

# Healthy or Harmful?

## Respectful Relationships

To help students recognise early signs of unsafe relationships, understand healthy relationship dynamics, and build confidence in their ability to seek support or set boundaries.



### Learning Intentions

**Students learn to distinguish between healthy, warning, and harmful behaviours.**



This builds students' understanding of behaviours that support or harm respectful relationships.

**Students discuss why some behaviours might feel confusing.**

This encourages critical thinking and emotional awareness in complex or subtle situations.

**Students explore and describe respectful relationship traits.**

This reinforces the qualities that form the foundation of safe, supportive connections.



### Success Criteria

#### Clarity:

Students can sort and explain the difference between healthy, warning, and harmful behaviours.



#### Critical Thinking:

Students can identify grey areas in relationships and talk through different perspectives.

#### Confidence:

Students can confidently name traits of respectful relationships and seek help when needed.



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### Objective:

To help students recognise early signs of unsafe relationships, understand healthy relationship dynamics, and build confidence in their ability to seek support or set boundaries.

### Players:

Small groups, pairs, or full class.

### Materials:

- Printed Relationship Behaviour Cards
- Posters, cones, or signs to mark 3 zones:
  - Healthy
  - Warning sign
  - Harmful

### Setup:

Print and prepare Relationship Behaviour cards (option 1) or download the full list if using option 2 for the game play below.

You can choose to run this activity seated in teams or as a movement-based variation around the classroom for the whole class to play together at the same time.

### Activity:

#### Option 1: Team sort

1. In small groups, students are given the behaviour cards.
2. Each group discusses and places each card under one of three categories:
  - Healthy
  - Warning Sign
  - Harmful
3. After sorting, each group presents one card they found challenging or confusing and explains their reasoning.

#### Option 2: Move to the zone (whole class)

1. Set up three zones in different corners of the classroom.
2. Read out one behaviour card at a time. Students move to the zone that best matches their view.
3. Encourage students to make decisions based on *their* values, not peer pressure.
4. Facilitate a short group discussion:
  - Why did you choose that zone?
  - Can a behaviour change based on context or frequency?



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## Respectful Relationships

### Reflection prompts:

- What behaviours are clearly respectful?
- Which behaviours were harder to categorise? Why?
- How can we check in with ourselves when something feels “off”?
- What’s one thing you’d look for in a healthy relationship?

### Winning the game:

The goal of this activity is not competition, but self-awareness and respectful discussion. Students “win” by learning how to protect themselves and support others in relationships.

### Additional notes:

Create a class poster titled “**What makes a respectful relationship?**” and add contributions from each group. Include values like:

- Trust
- Honesty
- Equality
- Respect for boundaries
- Communication

This activity pairs well with *Red Flag*, *Green Flag*, *Power Play Scenarios*, and *Text Check*.



# RELATIONSHIP BEHAVIOUR CARDS

PRINT AND CUT OUT THE CARDS FOR SMALL-GROUP OR WHOLE-CLASS PLAY. EACH CARD FEATURES A RELATIONSHIP BEHAVIOUR THAT STUDENTS WILL CATEGORISE AS HEALTHY, A WARNING SIGN, OR HARMFUL. ALTERNATIVELY, YOU CAN PRINT THE FULL LIST VERSION FOR EASIER REFERENCE OR DIGITAL USE.



THEY SUPPORT YOUR  
GOALS AND CELEBRATE  
YOUR WINS.



THEY COMPLIMENT YOU  
IN FRONT OF FRIENDS.



THEY CHECK YOUR  
PHONE WITHOUT  
ASKING.



THEY THREATEN TO  
LEAVE IF YOU DON'T DO  
WHAT THEY WANT.



# RELATIONSHIP BEHAVIOUR CARDS



THEY PLAN SPONTANEOUS  
DATE NIGHTS JUST  
BECAUSE.



THEY OFTEN CANCEL PLANS  
YOU'VE MADE TOGETHER AT  
THE LAST MINUTE.



THEY APOLOGISE SINCERELY  
WHEN THEY MAKE A MISTAKE  
AND WORK TO MAKE THINGS  
RIGHT.



THEY BLAME YOU FOR THEIR BAD  
MOODS OR PROBLEMS, SAYING  
THINGS LIKE "IT'S YOUR FAULT I  
FEEL THIS WAY."



# RELATIONSHIP BEHAVIOUR CARDS



THEY LISTEN WHEN YOU  
SAY "NO."



THEY PRESSURE YOU TO  
KEEP SECRETS.



THEY SAY THEY LOVE  
YOU YET ACT COMPLETELY  
DIFFERENTLY.



THEY GO OUT OF THEIR  
WAY TO MAKE YOU FEEL  
VALUED.



# FULL LIST VERSION

## HEALTHY BEHAVIOURS

- THEY SUPPORT YOUR GOALS AND CELEBRATE YOUR WINS.
- THEY LISTEN WHEN YOU SAY "NO."
- THEY COMPLIMENT YOU IN FRONT OF FRIENDS.
- THEY GO OUT OF THEIR WAY TO MAKE YOU FEEL VALUED.
- THEY PLAN SPONTANEOUS DATE NIGHTS JUST BECAUSE.
- THEY APOLOGISE SINCERELY WHEN THEY MAKE A MISTAKE AND WORK TO MAKE THINGS RIGHT.

## WARNING SIGNS

- THEY OFTEN CANCEL PLANS YOU'VE MADE TOGETHER AT THE LAST MINUTE.
- THEY SAY THEY LOVE YOU, YET ACT COMPLETELY DIFFERENTLY.
- THEY PRESSURE YOU TO KEEP SECRETS.

## HARMFUL BEHAVIOURS

- THEY CHECK YOUR PHONE WITHOUT ASKING.
- THEY THREATEN TO LEAVE IF YOU DON'T DO WHAT THEY WANT.
- THEY BLAME YOU FOR THEIR BAD MOODS OR PROBLEMS, SAYING THINGS LIKE "IT'S YOUR FAULT I FEEL THIS WAY."

