**West Virginia Body Safety, Education, & Empowerment Sample Lesson**

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| **Grade level:**  6-8 | |
| **Title of Lesson:**  Healthy vs. Unhealthy Relationships | |
| **Summary:**  This lesson develops students’ understanding of the traits of healthy relationships and unhealthy relationships. Specifically, this lesson defines consent and the importance of consent in building healthy relationships. | |
| **WV CCR Student Success Standards**  DSS.6-8.5 *Protect Emotional and Physical Safety*   * Identify and apply strategies to reduce stress and protect safety, differentiating between situations requiring self-help, peer support, adult or professional help. * Develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation, and other violent acts or dangerous situations. * Identify and utilize communication skills and strategies to participate in only safe and healthy activities. * Know emergency contact information; identify and utilize school and community resources to protect personal safety. | |
| **WV CCR Wellness Education Standards**  WE.6.21 Use positive communication skills to build and maintain healthy relationships.  WE.6.22 Explain refusal and negotiation skills to avoid or reduce risks of dangerous situations. | |
| **Students will know and understand:**  After this lesson the students will know and understand healthy relationships, unhealthy relationships, and consent.   * traits of healthy relationships * traits of unhealthy relationships * definition of consent * importance of consent/refusal | |
| **Students will be able to:**   * utilize refusal skills * recognize healthy and unhealthy relationships. * identify healthy relationships * identify unhealthy relationships * demonstrate refusal skills * explain the importance of consent | |
| **Materials & Resources:**   * 6-8.1 Vocabulary handout * 6-8.2 Scenario handout | **Key Vocabulary:**   * abuse * consent * healthy relationship * refusal * relationship * unhealthy relationship |
| **Learning Plan:**  *Introductory Activity* *(10-12 minutes)*  **Say**: Today we will be talking about relationships. Specifically, we will be looking at what determines whether a relationship is healthy or unhealthy.  **Say**: By a show of hands how many of you think you have an idea of what a healthy relationship is and what an unhealthy relationship is?  **Say**: Before we start, it is important to understand that for some people this may be a difficult topic to discuss. Everyone is expected to be respectful and take this lesson seriously. If you notice you are starting to get uncomfortable, that’s ok! Try to stick with me and finish out the whole lesson. However, if you really feel like you need a break or need to step out to speak with someone, raise your hand and let me know.  **Say**: Today we’re going to talk about healthy and unhealthy relationships.  **Do**: Pass out the definition cards along with the words that go with them (handout 6-8.1)  **Say**: We are going to start by learning vocabulary used in today’s lesson.  **Activity**: Pass out the slips of papers so that every student has either a vocabulary word or a definition paper. Instruct the students with a vocabulary word to stand up and go to one side of the room. Instruct those with definitions to go to the other side of the room. Students will then have three to four minutes to find the student who has the vocabulary word or definition that aligns with what is on their paper.  **DO:** After students have matched the word with the definition, have them read each aloud to assess understanding.  **Do**: Either verbally or on a board, go over the terms or match them with the correct definitions.  Core Activity *(20-30 minutes)*   1. Group Scenario Activity *(10-15 minutes)*   **Do**: Split the class up into groups of 4 or 5 students. Give each group a scenario. (handout 6-8.2)  **Say**: Select one person in your group to be the reader and one to be the writer. The reader will read the scenario to the rest of the group. Afterwards, the whole group will work to answer the following questions. *(You can provide each group a copy of the questions or write them on the board.)*  i. Is this a healthy or unhealthy relationship?  ii. If you think it is healthy relationship, why?  iii. If you think it is an unhealthy relationship, why?  iv. What are some things the main character can do to help their situation?  v. What can the abusive person do to change their actions?  vi. If you witnessed this as a bystander or heard about it, how could you help?   1. Whole class discussion *(10-15 minutes)*   **Do**: Bring everyone’s attention back to the whole class  **Say**: Ok, now we’re going to go around to each group and share your responses.  **Do**: Pick one scenario to begin and read the scenario aloud. For each scenario, have the group share their answers. Be sure to lead the discussion by keeping the comments appropriate and providing clarification when necessary.  **Do**: Repeat the previous step until you have heard from each group.  *Lesson Wrap-up (3- 5 minutes)*  **Say**: The goal of this lesson was to help you understand the difference between healthy and unhealthy relationships and also to give you information to help keep you safe.  **Say**: Raise your hand if you feel like this lesson was helpful.  **Say**: Would anyone like to share something they learned?  **Do**: If no one volunteers, you can try to call on someone.  **Say**: If anyone has questions about what we have discussed, feel free to ask. You may want to talk in private. Your teachers and school counselor are available to talk if you have questions or need help. | |
| **Checking for Understanding:**  To wrap up, ask students to answer the following question on a sticky note or half sheet of paper. “List one thing from this lesson you think every classmate should know.” | |
| **Accommodations:**  Follow all accommodations and modifications required by the student’s IEP, 504 Plans, and SAT. | |

**6-8.1 Vocabulary Handout**

This handout has been designed for use during the introductory activity.

Prior to class, cut out the words and definitions. Ensure that there are enough so that each student has either a word or definition. Some students may have the same word or definition depending on the size of the class.

* **Abuse** – To treat someone or something with cruelty or violence, especially if it’s repeated.
* **Consent** – The act of willingly agreeing to an action or interaction with another person.
* **Healthy Relationship** - When two or more people develop a connection based on mutual respect, trust, honesty, and support.
* **Relationship** – The way in which two or more people are associated or interact with each other.
* **Refusal** – The act of clearly indicating or saying “no”.
* **Unhealthy Relationship** – When one person in a relationship tries to exert control and power over the other in either a physical, psychological, and/or emotional way.

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| Relationship | The way in which two or more people are associated or interact with each other |
| Healthy Relationship | When two or more people develop a connection based on mutual respect, trust, honesty, and support |
| Unhealthy Relationship | When one person in a relationship tries to exert control and power over the other in either a physical, psychological, and/or emotional way |
| Abuse | To treat someone or something with cruelty or violence, especially if it’s repeated |
| Refusal | The act of clearly indicating or saying “no” |
| Consent | The act of willingly agreeing to an action or interaction with another person |

**6-8.2 Scenario Handout**

**Healthy Vs Unhealthy Relationships**

This handout has been designed for use during the core activity.

Prior to class, print the scenario pages for each group. Some groups may have the same scenario depending on the size of the class.

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| **Scenario 1:**  Amy and Jesse are one of the first couples in 7th grade. Amy loves that everyone knows they’re a couple, and always holds Jesse’s hand in the hallway or puts her arm around Jesse. Jesse really likes Amy but has never been a person who likes being touched, and doesn’t like when Amy touches him in public. The next time Amy sees Jesse at school, she wraps her arm around Jesse’s waist, gives a gentle squeeze and says, “Hi!” Jesse, embarrassed, says, “You don’t have to do that every time we see each other.” Amy pulls back immediately, says “fine” and walks away. | |
| **How well do you think Jesse handled this situation? Is there anything Jesse could or should have done differently?** | **How well do you think Amy handled this situation? Is there anything Amy could or should have done differently?** |

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| **Scenario 2:**  Max and Julia spend a lot of time together now that they are a couple. When they find time alone, they like to kiss a lot. Max really wants to do something more. The next time they are alone together, he tries to put his hand up Julia’s shirt. Julia pulls her shirt down and says, “No,” but keeps kissing Max. He tries again, and she says, “Max, no!” Max remembers seeing in a movie that if you keep trying, sometimes the other person gives in –so he tries again. Julia pushes him off, stops kissing him, and says, “I’m going home” and leaves. | |
| **How well do you think Max handled this situation? Is there anything Max could or should have done differently?** | **How well do you think Julia handled this situation? Is there anything Julia could or should have done differently?** |

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| **Scenario 3:**  Jack and Diane have been friends for a long time. One day Jack hears about a game other kids in school are playing. The game is for each girl to see how many nude pictures they can collect from boys in their class. The girl with the most pictures is the winner. One day, Diane asks Jack if she will send him a nude picture of himself with his face cropped out of the picture. Jack tells her no because he doesn’t want to take pictures like that. Diane pressures him saying, “No one will know it is him except for me and I won’t tell.” Jack says no again. Diane continues to pressure him saying, “This will help me make lots of new friends and if you really care about me, you would just send the picture. Jack feels like he is disappointing her, and tells Diane he will think about it. | |
| **How well do you think Jack handled this situation? Is there anything Jack could or should have done differently?** | **How well do you think Diane handled this situation? Is there anything Diane could or should have done differently?** |