



Grade 7/8

Time Allocations

50 minutes

## Lesson 1

### Healthy Relationships

Slide Presentation

#### Lesson Objectives

Students will:

- ☀ Demonstrate skills for building and maintaining healthy relationships.
- ☀ Describe healthy ways to express friendship, affection and love within relationships.
- ☀ Understand and practice refusal skills to reinforce personal boundaries to avoid dangerous situations in dating/romantic relationships.

#### Lesson Overview

This lesson explores healthy and unhealthy relationships, with an emphasis on understanding how to navigate ending a relationship. Additionally, students analyze what it means to give (or not give) consent within their own personal boundaries and how to handle situations involving sexual harassment.

#### Vocabulary Words

**Healthy Behaviors**  
**Unhealthy Behaviors**  
**Boundaries**  
**Consent**

#### Materials Needed

- Slide Presentation
- Computer with A/V setup
- Internet Access
- *Relationship Bubble Map Handout*
- Paper *OR* Student Journals/Notebooks
- VIDEO: [Healthy Relationships](#)
- VIDEO: [Consent](#)
- VIDEO: [Sexual Harassment Prevention at School](#)



## Resources

## Supporting Resources

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## Online Resources

- [Love Is Respect](#)
- [Youth.gov](#)

## Standards Met

- (3) (D) demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships;
- (20) (A) compare and contrast the difference between friendship, infatuation, dating/romantic relationships and marriage;
- (B) explain how friendships provide a foundation for healthy dating/romantic relationships;
- (C) describe healthy ways to express friendship, affection, and love;
- (D) describe appropriate and effective methods of communicating emotions in healthy dating/romantic relationship and marriage;
- (E) evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationship and marriage;
- (F) describe behaviors in dating/romantic relationships that enhance dignity and respect; and
- (G) describe the benefits of healthy marriages, including companionship and social, emotional, financial, and health benefits.
- (21) (B) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking;
- (C) define dating violence and the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation;
- (F) describe how a healthy sense of self and making decisions regarding setting and respecting personal boundaries promote healthy dating/romantic relationships;
- (G) discuss and practice how refusal skills can be used to resist negative peer influences and reinforce personal boundaries promote healthy dating/romantic relationships;
- (H) explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact



## NEST: SB9 Texas Curriculum

## Instructional Considerations

🌻 \*Compassionate response reminder\*: Teaching prevention education helps provide students with language and tools to define and identify abuse. Often while teaching prevention education, students will disclose experiences of harm or abuse to trusted adults. This lesson is trauma-informed and has been designed to acknowledge the varied experiences students may have. Before teaching please be sure you feel equipped to respond to instances of disclosure with a compassionate, trauma-informed approach. Please also confer with other school staff on how to handle student disclosures and navigate sensitive topics raised during these lessons.

🌻 Powerpoint guide:

Italics are teacher notes (not to be read aloud)

Standard text can be read verbatim to the class

Yellow highlights are special considerations or modifications

🌻 There are small group breakouts within this lesson. Be prepared to split your students into groups of 2-3.

🌻 If you do not have access to projection capabilities to present PowerPoint, feel free to print the presentation and use the notes for non-digital instruction

## Instruction

50 mins

*Have the presentation displayed with speaker notes visible to you. Notes Section Guide: Italic text is for instructors. Normal text is suggested verbal instruction. As you become familiar with the content, you are welcome to use your voice, but feel free to use the verbal instruction notes we have included as a guide.*