



It's All About
the Future



High School
Lesson

YES You Can! **Module** ***Qualities of Healthy Relationships***



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Qualities of Healthy Relationships



Objectives

After completing the lesson, students will be able to:

1. demonstrate the difference between loving and using.
2. assess how relationship choices now impact one's future ability to give and receive love.
3. formulate strategies to enhance and maintain mature, loving, respectful and healthy relationships.
4. differentiate signs of unhealthy or abusive relationships.
5. develop strategies to address domestic or dating violence and end unhealthy relationships.

Overview of Lesson

A. Introduction

B. Heart Health

1. Love vs. Using
2. Discussion of **Teen Sex: Positives** list from Lesson 1
3. Healthy Heart Activity

C. Relationship Health

1. Qualities of Healthy Relationships
2. Relationship Advice
3. Relationship Flags Activity
 - o **Relationship Flags** handout
4. Relationship Abuse
 - o **Rape/Date Rape** Handout
5. How To End a Relationship
 - o **How To End A Relationship** handout

Materials

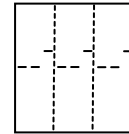
- Markers
- A sheet of newsprint or poster board
- Tape or other means of hanging newsprint
- Two 8.5 x 11 pieces of red paper
- Scissors

Materials Cont'd.

- Three strips of colored paper: one red, one green and one yellow for each student
- Copies of the following:
 - Relationship Flags handout (pg. 17)
 - Rape/Date Rape handout (pg. 19)
 - How To End A Relationship handout (pg. 20)

Advance Preparation

- Copy the handouts for each student.
- Copy the two hearts on white paper, glue them onto red paper and then cut into heart shape.
- Display the “Teen Sex: Positives” list created in Lesson 1.
- Cut for each student a red, green and yellow piece of paper, each approximately 3 x 5 inches that will serve as their “flags.”



A. Introduction

Everyone wants a heart that is healthy and free to love. Today we are going to be looking at how to keep our hearts healthy.

B. Heart Health

1. Love vs. Using

Just as being in good physical condition largely depends on the choices one makes, e.g. choices to exercise, eat right, and rest enough, our emotional or “heart condition” is also primarily a matter of choices we make. Choices about sex, love and relationships can hurt or harm our heart health. Conditions of the heart include being:

 *whole hearted*

 *broken hearted or*

 *hardhearted*

For example, the choice to give and receive real love strengthens our heart muscles. The more we love, the more we are able to give and receive love.

*Humans are made to desire authentic love. Real love is not simply a matter of feelings or being “in love,” but of wanting and working for what is best for another person. The opposite of real love is not only obvious things like hate, but also less obvious things like “using.” When we use another person, we treat him/her as a means to an end – as a way to **get** something we want, rather than giving to another what is best for them.*

USING THINGS...GOOD

It is appropriate to use things:

- *food to nourish us and give us pleasure*
- *cars to get to places we want to go*
- *paper to read or write on.*

When these things are no longer useful to us, we get rid of them. Leftover food ends up in the garbage; cars that we no longer need are sold for parts, traded in, or go to the junkyard; paper is trashed or recycled. This is an appropriate way to use and treat things.

USING PEOPLE...NOT GOOD

It is not appropriate to use people. But, we are tempted at times to use people:

- *to make us popular*
- *to make us feel good or*
- *to get something we want.*

Human persons should be valued for who they are, independent of what we can “get” from them.

BEING USED...HURTS

Have you ever trusted someone only to find out they were pretending to be your friend because they wanted something?

- *to copy your homework*
- *to be introduced to someone you know*
- *to borrow something*

Nobody likes to be used.



If you haven't completed the Module titled, "*Media Messages, Truth or Myth?*" you will need to do an extra step with your class. Use a self-stick wall pad (like a huge Post-It) to come up with a list of **Teen Sex: Positives**, the reasons teens give for having sex. (See example below).

2. Discussion of Teen Sex: Positives list

- a. Display the sheet of newsprint/self-stick wall pad titled, **Teen Sex: Positives** from the module titled, "*Media Messages, Truth or Myth?*".
- b. Invite students to list the reasons why teens have sex. This should be done without censorship. No reason is off limits, and it isn't assumed that you personally agree with it. However, request that students be respectful by keeping the language clean. Expect that kids may use words like "horny" but tell them to stay away from expletives. Offer that if they don't know a word other than an unsuitable term they can say it quietly to you and you will give them an appropriate alternative.

<u>All About Me</u>	<u>Teen Sex: Positives</u>	<u>For Love</u>
✓	• Feels good	
✓	• Experience	
✓	• Helps you fit in, feel cool	
✓	• Feel wanted	
✓	• Makes you popular	
✓	• Showing your love	✓
✓	• Feel older	

On the left upper corner of "Teen Sex: Positives" write "All About Me."

On the right upper corner of the list write, "For Love."

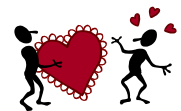
- c. *Let's look back at the list of "Teen Sex: Positives" that we created in the first class. Refer to the list. How many of these reasons are for real love, and how many stem from selfish desires?*
- d. Discuss each item listed. Have the students give their answer. If they decide the reason is a selfish one, put a check next to it under "All About Me." If the reason is "For Love," put a check on the right side.
- e. *Does it surprise you that few of the reasons for having sex are because of love? Do you want to be the means by which someone proves something:*
 - *gets back at an ex?*
 - *scores?*
 - *wins a bet, or has something to brag or feel cool about?*

When you are not sexually active it frees you from being sexually manipulated and being used in a sexual way. It frees you from having to wonder, when he or she says, "I love you," whether it really means, "I love it..." (sex).

Using hurts not only the one who is used, but also the one who does the using. When we practice using, it lessens our ability to love. Have you heard the expression practice makes perfect? Practice also makes permanent.

You see that illustrated in sports. Athletes who wish to excel spend hours and hours practicing the right moves—the perfect pitch, the jump shot, the correct dive, and the touchdown pass. They practice until the moves become second nature, so that on the big day—the big game or championship, the play will come naturally and be executed to the best of their ability. What would happen if a pitcher instead practiced purposely throwing outside the strike zone? Or a diver practiced belly flops? Or a football team practiced fumbling the ball? What play/move would come naturally on the big day? [Whatever had been practiced.]

Similarly, the choices we make now about sex and love create a heart condition that affects our ability to give and receive love not only now, but also in the future.



3. Healthy Heart Activity

Concept:

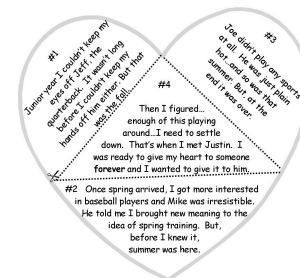
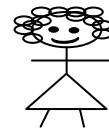
This demonstration begins to explain what happens to our heart (our moral base) when we get lured away from the best and start to believe in myths.

Recreational Sex/Good Time Girl Demo:

During this demonstration, you will first play a girl's part, then a boy's. When you are of the correct gender for the part you can just play yourself. When a female teacher plays the male role you may want to put your collar up or put on a tie. A male playing the female role may want to make your voice higher or do something similar that denotes a change in gender.

Instructions:

- a. Draw a stick figure on the board and label it, "Good Time Girl."
- b. *In life we end up one of three ways: Wholehearted, brokenhearted, or hard-hearted. No one plans on being brokenhearted or hard-hearted, yet it happens. What is that person thinking who views the intimate act of sexual activity as just for recreation or fun? Let's look at the "Good Time Girl" who wants to feel good and have fun.*
- c. Demonstration of: RECREATIONAL SEX
Hold the red construction paper heart facing the students with the scripted words of Good Time Girl (page 15) facing you. Go around the room with scissors and her red heart cutting off each of the scripted lines rather casually after you read them, giving piece after piece away to students in the room. **The cutting represents a calculated approach to intimacy.** Then, with the last piece, pretend to find your spouse. Dramatically and sadly give the piece of your heart that remains.

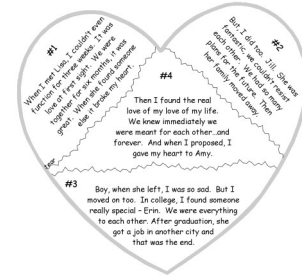


Serial Monogamy/Good Hearted Guy Demo:



- a. Draw a stick figure on the board and label it, “Good Hearted Guy.”
- b. *This is the “Good Hearted Guy.” He just wants to feel special and to give and receive love.*
- c. *We’re going to demonstrate: SERIAL MONOGAMY.*

Taking the second red heart, do the same thing as earlier but this time tear, don’t cut, the pieces of his heart as you read the scripted lines. With each ended relationship, you tear a piece of his heart and give it away very sadly and slowly. **The tearing represents the pain of ending a relationship that has become intimate.** Then, again with the last piece, pretend to find your spouse. Dramatically, with sadness, give the piece of your heart that remains.



The end result for the Good Time Girl was that recreational sex made every relationship seem disposable – one relationship was as good as the next. In the end, she becomes disposable to other people too and her heart becomes hardened to the intimacy of sex.

The end result for the Good Hearted Guy was that his heart was hurting. With each lost relationship his heart once again became damaged. His tendency was to take what’s good out of a relationship while it lasted and then move on to the next one.

Collect the last heart pieces that were given out in the two demonstrations (one with cut edges and one with torn edges) and hold them up.

In both cases, the heart that remains after repeated sexual encounters has been changed.

C. Relationship Health

Concept:

Evaluating the qualities of a relationship will show if it is healthy or not.

Instructions:

1. Qualities of Healthy Relationships

There are important components to healthy relationships. We can actually predict whether a relationship will be healthy or not by evaluating whether it has these components or not.

List the following qualities of healthy relationships on the board and explain them.



Respect

In a healthy couple, there is mutual respect. Each looks up to, but does not idolize, or idealize, the other person.

Trust



A healthy couple has a mutual trust. Each person trusts the other to be honest, to be faithful, to look out for the other's best interest.



Personal Wholeness

In a healthy couple, both persons are free to be themselves. Each person is accountable for the actions and choices he or she makes. It is appropriate to have other activities, interests, and friends apart from the person you are in a relationship with. These should add to, not subtract from, what you share with each other. While it is good to spend time together, it is important that the person you are with not be your entire social life. If your world revolves entirely around another person, and he or she leaves, your world will come crashing down.

Good Communication

A healthy couple is able to communicate ideas and feelings -- not only those on the surface, but the deeper parts of who you are.



Free Giving of Oneself

A relationship is always a gift. It should not be a matter of force or pressure. Nor should it be about what I can get from the other person, socially or any other way.

Emotional Maturity



While all of us at times experience negative emotions, anger, jealousy, and insecurity, those things should not be allowed to dominate our relationships. Both persons should be able to express feelings and emotions constructively, without hurting each other. Manipulation is never appropriate in a caring relationship.



Creativity

A good relationship should make your world grow. You make and involve new friends and new interests as a result of your association with the person you care about.

Virtue/Character Growth



Loving another creates a desire in us to be kinder, more understanding, more virtuous. In a healthy relationship, you will find yourself desiring to be the best person you can be.

Shared Values



Couples with common values, beliefs, and similar priorities and outlook on life are more likely to last than those with serious differences. Some differences are good, but there must be enough in common to hold you together.

2. Relationship Advice:



Discussion

Points:

Discuss the following relationship advice by making the opening statement (text in **bolded blue**) asking students to elaborate. Add the suggested commentary whenever necessary. Most of all keep it positive and impersonal. Actual names and relationships should not be allowed into the discussion.

1. ***Be yourself.*** *Any relationship in which you have to play a role, hide your true feelings, or pretend all the time is not healthy. We all deserve to be loved for the person we are. If your partner does not love you for you, find someone else who will. Don't sell yourself short. Be patient- - that person is out there, even if he or she doesn't surface immediately.*



2. ***Watch how he or she treats members of the opposite sex, especially family.*** *"Players" are good at treating you like royalty to win you, but eventually they will treat you the way you see them treating the other people in their lives.*
3. ***Take your time.*** *Don't rush things. While infatuation bursts quickly into high flames, real love takes longer to ignite but burns hotter in the long run. An old and wise proverb is, "Know each other in all four seasons."*



4. ***Keep to your age group.*** *In general, while in high school it is best to be with someone no more than two years younger or older. There are exceptions, and this will change as you get older, but with big age gaps come problems. Girls dating older guys, for example, feel more pressure to please the guys in ways that are unhealthy. Overall, it is best if you are of similar ages and places in life. Some romantic relationships are always inappropriate, e.g. teacher/student, doctor/patient.*



5. **Keep your friends, and be involved in other activities too.** *That special person should be someone you share your life with, not someone who is your whole life.*



6. **Go out in groups, involving other friends and even your families.** *Relationships that are too exclusive generally don't last very long.*



7. **Have fun!** *Laugh together and share your silly side, too. While relationships can be serious, they should also be fun (It goes without saying that your fun should be appropriate, i.e., nothing harmful or dangerous.)*

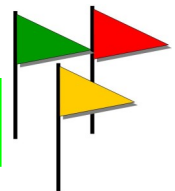


8. **Be interested in each other's lives.** *Expand your horizons, and try to share in the interests and hobbies of your partner. Get to know and care about his or her family and friends.*



9. **Always resolve conflicts.** *The prevention and resolution of conflict is important to a healthy lifestyle. Unresolved conflict can lead to short-term and long-term, physical and emotional troubles.*

3. Relationship Flags Activity



Concept:

Troublesome relationships often have warning signs.

Instructions:

- a. Explain that there are observable signs in relationships that tell us that the relationship is healthy or unhealthy, or when there are things to be concerned about.

- b. *Good signs we will call Green Flags. Yellow Flags are concerns that indicate caution, thinking carefully about this aspect of the relationship, and whether or not we should continue. Red Flags indicate that something in the relationship is definitely not right, and that we should seriously consider ending the relationship.*
- c. Distribute the **Relationship Flags** and a red, green and yellow paper “flag” to each student.
- d. Read aloud the following Relationship Flag Scenarios and ask the students to rate each after you have read them. They will hold up green for healthy relationships, yellow for caution and red for serious warning.
- e. Once their decision is made, have a volunteer share the key words or phrases that formed the basis for their decision.



Sometimes the line between Yellow and Red is ambiguous. In general, Yellow Flags will be used to indicate potential concerns, and Red Flags definite concerns. It is not essential that there be exact agreement on which is which, but students will benefit by seeing the complexity and thinking twice about what they signify.

4. Relationship Abuse

An abusive relationship should not be tolerated. Knowing how to safely remove oneself from the situation is vital.

Discuss signs of verbal, physical and sexual abuse:

- excessive yelling
- Hitting
- degrading language
- possessiveness





Note that some of the scenarios just discussed had warning signs of abuse. Encourage students to get help, if they or someone they love is being abused.



In cases of abuse, it is important that the offending person seek help to change. If things don't improve, the relationship needs to come to an end, and quickly, for the good of everyone involved. Sometimes intervention is necessary, e.g. the help of an adult, or in extreme cases, the law.

Introduce and review the **Rape/Date Rape: Important Information** with your students.



5. How To End A Relationship

Abuse is not the only reason to end a relationship. Some relationships are between good people who are doing everything right, but just aren't meant to stay together in a romantic relationship.

- a. Distribute **How to End a Relationship**. If time permits, review the handout as a whole class and discuss the following.
- b. *Why do you think people stay in relationships that are unhealthy or are not going anywhere?*

- ▶ *Guilt*
- ▶ *Fear*
- ▶ *Level of Comfort*

Let's take these one at a time.

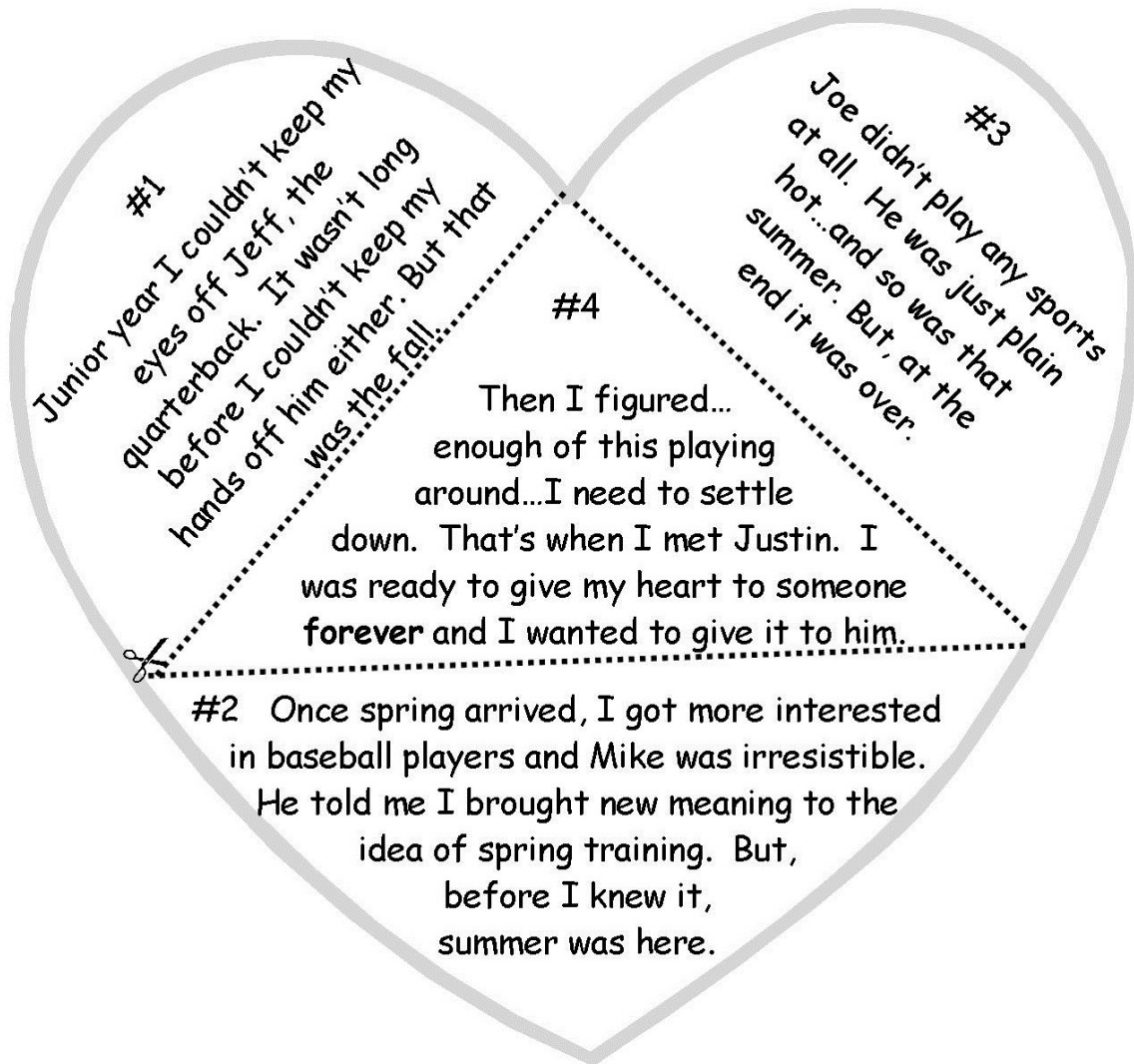
- ▶ *If it's guilt because you don't want to hurt the other person's feelings, consider this: If he or she is not the right person for you, then you are not the right person for him or her either. Even though the other may feel hurt now, you are doing a favor in the long run, and showing respect by not pretending more than you feel.*

- ▶ *If it's fear of what the person might do to you get help and support. You need to be safe, and staying with a hurtful person is not safe physically, mentally or emotionally.*

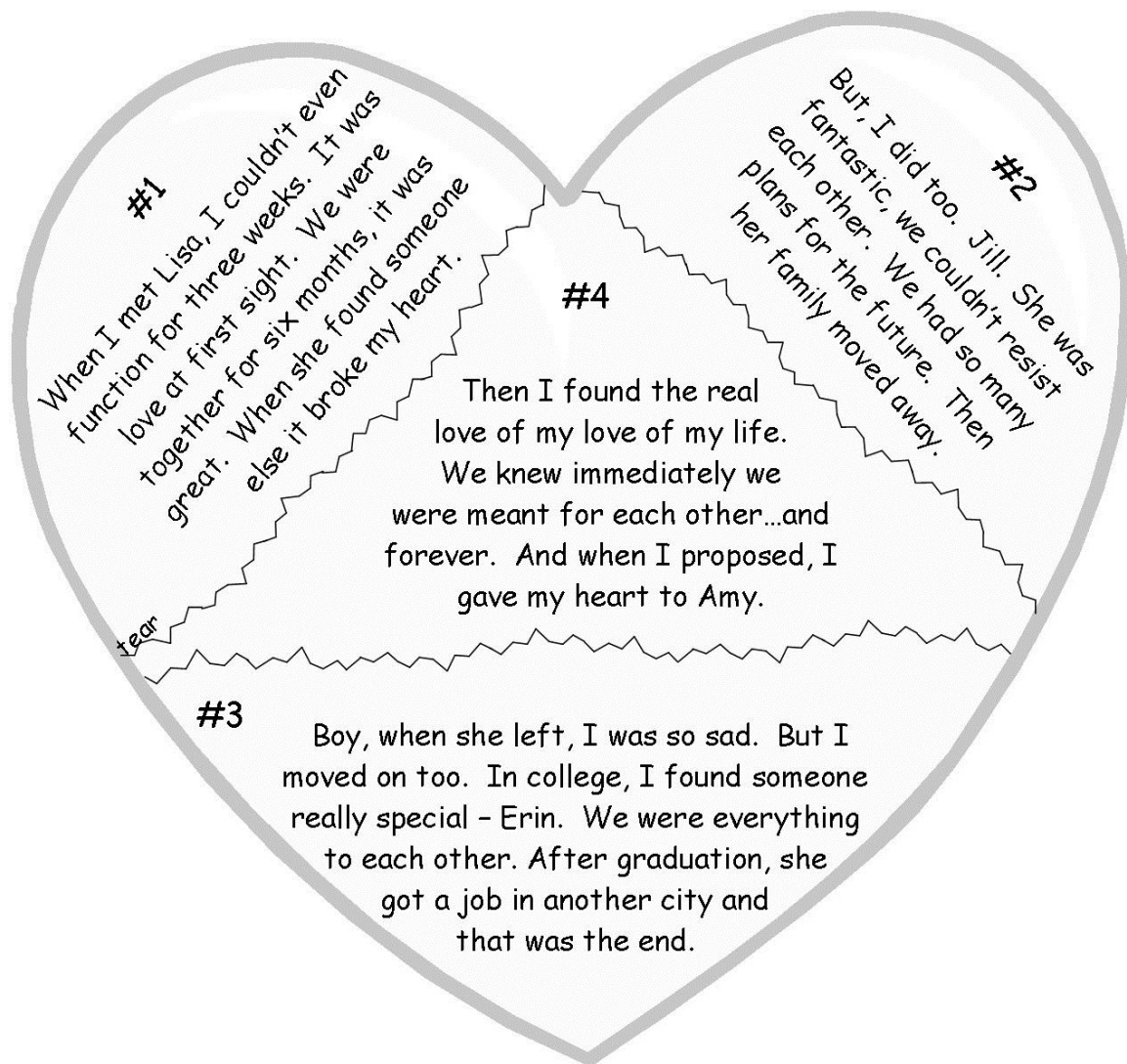
- ▶ *If it's fear of being on your own, let's look at your social relationships. Ideally you have other friends to support you. If not, work on finding new friends to be with and activities that you enjoy. This will help you to keep your mind off the past relationship and fill the void that it may have left in you.*

- ▶ *If it's that you feel too comfortable and think it's better to have someone instead of no one, think again. Breaking up takes us out of our comfort zone. However, if we want to be in a better place, we need to leave the one we're in to get there.*

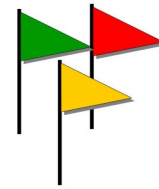
Good Time Girl Heart



Good Hearted Guy Heart



Relationship Flags



For each scenario, identify any Red Flags, Yellow Flags or Green Flags. Underline the key words or phrases that form the basis for your decision.

1. Shelly is a freshman in high school, dating a senior in college. She is flattered that someone so mature and good-looking would be interested in someone like her.
Red Yellow Green
2. Rick treats Stacey like a queen. He holds doors for her, buys her flowers, and compliments her frequently. She knows he likes her better than all of his previous girlfriends, because he constantly talks about their flaws and how wrong they were for him.
Red Yellow Green
3. Matt knows that Tabitha loves him a lot, but wishes that she believed he loved her, too. She always checks up to make sure he is where he said he would be. She easily becomes jealous when he talks to or is friendly with another girl, and she needs constant reassurance that he is not cheating on her.
Red Yellow Green
4. Midori and Juan have been a couple for several months. Midori loves how Juan is outgoing and friendly, and how close he is with his family. She knows he will make a great husband and father someday, because he helps his mom out and is great with his younger brothers and sisters.
Red Yellow Green
5. Elijah and Heidi have been dating secretly for a year. Elijah bought Heidi a promise ring, and other expensive gifts. However, he insists that the relationship stay secret, that she not tell her parents or friends. He is affectionate and passionate when they are alone, but at school ignores her and acts as though she doesn't exist.
Red Yellow Green
6. Cameron met David at camp. They hung out a lot as friends, and after awhile realized that they felt something more for each other. They have begun going out on dates, but make an effort to do things with their other friends, too.
Red Yellow Green
7. Peter is a passionate person, and experiences dramatic highs and lows. When he is in a good mood, Casey thinks he is the sweetest guy in the world. Sometimes, he loses his temper and becomes violent. He always feels very badly afterward, and makes up for it by giving her extra affection.
Red Yellow Green
8. Shelby's boyfriend, Jason, says that he can't live without her—literally. Once, when Shelby suggested that maybe they see other people, Jason said that he would kill himself if she left him. Shelby figures if he loves and needs her that much, she should try to make it work.
Red Yellow Green
9. Stephanie and Steve met at a football game. Steve swept her off her feet with his charm and they started dating right away. His only complaint is that her friends and family don't seem to like him. He says she is too good for them and should spend her time with him instead. Steve tells Stephanie that they should be enough for each other, and not need anyone else.
Red Yellow Green

Relationship Flag Scenarios

Teacher's Copy

1. Shelly is a freshman in high school, dating a senior in college. She is flattered that someone so mature and good-looking would be interested in someone like her. *Red* *Yellow* *Green* [He is much too old for her.]
2. Rick treats Stacey like a queen. He holds doors for her, buys her flowers, and compliments her frequently. She knows he likes her better than all of his previous girlfriends, because he constantly talks about their flaws and how wrong they were for him. *Red* *Yellow* *Green* [His constant talking about the other girl's flaws is a sign of relationship problems.]
3. Matt knows that Tabitha loves him a lot, but wishes that she believed he loved her, too. She always checks up to make sure he is where he said he would be. She easily becomes jealous when he talks to or is friendly with another girl, and she needs constant reassurance that he is not cheating on her. *Red* *Yellow* *Green* [Her jealousy/low self-esteem will cause problems as they go forward.]
4. Midori and Juan have been a couple for several months. Midori loves how Juan is outgoing and friendly, and how close he is with his family. She knows he will make a great husband and father someday, because he helps his mom out and is great with his younger brothers and sisters. *Red* *Yellow* *Green*
5. Elijah and Heidi have been dating secretly for a year. Elijah bought Heidi a promise ring, and other expensive gifts. However, he insists that the relationship stay secret, that she not tell her parents or friends. He is affectionate and passionate when they are alone, but at school ignores her and acts as though she doesn't exist. *Red* *Yellow* *Green* [This relationship is based on deceit.]
6. Cameron met David at camp. They hung out a lot as friends, and after a while realized that they felt something more for each other. They have been going out on dates, but make an effort to do things with their other friends, too. *Red* *Yellow* *Green*
7. Peter is a passionate person, and experiences dramatic highs and lows. When he is in a good mood, Casey thinks he is the sweetest guy in the world. Sometimes, he loses his temper and becomes violent. He always feels very badly afterward, and makes up for it by giving her extra affection. *Red* *Yellow* *Green* [These are signs of emotional instability.]
8. Shelby's boyfriend, Jason, says that he can't live without her -- literally. Once, when Shelby suggested that maybe they see other people, Jason said that he would kill himself if she left him. Shelby figures if he loves and needs her that much, she should try to make it work. *Red* *Yellow* *Green* [These are signs of emotional instability.]
9. Stephanie and Steve met at a football game. Steve swept her off her feet with his charm and they started dating right away. His only complaint is that her friends and family don't seem to like him. He says she is too good for them and should spend her time with him instead. Steve tells Stephanie that they should be enough for each other, and not need anyone else. *Red* *Yellow* *Green* [He appears very controlling. Following his advice would isolate her from people who care about her.]

RAPE/DATE RAPE: Important Information!

Always remember:

- ★ That "No" means "No" and "Stop" means "Stop now."
- ★ Sex that is not consented to is rape and a criminal activity. This includes sex that cannot be consented to because the other person is drunk or high.
- ★ Look out for your friends. If you see someone at risk or who is making harmful choices, intervene and stand up for what is right.

**Rape is an act of aggression and violence.
It has nothing to do with love or passion.
It doesn't matter if you know the person
or if you have dated them at any time in the past.
No one has the right to force a sexual act on another person.**

If You Are the Victim of Rape/Date Rape:

- Tell a trusted adult and get help immediately.
- Go to the hospital/doctor as soon as possible. Medical evidence needs to be gathered immediately.
- If rape has occurred, now or in the past, it is important to get counseling. Healing on the inside, depends on good counseling and a good support system. Rape is **never** the victim's fault. Under no circumstances does anyone have the right to force another person to have sex, no matter what situation preceded it.

To Protect Yourself from Rape or Acquaintance/Date Rape Drugs:

1. Be choosy about where you go and with whom you hang out.
2. Always go with at least one friend and agree to stay together. Look out for each other.
3. Don't accept any open drinks from strangers or from anyone you don't know and trust 100%. This means drinks that come in a cup or glass rather than a closed bottle or can.
4. Get your own drink; don't have someone else get it for you.
5. Don't leave your drink unattended or turn away from it.
6. Do not drink from open sources such as punch bowls or tubs at parties (unless it's an adult event such as a wedding that you know is safe).
7. If your beverage looks or tastes funny, don't drink it.
8. Pay attention; if there are rumors of date rape drugs, leave immediately-don't take chances!
9. If in doubt, leave!
10. If you think you've ingested a date rape drug get help immediately! If possible, keep a sample of your drink for testing. Traces of date rape drugs can be detected within a certain time period, but afterwards they leave the body and no evidence remains.



How to End a Relationship

1. Make a firm decision in your own mind that the relationship must end. If it helps, write down your reasons to remind yourself when you start to question. Realize that even when breaking up is the right thing to do, there may be hurt feelings and sadness.

2. When you decide that the relationship should end, don't stay and delay. Act to end it. Make a plan about how, when, and where you will tell the other person. If necessary, rehearse to yourself or to a friend what you will say to the other person. Be prepared to answer questions, or maybe face resistance, emotional or otherwise, but do not back down.

- 3. Breaking up in person is best. It is much better than:
 Breaking up via email.
 Breaking up in a letter or note.
 Having another person break up for you.
 Disappearing or ignoring the other person without saying it's over.



4. Choose a place that is private enough where you will not be overheard and embarrass the other person, but that is public enough that you will have support if you need it (e.g. if the other person reacts violently) and where the other person will not make a scene.

5. Tell the other person about your decision. Be kind, but firm. Don't leave the door open or try at first to "stay friends." You will need some distance to rediscover your individual identity apart from each other. Later, you might become friends again, or you might not. However, it is tempting to stay connected under the term "friends" and not really let go and heal.

6. Be honest but kind. Don't lie in an attempt to soften it because he or she will only feel more hurt and degraded when it becomes clear you were lying. Say things firmly but say them with kindness.

7. Give credit to the good aspects of the other person and relationship, but be firm that it is time to move on. For example "I learned a lot..." and "I have a lot of great memories" but "it is time for both of us to grow in other directions."

8. Do not back down if the other person starts to cry or begs you to reconsider. Sometimes he or she will try to manipulate you into staying in the relationship, but understand that it will only prolong the agony for both of you, delaying the inevitable.

9. Realize the other person may feel very hurt and angry, and that's okay. It is not your job to comfort him/her - - in fact, it can send a mixed message. While it is hard to see someone you loved hurting, it is necessary for healing that the other person learns to stand on his or her own apart from you.

10. Try to end it positively, and bring closure. Give yourself time to grieve, and "find yourself again" before beginning a new relationship.



**If you feel that you made mistakes in a past relationship that you want to avoid in the future, write them down. When you start a new relationship, read over that list to remind you of your resolves, e.g. I won't make promises that I am not ready to keep. I won't get too involved with someone I am not committed to.