: Healthy and Unhealthy Relationships
- Question cards
- Question bag

The Standards:

- See Appendix E for a list of state and national standards met in this session. Individual State Standards by Request.



Educator states:

Before we start today's lesson, let's review the Big 3 that we learned yesterday:

The BIG 3:

- We all have emotional needs that need to be met to be successful in life.
- It is important to meet our emotional needs in a healthy way.
- Sexual activity creates emotional bonds that lead to heartache if they are broken.

Notes:

Notes:**Educator states:**

Later in this session we are going to watch a video and the teens in that video will all be making some decisions about romantic/dating relationships. Before we get to the video, we want to discuss characteristics of healthy relationships.

As we mentioned before, now that you are in 8th grade and starting to think about high school, we want to focus more on characteristics of healthy teen romantic/dating relationships. We want to hear from you.

Educator highlight: Use prompts below to start a conversation about characteristics of a healthy relationship and write responses on the board. Refer back to related 6th grade and 7th grade sessions. If the participants have trouble coming up with answers, offer some suggestions, using the opposite characteristic (e.g., would you want to be in a relationship where the person talked about you behind your back or lied to you?). It is important for participants to understand that you are asking if these particular characteristics are healthy/unhealthy if they are prominent characteristics in the relationship. Remind participants, “There is no relationship where there is no disagreement or arguments. As individuals we all have our own thoughts and opinions and will not always agree with our partner. What we want you to think about is, would you want a relationship where that was what happened most of the time?”

- What characteristics do you think of when you hear the term healthy relationship?
- How does it feel to be in a healthy relationship with someone?
- How does this build on the characteristics of good friends we discussed in 6th and 7th grade?
- What are some characteristics of a relationship that you would want to be in?

What I hear you saying is that a healthy relationship is one that builds up both people physically or emotionally.

Now we are going to show you some examples of teen text message conversations. We will show two or three lines and want you to identify what characteristic of a relationship the conversation represents. Then we want you to tell us if it was a healthy or unhealthy relationship for an 8th grade romantic/dating relationship.

You are going to use the handouts in your folder and fill it out as we go along.

[Pass out the Characteristics of Healthy and Unhealthy Relationships (Handout 8.6.2). Discuss each slide in the Conversations PowerPoint and give the participants time to complete their handout after each slide.]



[Show Conversations PowerPoint.]

PPT Slides: Conversations



[Slide 1]



[Slide 2]



[Slide 3]



[Slide 4]



[Slide 5]



[Slide 6]

Notes:

Notes:

PPT Slides: Conversations



[Slide 7]



[Slide 8]



[Slide 9]



[Slide 10]



[Slide 11]

Notes:**Educator states:**

You did a great job recognizing what healthy and unhealthy relationships might sound like!

Having healthy relationships is a choice.

[Hold up the Characteristics of Healthy and Unhealthy Relationships (Handout 8.6.2).]

Do you see people walking around like this, with their qualities stuck on them? Is it that obvious in real life?

[No.]

Can you look at someone and tell whether or not they are going to be abusive in a relationship or whether they'll respect you and treat you as equal?

[No.]

It takes time to get to know the true qualities in a person. Learning to recognize qualities of healthy and unhealthy relationships can be challenging and we hope this exercise will help you prepare to do that. It is really important to be able to tell the difference between a healthy and an unhealthy relationship. Why would we say this?

[Write down participants' responses.]

Right. If you can recognize when a relationship is healthy you are in a better position to build up those qualities in yourself and choose those qualities in the person you date. Because it's not just about what you look for in someone else, you need to make sure that you also show these healthy qualities.

Notes:

Educator highlight: During Session 8.6 participants view and discuss *All Falls Down*, a video written, produced and directed by teens from Scenarios USA. Make sure you have viewed the film and are familiar with the themes presented.

Educator states:

Today we are going to be continuing our conversation about relationships and making healthy choices. Healthy relationships with family, friends, and boyfriends/girlfriends will help you achieve your goals and dreams. It is important to be able to recognize whether a relationship is healthy and helps you work toward your goals and dreams or if it is unhealthy and making it harder to reach your goals and dreams.

We are going to be watching a short video called *All Falls Down*. It was written and directed by teens. It is about relationships and about the choices that the three girls and three guys make in relationships.

We are going to watch the video in three parts, stopping between each part to talk about what's going on with the different characters in the video.

We are going to give you a handout with the main characters on it. You can write words or phrases on your handout that could help you remember facts about each teen in the video.

Educator highlight: Not all questions need to be asked, just enough to get the conversation going.

[Pass out the All Falls Down (Handout 8.6.3) and show the *All Falls Down* video following timing listed below.]

Part 1 (stop at 4:23):

1. What do you know about the 3 girls and 3 guys after watching this portion of the video?
2. Did you learn anything about their families?
3. How did the guys approach the girls to start a conversation?
4. Do you think the way the guys approached the girls is a good way to meet someone?
5. What do you think of Quiana's choice to agree to hangout with Tyrone?
6. What do you think will happen next in the video?



Notes:**Educator states:**Part 2 (stop at 8:06):

1. What do you think of the way Tyrone approached Quiana on the train? Did his approach work in getting to know her?
2. Why did Quiana end up having sex with Tyrone? What do you think about these reasons?
3. What pressures do you think guys have to deal with in trying to start a relationship?
4. Why do you think the guys were saying not to call a girl on the phone? What did Sean think about his friends' views about how to treat a girl?
5. How was Sean different? How does peer-pressure play into this?

Part 3 (until the end):

1. What happened with Nycole? Remember she was the one who said "never in a million years." Why did she end up having sex with Sharod? How does alcohol affect your ability to make decisions?
2. What were the girls stressed about during their last ride on the train?
3. What couple do you think has the healthiest relationship? Why?
4. What choice did Portia and Sean decide to make?
5. What do you think the benefit of this choice might be?



Notes:**Educator states:**

Many of you mentioned that you thought Portia and Sean looked like they were making good choices. Their relationship had the characteristics of trust, respect, and support as well as a choice to delay sexual activity.

These choices set them up to have a healthy relationship. We think this is important to emphasize because it all begins with our choice and...

The choices you make...NOW will affect you...LATER!

The BIG 3:

- A healthy relationship is one that builds up both people emotionally and physically.
- It is important to know the characteristics of a healthy relationship so that you can know if you are in one.
- Choosing a healthy relationship can help you avoid risky behaviors and achieve your goals and dreams.

[Remind participants of the question cards and to place them in the question bag. Pass out Parent/Trust Adult Connection Form Session 8.6: Healthy and Unhealthy Relationships and collect completed forms from Sessions 8.5.]

