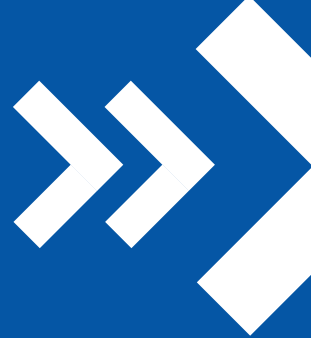




Understanding Healthy Relationships

A classroom resource to explore how individuals can use reflection and communication to create and maintain positive relationships in their lives.

Grades 7 to 8

AN INITIATIVE OF

EDUCATION+

Warning on Sensitive Material Educator's Note:

Please advise students that this curriculum is being presented in class so that they may gain better understanding on developing safe and healthy relationships. This curriculum contains material and discussions about unhealthy relationships that students may find uncomfortable, triggering their own experiences, creating uncomfortable thoughts or emotions.

It is advised for the educator to provide this sensitive material warning before proceeding with the curriculum. The educator can explore and set ground rules with their class that help create an atmosphere of mutual respect and sensitivity, including an open and safe space for exchange of ideas. Should students need support, please provide resources available in your school, online, and community that can assist with their needs. Educators are encouraged to inform students that they are available for any clarification and support, including the best way they can be approached.

If you believe any of your students are experiencing abuse, you have a legal obligation to report your concerns. Please follow proper reporting channels designated by your school district.



Dear Educator,

Welcome to **EDUCATION+** !

We are so glad you've joined us in our mission to engage, empower and inspire students to change their lives by changing the world. With a global network of millions of impassioned teachers like yourself, we are delivering impressive results in academic engagement, life skills and civic engagement. Through Education+, you can take your students through the process of experiential service-learning, allowing them to become engaged in local and global issues through collaboration and independent reflection.

In this classroom resource, your students will explore the issue of healthy relationships. It is designed to empower students to take an active role in creating and maintaining healthy relationships by engaging in learning that addresses the core issues surrounding unhealthy relationships.

The Understanding Healthy Relationships lessons are built on the commitment of Education+ service-learning and undertaking continuous education.

This is an exciting time to be an educator. Together, we have the power to reignite the fundamental purpose of education: moving students to want to learn and preparing them with the life skills to better the world and forge their own paths to success. Thank you for having the heart and the passion to bring the Education+ program into your class. We are honored and encouraged to work with such a dedicated and enthusiastic group.

Essential Question: What is service-learning, and how can I incorporate it into my classroom instruction with Education+ curriculum resources?

Education+

Education+ is a free platform designed to help teachers inspire and equip their students to change their lives by changing the world. It uses experiential service-learning that challenges young people to identify the local issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change.

What Is Experiential Service-Learning?

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It's an instructional practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community's needs.

The Four Steps of Education+ Service-Learning

- 1. Investigate and Learn**
Students explore topics related to a real-world challenge or opportunity.
- 2. Action Plan**
Students develop a plan to implement their service-learning project.
- 3. Take Action**
Students implement their action plan.
- 4. Report and Celebrate**
Students present the results of their service-learning initiatives and share through social media or other forms of celebration.

Setting Students Up for Success: In School, the Workplace and Life

Education+ Introduction: [Educationplus.org](https://educationplus.org)

Social Emotional Learning: The Education+ Service-Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflicts and make responsible decisions.

Global Mindset: The ability to operate comfortably across borders, cultures and languages is invaluable. Education+ programming promotes global mindedness and cultural competency amongst student populations during their formative years.

Active Citizenship: Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement with a focus on reigniting and reuniting Americans during a time of crisis and unprecedented divide.

Reflection is a key component of our experiential service-learning model. Our reflection activities direct students' attention to new interpretations of events and provide a lens through which service can be studied and interpreted.

Our Learning Skills Legend



Argument
formation



Information
literacy



Leadership
skills



Organization



Action
planning



Research and
writing



Critical
thinking



Reflection

Understanding Healthy Relationships Overview

Education+ recognizes that when students engage with their learning, the achievement gap shrinks and the academic success of learning increases. This classroom resource provides teachers with the tools and resources to explore the fundamentals of healthy relationships and the effects that relationships have on our lives. Students will explore implications of unhealthy relationship habits and compare these to positive habits aimed at increasing levels of self-awareness and confidence in relationships. Students will use reflective exercises to understand the application of these skills and strategies to their lives.

Subject(s): The Arts, English, Social Studies, Science

Recommended Grade Level: Grades 7 to 8

Learning Framework Skills:



Learning Goals:

- ▶ Be empowered to take an active role in creating and maintaining healthy relationships by engaging in learning that addresses the core issues surrounding unhealthy relationships.
- ▶ Create a connection with different communication styles through personal reflection and understanding relationship types.
- ▶ Inspire local, school-wide action by directing service-learning projects connected to healthy relationships and personal well-being in a positive way (e.g., joining forces with local and national organizations, such as Love is Respect, that support healthy relationship development and work against different forms of relationship abuse).

Essential Questions:

- ▶ How can we recognize healthy relationships?
- ▶ How can we effectively communicate our wants and needs in a relationship?
- ▶ How do we develop and maintain healthy relationships?

Word Bank

Healthy Relationship	A relationship built on trust, honesty and quality communication that includes both boundaries and privacy, and where individuals are safe and free from fear.
Abusive Relationship	A relationship that is extremely disrespectful and degrading in which at least one individual feels threatened and fearful of another individual. These relationships lack boundaries, trust and communication.
Unhealthy Relationship	A relationship in which at least one individual lacks trust in the other person and, as a result, there is blame and/or guilt in the relationship.
Relationship Boundaries	Guidelines for both partners to know each other's wants, goals, fears and limits.

Source: Oxford Dictionaries en.oxforddictionaries.com

Meeting the Needs of Your Students

You know your students best—their learning styles and preferences, skill levels and knowledge. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, please use your teacher judgement and expertise in how you present these lessons to your students, differentiating as needed.

Curricular Alignment

Common Core*	
CCSS.ELA-LITERACY.SL.7.1, 8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7/8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.7.4 , 8.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CCSS.ELA-LITERACY.SL.7.5, 8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
CCSS.ELA-Literacy.W.7.3, 8.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CCSS.ELA-Literacy.W.7.4, 8.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
CCSS.ELA-Literacy.W.7.7, 8.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.W.7.8, 8.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain flow of ideas, avoiding plagiarism and overreliance on any one source following a standard format for citation.

National Curriculum Standards for Social Studies	
Theme 4	Individual Development and Identity

UN Sustainable Development Goals



*The above Common Core Standards are grouped by similar standards. Specific wording of the standards are the 8th grade standards.



Lesson 1:

The Many Forms of Relationships



Organization



Action
planning



Reflection

Suggested Time:

60 minutes - Can be broken in 2 parts (after step 5)

Learning Goals:

Students will:

- Understand the different qualities in relationships
- Apply their knowledge of the characteristics of healthy relationships to discussions of clear expectations

Materials:

- Chart or poster paper
- Blackline Master 1: Understanding Healthy Relationship Characteristics

Lesson 1: The Many Forms of Relationships



Educators Note: Inform students that they will learn about diverse types of relationships in these lessons, such as friends, family, teachers and mentors. If time is a factor, step one can be done together using a chart projected for the teacher to fill in while students provide answers.

1. Write the following positive relationship characteristics, each on a separate piece of chart paper or big construction paper: respect, shared goals, shared beliefs, shared experiences, humor, communication, flexibility and affection, and place them around the room. Ask small groups of students to move around to each station and write on the paper what that relationship characteristic looks like, sounds like and feels like, why they are important and to provide an example.
2. Give students time to read what the other students wrote.
3. As a class discuss each of the relationship qualities below and its meaning by highlighting the key points identified below. After completing the class discussion, ask each student to rank the order of importance of each quality to them.

Definitions of Relationship Qualities:	
Mutual Respect	Seeing both individuals as valuable and contributors of the relationship, understanding each other with effort and patience, keeping each other in mind when making decisions, understanding and being considerate of each other's wants and needs, etc.
Admiration	Respecting each other's interests, strengths and uniqueness, allowing room for growth and support, expressing your admiration, respecting how the other person interacts with their loved ones and their community, respecting what they stand for, etc.
Trust in Turning Towards Each Other	Understanding that disagreements or misunderstandings are natural in every relationship, seeking clarification and a goal to understand each other better, feeling safe and respected in sharing one's feelings and thoughts, etc.
Balance of Power	Having a fair and shared sense of support, feeling safe and comfortable in making good decisions together, being able to discuss any imbalances, feeling safe to end a relationship as a compassionate choice, being able to have healthy financial discussions, etc.
Team Problem Solving	Understanding that every relationship has challenges, working together to find solutions to challenges, finding ways to better understand each other's emotions, feelings and thoughts, finding solutions that both individuals feel comfortable and safe with, being able to rely on each other when facing a challenge, etc.
Safe and Open Communication	Understanding and continuously developing our communication skills, feeling safe in expressing thoughts, feelings and emotions to one another, being respected when communicating, actively listening, being nonjudgmental, etc.

4. Give students two minutes to complete the top part of Blackline Master 1 - write down as many names as they can of people they know in each category. Once students have completed this task, ask them to compare these different relationships (e.g., how are they similar, how are they different?).
5. Highlight that we have relationships with many people. At this age, students have relationships with their parents, siblings, teachers, coaches and friends. Some students may be involved in a romantic relationship.

Lesson 1: The Many Forms of Relationships

6. Ask students to form small groups or use Think, Pair, Share to discuss how they think relationships change over time. What factors may change relationships after middle school, high school and graduation?
7. Watch the video [WatchWellCast's Guide to Maintaining Friendships](#) (5:05), which explores tips on how to maintain friendships. After watching the video, ask them to consider a person whom they are friends with and answer the rest of the questions on Blackline Master 1.
8. Ask students why they enter relationships—including friendships and romantic relationships (E.g., companionship, friendship, affection, inspiration, support, fun.)

Next, ask them about the relationships we don't choose, such as those with our family and teachers. What makes a relationship that you choose different than a family relationship, is there a difference? How can we nurture those relationships? Invite students to share their thoughts with the class.

Educators Note: It may help to reinforce that having relationships with other people is important. Connections with people, especially peers or people who are the same age can provide support, encouragement, companionship and more.

9. Explain to students that having healthy relationships can have a positive impact on our lives, and that through experiencing positive relationships, we can hopefully recognize what it means to be a good friend. Ask students to give a reason why healthy relationships are beneficial and important, whether it's with a friend, family member or teacher.

Highlight the following reasons on why healthy relationships are important:
- it can provide comfort and joy in difficult or happy moments
 - it can help develop our social skills
 - it can provide us with important and honest feedback
 - it can help develop skills towards having a romantic relationship
 - studies have shown that healthy relationships can improve our well-being and longevity.

10. Explain to students that a healthy relationship should be an equal partnership. This means that both people in a relationship work to keep the relationship positive and healthy.

Help students understand by describing the following three scenarios to them, and asking whether they think the relationship in each is fair and balanced. They can indicate if it is fair and balanced by giving a thumbs up.

Scenarios
Darnell and Molly hang out after school most days. They usually spend time at Darnell's home. Molly often suggests different activities or hanging out with her friends. Darnell says that he prefers Molly to hang out at his place, so that they can only play video games on his latest gaming device.
Alice and Ayesha like going to the movies. When they go to the movies together, they take turns selecting what to watch. Ayesha does not like certain movies due to her beliefs and Alice is respectful and understanding of Ayesha's preferences.
Pablo and Zhang Wei have been dating for two months. Zhang Wei thinks it's fine that Pablo still hangs out with his close friends. However, Zhang Wei becomes visibly upset and ignores Pablo for days when she sees Pablo wearing makeup to school.

Optional Extension Activity

There are many factors in our lives that contribute to the health of our relationships. Have students break into group and brainstorm different kinds of experiences that can affect their relationships, as well as stress in our own lives (e.g., childhood events, marriage, divorce, financial stressors, heartache, reunions and births).

Ask students how relationships with family and friends make them happy and help them through difficult times.



Lesson 2:

Communicating Core Values



Critical thinking



Reflection



Argument formation



Information literacy

Suggested Time:

40 minutes

Learning Goals:

Students will:

- Understand different styles of communication and how they are used
- Be able to define core values and identify which are important to them

Materials:

- Blackline Master 2: Core Values
- Sticky notes in 3 different colors

Lesson 2: Communicating Core Values

1. Explain to students that strong communication skills require a high level of self-awareness.
2. Ask students: "What does it mean to be a good communicator?"
3. Explain to students that there are four styles of communication; passive, passive-aggressive, aggressive and assertive.

Four Styles of Communication

Passive	Passive phrases provide limited information, are often used to avoid conflict, and are not expressive. Passive phrases sound like, "I don't care, you can choose", "whatever you like" and "it doesn't matter what I say or think"
Passive-aggressive	Passive-aggressive phrases cause confusion and misunderstanding, as they are often appear to be passive or "appear to be understanding" at the surface but carry suppressed anger or resentment below. Passive-aggressive phrases sound like, "I am fine but don't be surprised if I don't speak to you for weeks", "we can do this your way, but it won't work because you don't know what you are talking about" and "why are you always over reacting, I am just trying to help".
Aggressive	Aggressive phrases can be disrespectful, loud, controlling, judgmental and opinionated. Aggressive phrases sounds like, "I am never wrong, so listen carefully!", "why are you so stupid, your opinion doesn't matter" and "fine, I'll get my way no matter what you do, just watch me".
Assertive	Assertive communicators use open and clear communication to express their own needs, ideas, feelings and values while also considering the needs and wants of others. They seeks to understand, clarify and problem solve. Assertive phrases sound like, "I would appreciate it if you would...", "how can we work this out?" and "we both feel a certain way but let's respectfully figure out a solution".

4. Class discussion:

- What are your thoughts on each style of communication? Do you think they are effective? Why or why not?
- Have you used each style of communication? How did it go?
- If you had a time where a certain style of communication didn't go well, if you could go back, how could you make things better?

5. Discuss with students that while the way we communicate in relationships is important, what we communicate to others also has an impact on our relationships and interactions. It is also important to note that how we act and communicate with others stands as a reflection of our personal core values.

6. Core values in our relationships are the characteristics you consider of utmost importance. Examples:

- Honesty
- Loyalty
- Humor
- Trust
- Respect
- Security
- Intelligence
- Acceptance
- Dependability

7. Provide each student with Blackline Master 2: Core Values and ask them to define each core value in their own words and then use the dictionary to confirm or update their understanding.

8. Distribute sticky notes and instruct students to write down their top three core values with different colors representing their 1st, 2nd and 3rd choices.

Ask students to put up their core value sticky notes on the front board, sorting them by each core value. You should see a great deal of variation in student responses. Following this activity, have a discussion with students about personal differences and what might lead individuals to hold certain core values over others.

9. Independent Reflection: If you could improve on one core value, which one would it be? Why?

Optional Extension Activity

As a class, review the responses from the first activity in which students considered how they communicated their wants and needs. In small groups, invite students to create a short role-play demonstrating how they communicate their core values to a friend, family member, schoolteacher or a significant other. Ask students to select (or you may or assign) one relationship scenario to create a role-play and encourage them to consider the words and body language that demonstrate their values and perspective.



Lesson 3:

Abusive Relationships



Leadership
skills



Reflection



Argument
formation

Suggested Time:

30-40 minutes

Learning Goals:

Students will:

- Be able to recognize relationship violence and forms of abuse
- Know how to seek help about relationship violence and abuse

Materials:

- Paper to make posters
- Blackline Master 3: Safety Plan

Lesson 3: Abusive Relationships

Educators Note: The following activities will discuss relationship violence and forms of abuse. Explain to students that they should not feel forced to share or feel unsafe or vulnerable at any time. Should they need support, encourage them to reach out to you as their teacher at any time if they feel uncomfortable or want to share an experience.

Inform students that members of the public and professionals who work with children under the age of 18 are required by law to report suspected cases of child abuse and neglect. By reporting a suspected case of abuse the Child Protective Services provides support, resources and safety to a child to ensure further harm does not occur.

Abuse can be emotional, physical and/or sexual by anyone, whether they are an adult or a minor. Before you share anything with the class or with a teacher, consider the following things:

- 1.) Will the information I share compel my teacher to act as a mandatory reporter?
- 2.) Will the information I share support a productive conversation or will it out someone else or put them in danger?
- 3.) Will the information I share, be said in a way that protects confidentiality of yourself or your friend by not naming names.

If you need support or information from your teacher, you can start a conversation with, "A friend of mine", or "Someone I know" or "Hypothetically, what if...", in order to make an informed decision.

If you feel this lesson is not appropriate for your particular group of students, feel free to adjust the content as needed.

If a student needs immediate assistance regarding abuse, they can contact their local child protective services or call a local crisis hotline, for more information please access: <https://youth.gov/section/hotlines>

For more information on understanding abuse please access the site [Love Is Respect/HealthyRelationships](https://www.loveisrespect.org/healthyrelationships)

1. Begin this lesson by setting the tone for the lesson to be successful and empathetic. Raise awareness that:
 - Students in the room may have experienced abuse and violence, so we must approach this topic with sensitivity and compassion.
 - No one has to share their experiences or participate in the conversation if they choose not to.
 - This is a safe space to have discussions, as we will respect the seriousness of the discussion.
 - If at any time they feel uncomfortable, they may be excused to a different classroom, if you are able to do so as a teacher.

2. Independent Reflection:
Ask students to write about what an abusive relationship is. Allow this to be a quiet reflection time in order to give students the space to process their thoughts and feelings. Consider playing soft music.
3. Invite students to share their thoughts, if they are comfortable doing so. This will help you gauge students' background knowledge and build understanding as a class.
4. Watch the video [Sunshine - Don't Confuse Love & Abuse - Day One](#).
 1. Independent reflection: Allow students time to answer these questions on their own first:
 - What was the first sign that the male character in the video was showing abusive behaviors?
 - How are his behaviors abusive?
 - Why do you think the video is called "Don't Confuse Love & Abuse"?
 - How do you think the female character's feelings evolved over the video? What words describe how you think she feels at the end?
 - Do you think this type of abuse only exists in romantic relationships?
 2. Discuss their thoughts as a class, reminding them to approach this conversation with sensitivity and empathy.
5. Class discussion:
Think back to our discussion from Lesson 2 about core values. How do you think a person's core values are disregarded when emotional, mental, or physical abuse occurs?
6. Explore some of the consequences of relationship abuse from the following website: <https://youth.gov/youth-topics/teen-dating-violence/consequences>



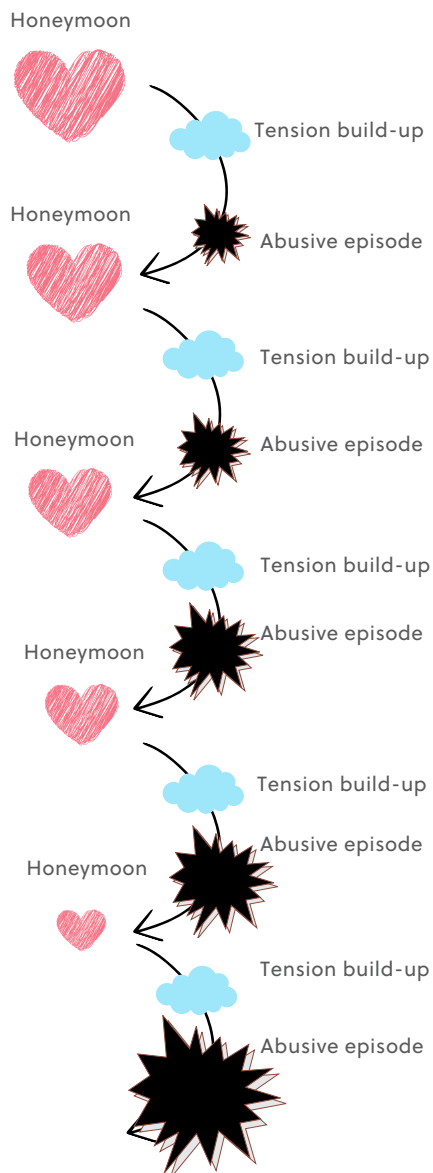
Lesson 3: Abusive Relationships

7. As a class, explore the cycle of abusive relationships. Show diagram A: The Cycle of Violence Over Time to discuss the cycles of abuse by exploring the three phases involved: tension build-up, violent episode and honeymoon.

Tension build-up occurs when the abuser picks fights, displays anger and/or causes harm leading to a violent episode of abuse. This results in the abuser to then minimize what occurred, be in denial and/or blame the abused individual. Eventually, the abuser expresses remorse and gives false promises, known as the honeymoon phase.

Inform students that the cycle of relationship violence can occur over a long or short period of time, violence typically gets worse and eventually the honeymoon or denial phase will disappear.

Diagram A: The Cycle of Violence Over Time



8. Explore the characteristics of healthy and unhealthy relationships at the following website: <https://youth.gov/youth-topics/teen-dating-violence/characteristics>

In small groups, have students design a poster about a characteristic of a healthy relationship vs. a characteristic of an unhealthy or abusive relationship.

9. Once students complete their posters, post them around the school and on the school website to raise awareness about the issue of abusive relationships and how it can affect all types of relationships.
10. Let students know that having a safety plan to escape an abusive relationship can be a practical way of being prepared and accessing the right supports. Students can access a safety plan worksheet with Blackline Master 3: Safety Plan. Encourage students to research and complete the resource section of the safety plan. Students can share any resources with their class.



Lesson 4:

Setting Up Healthy Boundaries



Reflection



Argument
formation



Organization



Action
planning

Suggested Time:

40 minutes

Learning Goals:

Students will:

- Understand what is meant by a “healthy” boundary and the positive impact this understanding can have on a relationship
- Learn how to create non-negotiables to protect themselves in relationships

Materials:

- Large copy paper or construction paper
- Blackline Master 4: When Boundaries Are Crossed Blackline

Lesson 4: Setting Up Healthy Boundaries

1. Have students draw a large heart on a piece of paper, leaving space around the outside to write (consider using legal size paper or large construction paper, if available).

On the inside of the heart, have students write their core values and the characteristics of healthy relationships. On the outside, have them write the characteristics of unhealthy relationships. See if they can guess that the outline of the heart represents healthy boundaries, which is the topic of today's lesson.

2. Share this definition:

Boundary: A boundary is a divide that exists between two people.

Explain that when people establish boundaries, they are reaffirming what is important to them. Boundaries act as a set of standards for interactions and relationships people want to have in their lives.

3. Explain that there are three key areas linked to boundaries:

- Material—lending or giving money and items
- Time or relational—when you are available and for whom you are available
- Physical (personal space)

4. Discuss with students that setting and communicating personal boundaries is a way to better ensure we feel heard and respected within our relationships. Boundaries and respect for differences help strengthen relationships. Issues can arise when one person in a relationship is not willing to respect the other person's boundaries. Everyone's boundaries will be different.

5. Invite students to move into groups of three. Ask them to brainstorm the benefits of healthy boundaries. Next, have students explore the benefits of boundary-setting by searching for online resources and by sharing individual experiences at their discretion.

6. In their groups, ask students to discuss why it might be difficult for a person to establish boundaries. Responses may range from "it takes honesty and maturity to stand up for what you believe in," to "I feel guilty for creating boundaries and I am unwilling to hurt another person's feelings."

7. Let students know that they are their own best advocate and, if they feel that a boundary is crossed, they have the right to speak up. A continued lack of respect for one's boundaries is a form of abuse. Emotional, physical and financial abuse can have lifelong consequences. These situations seldom resolve on their own, and so it is up to us to voice our opinions when we feel that our boundaries are not respected.

8. Pass out Blackline Master 4: When Boundaries Are Crossed to explore what boundaries are in relationships. You can do this as a whole class or the students can work in pairs or small groups.

Educators Note: Abuse, in all its forms, is linked to the disregard of personal boundaries. It does not matter if the boundaries are explicitly discussed within the context of a relationship or exist in the mind of an individual, abuse occurs when there is a violation of one or more of a person's boundaries. You may want to take this time to tell students that no one deserves to be abused.

9. Tell students The following steps can be applied to situations in which a person feels that boundary violation, or abuse, is present.

- Recognize that there are many forms of abuse: verbal, emotional, physical, psychological, sexual, financial, intimidation or threats, isolation and cyberbullying.
- Don't blame yourself. Verbal abuse is real. It is important to remember that you didn't create a reason for the abuse, regardless of how you communicated with your partner
- If you have a friend exhibiting abusive behaviors, suggest them to seek appropriate help and/or to reflect or research the impact of their actions. If you are a victim, you are not responsible for "fixing" your partner. Ending a relationship is hard. In some cases, you might feel that you want to go back to the relationship. It is your decision but there are a couple of things to remember; abusive patterns won't change unless a person gets help, and even still, the behavior might not stop.



Lesson 4: Setting Up Healthy Boundaries

Educators Note: Highlight local and national resources for people in abusive relationships. A well-known supportive network is www.loveisrespect.org. It is anonymous and operates 24/7 text or talk with victims and survivors.

10. Independent Reflection:

Have students write a list of “non-negotiables” of their boundaries. Encourage students to think about how they will respond if one of their non-negotiables is broken. For example, if one of their non-negotiables is they will not tolerate emotionally abusive language of any kind, they can think about how they would approach someone who infringes upon this non-negotiable.

Note: this is a personal process, so allow students quiet time to reflect, discussing ideas as needed. Be sure to emphasize that students prioritize their safety when deciding how they would communicate their boundaries.

11. Explain to students that follow-through is the most important part of setting and respecting personal boundaries. Explore one or more of the following scenarios and use think-pair-share to respond to Sam’s situations.

Scenarios

Sam walks into the school gymnasium and a friend playfully tackles him to the ground. Sam doesn’t like surprises and he was hurt by the tackle.

Sam tells a friend about troubles at home. This friend posts something on Sam’s Instagram wall that mentions these troubles. Sam feels embarrassed with this type of public sharing.

Sam must take a make-up test after school, but still wants to meet his friends for pizza. Sam gives them \$10.00 for a share of pizza, knowing that it will only be \$5.00. When Sam arrives and asks for change, his friends say they were running short and needed to use all of the money he gave them.

- What should Sam do in these situations?
- What should he say?
- Could he have done anything ahead of time, so that the situation would have been different?

12. Model what the process of establishing boundaries looks and sounds like. Use an assertive communication style, such as “I” statements to establish boundaries.

• I feel _____ when you _____. Please _____.

• I am willing to _____. Please do not _____.

E.g., I feel frustrated when you text me while I am spending time with my sister. Please wait until you know I am free to respond. I am willing to tell you when I will be available to talk. Please do not continue to text me after I have said that I am busy.

Optional Extension Activity

Invite students to write a short reflective response that answers the following question: How do my personal boundaries reflect my core values?

Educators Note: Inform students that just as our personal boundaries set the basic guidelines of how you want to be treated, the United States has an educational amendment that creates a boundary to protect students. Title IX is a federal educational amendment of 1972 that ensures all students receive their right to education free from discrimination.

As a class, brainstorm the definition of discrimination and examples of it. Show the following video explaining what Title IX is: <https://www.youtube.com/watch?v=ZWPTlrvqLA>. (2:15) Explain to students that they cannot be disciplined for making a report in good faith even if they were engaging in something that would be considered against school policy. This is to ensure that all students can report any discrimination and promote a safe school by looking out for one another. There should be no fear of consequences or retaliation when reporting any discriminating incident(s).

Explain to students that the priority of Title IX is student safety and after reporting an incident, steps are taken to ensure confidentiality, protection, providing resources and careful investigation. As a class research and share your school’s student rights information, compliance officer’s contact details, local advocacy centers, community resources, 24/7 hotline numbers, contact to the state department of education, and/or contact information to the district your school resides in.



Lesson 5:

Dealing with Rejection



Critical
thinking



Reflection



Organization

Suggested Time:

45-60 minutes

Learning Goals:

Students will:

- Identify roles and responsibilities within important relationships in their lives
- Understand feelings that occur with rejection and how to respond appropriately

Materials:

- Blackline Master 5: Who, What, Where, When, Why

Lesson 5: Dealing with Rejection

Educators Note: The concept of rejection can be difficult and, at times, a painful subject to discuss at any age, but it can be a formative experience in middle school. The following steps include ways of exploring rejection through scenarios and personal stories.

1. Inform students that one of the most challenging situations that people experience is rejection. Rejection, or the feeling of rejection, can happen at any age and can affect our mood, our energy and sometimes our self-esteem. For these reasons, it's important to develop a mindset that allows us to respond to rejection in a healthy manner.
2. Explain to students that they will be participating in a role-playing activity that deals with the subject of rejection or being left out. Ask students to provide some examples of "rejection" that may occur in school, in after-school activities or in clubs. Write some of these examples on the front board.
3. Divide the class into groups of three to four students. Using Blackline Master 5: Who, What, Where, When, Why as a planning guide, have each group design a scene that focuses on rejection or the act of being rejected. Guide students' thinking toward situations in which a person is rejected by one of their friends or their peer groups.
4. Inform students that the scene should be three to five minutes long and should include projected feelings and dialogue between individuals. Explain to students that each of their scenes should showcase the needs and wants of the characters and demonstrate how each character feels about the interaction. Each scene should have a beginning, a middle and an end and must include rejection by another peer, whether that is an outward "no" or one that is demonstrated through body language and non-verbal cues.

Educators Note: Because this is an exercise that involves role play, explain to students that feelings can be conveyed through words, facial expressions and body language. Sometimes a person's actions or inactions can hurt just as much as, sometimes more than, words. For example, not being invited to another person's birthday party is a form of rejection or ignoring a close friend at recess.

5. Invite students to act out their scenes in front of peers and have them take notes on what stood out to them.
6. After each scene is performed, invite feedback from the student groups. Include students who may not have directly taken part in the acting.

Ask students:

- How did each character feel and why?
- How might you reconstruct this scene so that it reflects acceptance and inclusion rather than rejection?
- What could have been done differently to provide a more positive outcome?

7. **Independent Reflection:**
Ask students to respond to one of the two following prompts:
 - Describe what happened in your group's scene. Include the point of view of your character, whether it be a main character or a bystander.
 - What happened to your character? How did you feel about the outcome of the situation? How could it be handled differently to ensure that people's feelings were not hurt? What actions could your character take?

Educators Note:

Because rejection is a sensitive subject, it's important to reinforce the fact that rejection happens to everyone. For some, feeling rejected is the opposite of feeling accepted. It is not an indicator of a person's value, importance or how much someone likes you. More likely, it means that there is an instance where things did not work out.

Optional Extension Activity

Now that students have experience exploring what rejection means to them, ask:

Why should we confront rather than avoid situations that might lead to rejection? The key point for students to recognize is that avoiding situations that might result in rejection might prevent you from chasing and achieving your dreams.

"You miss 100 percent of the shots you don't take."

-Wayne Gretzky



Lesson 6:

Understanding Healthy Relationships



Critical thinking



Reflection



Organization

Suggested Time:

45-60 minutes

Learning Goals:

Students will:

- Demonstrate an understanding of their approach to healthy relationships
- Raise awareness about healthy relationships.

Materials:

- Blackline Master 6: Healthy Relationship Grid
- the Let's Promote Respect Campaign Guide

Lesson 6: Understanding Healthy Relationships

Educators Note: Before progressing with the culminating activity, it may be helpful to review previous lessons with students:

- Different types of relationships
- Core values
- Abusive relationships
- Setting boundaries
- Dealing with rejection

1. Ask students to consider how their needs within relationships may change over the course of their lives. For example, how has their relationship changed with their parents, siblings or close friends over the years?

2. Explain to students that they will build upon their work from previous lessons to create a written response that addresses who they are as an individual, and what roles they hope to play in the different relationships in their lives.

3. Distribute Blackline Master 6: Healthy Relationship Grid. Ask students to fill in the template with words and phrases that apply to them. Once the chart is completed with as much detail as they feel comfortable sharing, ask them to elaborate on the points in paragraph format, adding details where necessary. Suggest that students keep the reflection somewhere safe so that they can add to it in the future.

4. Invite students to share their work with individuals who they have relationships with, and with whom they feel comfortable sharing with.

- Invite students to share their insights with their current partners, close friends and family members.
- Encourage students to assess their behavior and approach healthy relationships on a regular basis. Students should ask themselves whether they are living up to their own expectations of themselves as documented in the exercise.

5. Ask the class to reflect on what effect the lessons had on how they engage in more meaningful and authentic relationships.

- How have your partners, friends and family reacted to your learning?
- Do you think these exercises and assignments will influence the way you behave in your relationships?
- How can work that involves self-assessment strengthen relationships?

6. Encourage students to use these exercises with friends and family. Ask them to challenge others to complete one or all of the lessons in this package.



Lesson 6: Understanding Healthy Relationships

You've completed Step 1: Investigate and Learn!

It's time for your students to start planning how they can put their new knowledge into action through a service campaign! This page is an overview of their next steps, but use the Let's Promote Respect Campaign Guide to easily guide them through:

- Action Plan
- Take Action
- Report and Celebrate

Action Plan

1. Class discussion:
 - Why is it important to be aware of how to establish and maintain a healthy relationship?
 - Why is it important to understand the signs of an unhealthy relationship?
 - How can we share this knowledge with the people in our school and community?
2. Introduce students to the Let's Promote Respect campaign. Explain to students that this campaign aims to give students the tools they need to spread awareness about this issue.
3. Ask students to brainstorm how they can help people in their family and community raise awareness about healthy relationships.

Example Actions

- Create a short video that discusses what a healthy relationship is and the warning signs that can lead to an unhealthy or abusive relationship. Share this film as a public service announcement throughout the school and also on the school website to raise awareness.
- Organize an awareness-raising assembly about the diverse types of relationships and the characteristics of a healthy relationship.
- Invite a guest speaker who can highlight what constitutes healthy and unhealthy relationships and create a safe environment for questions.
- Create a safe space at school for students to share experiences and ask for help.

Take Action

4. As a class, school or local community, choose an action to raise awareness about healthy relationships and participate in the Let's Promote Respect campaign.

Report and Celebrate

5. Encourage students to share what they have learned and the actions they took with students from another class, school or in the community. Challenge them to think about how they can continue to raise awareness about the importance of healthy relationships for everyone.
6. Students can also share their learning using their classroom social media account. Here's how: Post your milestone moments online to show the world your influence with #EducationPlus or focus on writing posts with skills on how to develop and nurture a healthy relationship.

Name: _____

Blackline Master 1:

Understanding Healthy Relationship Characteristics

For the next two minutes, write down as many names as you can in each category.

Friends	Classmates	Family Members	Mentor	Teachers

1. Choose one person from your "friends" column. _____
2. How was this friendship created? _____

3. Has the friendship changed over time? Explain. _____

4. What can maintain or strengthen this friendship overtime? _____

5. What characteristics do you bring to this relationship? _____

6. What characteristics do you look for in a friend? _____

7. What characteristics are you not looking for in a friendship? Explain. _____

Name: _____

Blackline Master 2: Core Values

The following list is a sample of core values many individuals feel are important in relationships. Define each word using a dictionary on or offline, then challenge yourself to define the core value in your own words.

Honesty

Dictionary Definition: _____

My Definition: _____

Loyalty

Dictionary Definition: _____

My Definition: _____

Humor

Dictionary Definition: _____

My Definition: _____

Respect

Dictionary Definition: _____

My Definition: _____

Trust

Dictionary Definition: _____

My Definition: _____

Acceptance

Dictionary Definition: _____

My Definition: _____

Dependability

Dictionary Definition: _____

My Definition: _____

Other core value: _____

Dictionary Definition: _____

My Definition: _____

Name: _____

Blackline Master 3: Safety Plan

Complete this plan to help you navigate exiting an abusive relationship, should you find yourself in one in the future.

My reasons to end this relationship are _____

My strengths are _____

My reasons to overcome this challenge are _____

People who love and care for me are _____

Advice to my future self when facing having to use this plan _____

Self-Care Tools:

Write down any coping strategies or tools you can use to reduce emotional distress and help you respond calmly to the situation.

1. _____

2. _____

3. _____

Toxic Relationship

Current risks of this toxic relationship are _____

Future risks of this toxic relationship are _____

Strategies tried in the past are _____

Lessons or realizations from these experiences are _____

Blackline Master 3 Continued: Safety Plan

Resources I can connect with

Immediate help – 911

Local non-emergency police number _____

Counselling resources _____

Crisis hotlines _____

Trusted adult's number _____

Child Protective Services contact _____

Local hospital number and address _____

Shelter or housing resource _____

My Evidence

- Keep a record of the incidents by journaling the abuse; include time, date and detailed description of what occurred. This information is vital for police officers to take the next steps of protecting you.
- Take screen shots or pictures of any proof. For example, injuries, messages, calls, etc.

Remember to:

- Change any passwords to your email, phone, computer or social media accounts.
- Create a different route home or to a safe place that you don't commonly take.
- Check your digital devices for any unknown tracking apps or software.
- Turn off phone GPS and place it on airplane mode, if needed.
- In case of any sexual assault, seek immediate medical attention and preservation of evidence.

My personal quote:

Find a quote that empowers you and gives you strength.

Name: _____

Blackline Master 4: When Boundaries are Crossed

Read the following scenario and answer the questions.

Anthony considers himself a private person. Although he has many friends, he only shares personal information, such as who he has a crush on or what's going on at home, with his closest friend, Cooper, who he has known since first grade. Because of this, it was hard when Anthony found out that one of his closest friends, Julia, guessed his Snapchat password and logged into his account. He figured it out when Julia asked him about something he had only shared with Cooper in a private Snapchat. When he confronted Julia she said, "Look, I heard you were telling people that we were not friends anymore, and I was angry. Lucky for you, I didn't find anything like that on your Snapchat. Can we just move on?"

1. After reading the passage, how do you think a boundary has been crossed?

2. What was Julia's reaction to Anthony discovering she had hacked into his account?

3. What could Julia have done differently after hearing the rumors about what Anthony was saying?

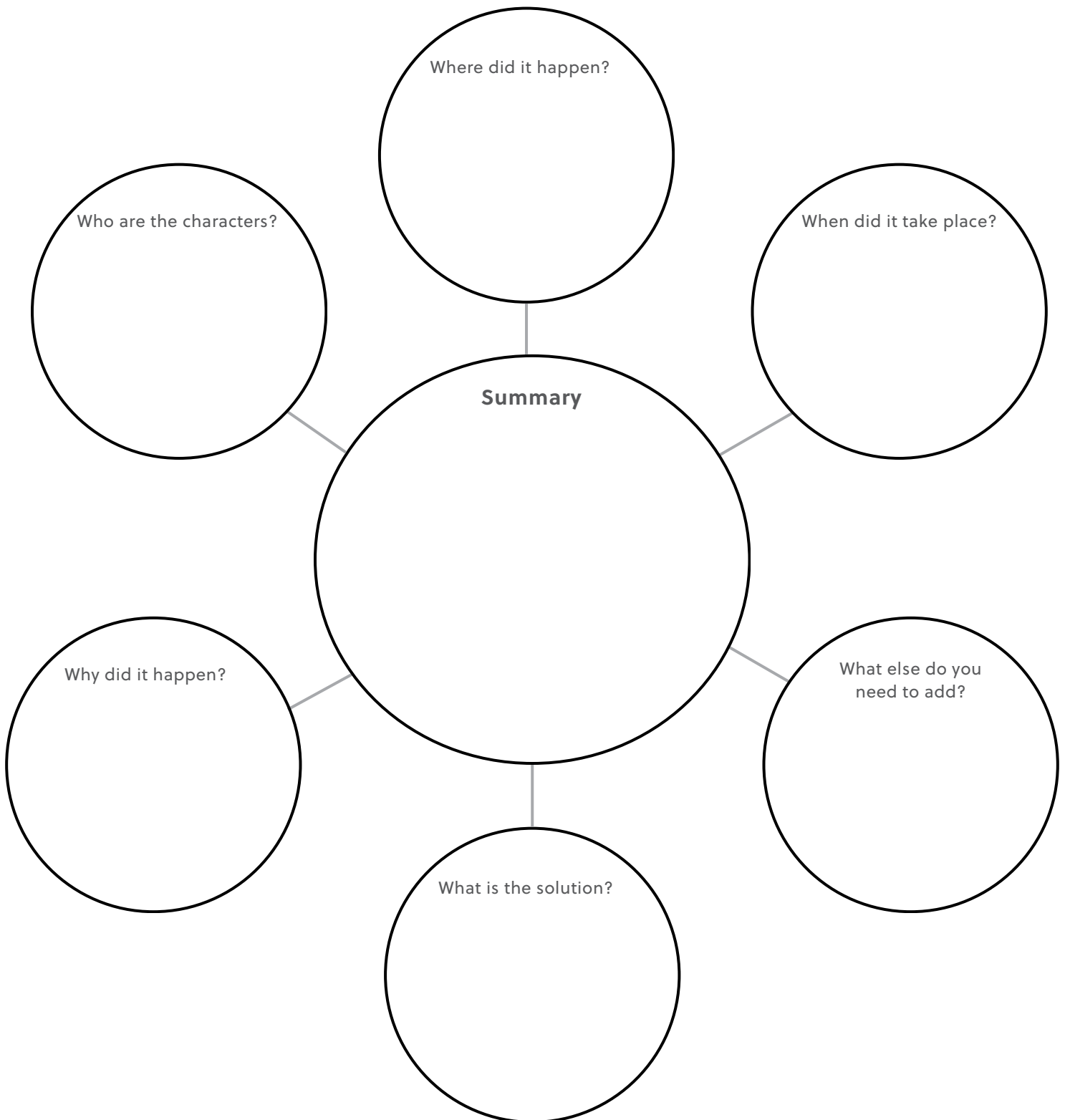
4. How do you think Anthony should handle this boundary being crossed?

5. Some boundaries need to be communicated in order for people to know about them, like asking someone not to call you by your nickname. Do you think others, like not wanting a friend hacking into your account, have to be communicated? Why or why not?

Name: _____

Blackline Master 5: Who, What, Where, When, Why

Use this graphic organizer to plan your role-play activity.



Name: _____

Blackline Master 6: Healthy Relationship Grid

Complete this chart to as it relates to your ideal healthy relationship. Keep it somewhere safe so you can add to it and reflect upon it in the future.

In a healthy relationship...

I Am [describe how you feel or act]

I Am Not [describe how you don't feel or act]

I Want [describe what you want from the other person]

I Do Not Want [describe what you don't want from the other person]
--

I Will [describe what you will do or what your goals are]

I Will Not [describe what you will not do]
--