

CENTER FOR HEALTHY Teen Relationships

a project of the Idaho Coalition Against Sexual & Domestic Violence

Center for Healthy Teen Relationships Building Healthy Teen Relationships – Teen Curriculum

Introduction

The Center for Healthy Teen Relationships is a statewide, Idaho initiative to engage, educate, and empower teens to create healthy relationships and prevent teen dating abuse. The statewide education and prevention strategy also informs parents and adults working with teens on the importance of fostering healthy teen relationships and the prevalence and warning signs of adolescent dating abuse. Partners include the Idaho Coalition Against Sexual & Domestic Violence, St. Luke's Children's Hospital, Idaho Department of Education, Idaho Department of Health & Welfare, American Academy of Pediatrics – Idaho Chapter, Boys & Girls Clubs of Ada County, Boys and Girls Club of Nampa, Central District Health Department, Panhandle Health District, Eastern Idaho Public Health District Men Today/Men Tomorrow, Silver Sage Girl Scout Council, Treasure Valley Family YMCA, Nampa Family Justice Center, Idaho Health Educator, Idaho Legal Aid Services, and FACES.

How to use the curriculum

Each presentation has learning objectives to encourage behavioral, cognitive, and attitudinal change. This is an interactive curriculum designed to engage the students and to elicit most of the content from the students through peer group activities.

Target audience

Grades 6-8 or ages 11 to 14. Secondary Audience: Grades 9-12 or ages 14 to 19.

Length of presentation

The minimum recommended amount of time for a single lesson is 45 minutes. It is strongly recommended that all three presentations (Healthy Relationships, Digital Technology and Relationships, and Teen Dating Abuse) be conducted over a period of time for the same group. All the lessons may be combined for an extended day camp or evening program or they could be staggered over the course of a couple of days or weeks.

Presentation tools

Interactive activities and visual aids help students retain information and are important to many types of learners. The curriculum sets out the tools needed for each activity.

Physical environment

Control your physical environment. Rearrange chairs to encourage participation and the ability to walk around classroom. Physical activity is important to many types of learners.

Student participation

The learning objectives in this curriculum can be achieved through the student participation in the group activities provided. When you call on students, ask their names and then try to use those names. Encourage participation by asking questions and giving positive feedback to participants who give constructive responses. Remember not to lecture the teens.

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Disclosures and Reporting

You may have a disclosure of an unhealthy relationship from a teen –

Be prepared for disclosures. We highly recommend that you make contact with the school counselor or youth leader prior to your presentation to determine their process for disclosures. Know your obligations and how to report teen dating abuse. Please review document attached to the Teen Dating Abuse for Teens curriculum on teen disclosures and confidentiality. It is critical that if a teen discloses an abusive dating relationship, you connect the teen to an adult in his or her school or youth group that can help.

Reporting and Evaluation

If you give this presentation in or out-of-school, please help us by filling out and faxing in the Center for Healthy Teen Relationships Presentation Reporting Form to (208) 331-0687 or email your report to micaela@engagingvoices.org. The reporting form can be found in the back of this curriculum toolkit.

Additionally, for each presentation location and day, please have the class teacher or group leader fill out an evaluation form (found at the back of this curriculum toolkit) and fax it to (208) 331-0687, email it to micaela@engagingvoices.org, or mail it to Center for Healthy Teen Relationships, 300 E. Mallard Drive, Suite 130, Boise, ID 83706.

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A. Learning Objectives

- Identify the importance of healthy relationships in teens' lives; whether those relationships are with friends, boyfriends, or girlfriends.
- Recognize the eight characteristics/protective factors of healthy relationships.
- Demonstrate the ability to compare and contrast healthy behaviors with unhealthy behaviors in relationships.
- Demonstrate effective communication in healthy relationships.
- Identify healthy and unhealthy relationships in popular song lyrics. (optional)

B. Necessary Materials

- White board or flip chart paper (and markers)
- Post-it Notes (all one color to provide anonymity) for the Stick It/Solve It Activity
- Space where students can move freely
- Education and awareness materials
 - Healthy Relationships Bookmarks
 - Cellular Relationships Bookmarks
 - Social Netiquette Bookmarks
 - Teen Dating Abuse Tri-Folds
 - Love What's Real Manifestos
 - Sexual Harassment Tri-Folds

If you need any of these materials please fill out the materials order form found in the back of this curriculum toolkit. Fax or email the completed materials order form to micaela@engagingvoices.org as far in advance (at least 10 days prior) to your event as you can.

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Building Healthy Teen Relationships Curriculum

Prepare for all activities prior to class arriving:

- Have four large pieces of white paper with the four questions written at the top for the 30/60/90/120 Graffiti activity
- Have Scenario 1, Scenario 2, and Scenario 3 written on one piece of large paper or a whiteboard or chalkboard and three Post-it Notes in the same color for each student for the Stick It/Solve It activity
- Healthy Relationship Characteristic signs hung up around the room.
- Copies of Sound Relationships Nutritional Label and song lyrics.
- Have educational materials ready to handout at the end of the presentation – Healthy Relationship bookmarks, buttons, and stickers. If you are only presenting once, also provide the Responsible use of Cell Phone bookmarks.

A. Introduce yourself

Icebreaker (Optional)

These are some optional activities that may be conducted in small groups if time allows. Presenter may choose one of the following activities:

- **Pop Culture Relationships** – One at a time, participants should give their name and one fictional or pop culture couple who have a healthy relationship or unhealthy relationship (must identify whether they think the relationship is healthy or unhealthy).
- **Marooned** – One at a time, participants should give their name and state what three people they would want to have with them if they were marooned on a deserted island and why.
- **Two Truths and a Lie** – On at a time, participants should give their name and then tell two true things and one made-up thing about themselves. The group should try to guess which fact is a lie.

B. Ask class to set ground rules for class participation

To minimize distractions, ask students to clear desks.

Suggestions:

- Respect each other's point of view, even if it is different from yours.
- Raise your hand. Your thoughts are important and we don't want to miss anyone's ideas by having several people talk at once.
- Confidentiality. Do not use names or other identifying information when speaking about unhealthy relationships involving friends or family members.
- The stories shared in the room stays in the room, but share all the educational information learned.
- No put downs.
- It is ok to pass.

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C. Introduction to healthy relationships

Identify what types of relationships the teens in attendance have in their lives.

- Parents
- Boyfriends
- Girlfriends
- Friends
- Teachers
- Coaches
- Other parents/adults
- Co-workers

Identify what it means to have a boyfriend or girlfriend and what dating looks like to the students.

Brief Group Discussion

You can be in a healthy relationship with anyone in your life – family, friends, teachers, coaches, co-workers, and dating (boyfriend or girlfriend).

Discussion Questions:

- Who are the people you can have relationships with?
- What does it mean to have a boyfriend or girlfriend?
- What does dating look like to all of you? Hanging out with a group?

D. Why are healthy relationships important?

Identify the importance of healthy relationships in teens' lives; whether those relationships are with friends, boyfriends, or girlfriends.

Communication Fold the Line Activity

Small group discussion about healthy relationships

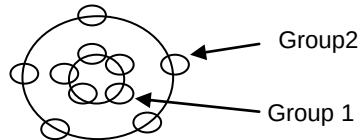
Ask the students to line up according to the month and date of their birthday in chronological order or by their first names in alphabetical order. At the halfway point in the line, have the students “fold” the line in half, so each student faces another student (this maybe difficult in small areas). Begin with the first question. When you are done with the first question, ask one line to move down to the next student (repeat this step for each question, so for each question students talk with a different student). Give students 30 seconds for each question, or until the conversation dies down.

[Adapted from Tribes A New Way of Learning and Being Together, by Jeanne Gibbs, 2001]

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Alternative set up: Chatter Box – Divide the students into small groups. Have one group form a circle facing outward while a second group circles around them. Group 1 and Group 2 should be looking at each other.



Read a topic question (found below) and give the students 30 seconds to discuss the topic with the person they are facing. At the end of the 30 seconds Group 2 should rotate right to face the next person in Group 1 and then give the students another topic.

Discussion Questions:

- Who are people in your life that make you feel good about being yourself and why?
- What are the characteristics or qualities you look for in a friend?
- Does it matter if the friend is a guy or girl?
 - Ask everyone as a group how many thought it mattered? Would anyone like to tell us why they thought it mattered if the friend was a guy or a girl?
- Should you look for the same qualities in a boyfriend or girlfriend as in a friend?
 - Ask everyone as a group how many said they would be the same? Would anyone like to tell us why they thought you should look for the same qualities in a boyfriend or girlfriend as in a friend?
- How should you treat a boyfriend or girlfriend?
- How do you want to be treated by a girlfriend or boyfriend?
- Can you choose how you want to be treated in a dating relationship?

Conclusion of Activity – Instructor Key Points

1. We all have relationships – for example, we have relationships with parents, friends, boyfriends/girlfriends, relatives, coaches, and teachers – and it's important to understand the difference between healthy and unhealthy relationships.
2. If relationships don't feel, look, or sound positive they may be unhealthy.
3. It is your choice as to how you want to be treated in relationships and how you will treat your friends, boyfriends, or girlfriends.

E. Recognize the eight protective factors/characteristics of healthy relationships.

Use what you heard the students talking about in the last activity to lead the whole class into a discussion about the eight main characteristics of a healthy relationship (respect, safety, support, individuality, equality, acceptance, trust, & communication).

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30/60/90/120 Graffiti Activity (four teams)

Four large sheets of paper (flip-chart size or bigger) should be hung around the room (or if necessary use a white or black board) with one of the questions below written at the top of each piece of paper:

1. When I see someone in a **healthy relationship**, I see them doing things like: *(you cannot use words, you must draw stick figures doing activities that are illustrative of a healthy relationship!)*
2. When I hear someone in a **healthy relationship**, I hear them saying things like: *(write words or statements you might hear people in a good relationships say to each other)*
3. When someone is in a **healthy relationship**, they usually feel like: *(what are the emotions you might feel if you were in a healthy relationships)*
4. When I hear or see someone in an **unhealthy relationship**, I see or hear them doing things like: *(you can write words or draw pictures)*

Divide the class into four groups, and assign each group to one of the pieces of paper (an easy way to divide the class is by birth month; i.e. January-March; April-June; July-September; and October-December). Each group needs a marker(s). The instructor needs a clock or watch with a second hand (remember that many schools only have digital clocks).

Explain the activity. Each group will have 30 seconds to write or draw all the ideas that they can come up with to finish the statement written at the top of their paper. At the end of 30 seconds groups move to the next page and have 60 seconds to do the same thing (repeat this step, giving the students 90 seconds and then 120 seconds). Groups cannot write what the previous group wrote! Encourage the teens to read what the groups before them wrote.

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Conclusion of Activity – Instructor Key Points

Review the information the teens wrote – highlight answers that identify the eight protective factors (see below). If a factor is missing [check for individuality and fairness and equality] from all of the lists, ask the group “what do you think about _____, is that a characteristic of a healthy relationship?”

Respect – Being accepted and allowed to be who you are. No one should pressure you into doing things you are not comfortable with such as drinking, drugs, or unwanted physical contact.

Safety – Feeling safe both emotionally and physically. Emotional safety means you feel comfortable being you without fear of being put down. Physical safety means you are not being hurt or pressured into unwanted physical contact.

Support – Caring for you and want what is best for you. Your friends should understand if you can't hang out because you have to study or spend time with family.

Individuality – Feeling like you can be yourself; after all, being an individual is what makes you, you!

Fairness and Equality – Having an equal say in your relationships. From the activities you do together to the friends you hang out with, you should have equal say in the choices made in your relationships.

Acceptance – Friends or girlfriend/boyfriend accepting you for whom you really are. You shouldn't have to change who you are or compromise your beliefs to make someone like you.

Honesty and Trust – Honesty builds trust. You can't have a healthy relationship without trust! If you have ever caught your friend or boyfriend or girlfriend in a huge lie, you know that it takes time to rebuild your trust.

Communication – Talking face-to-face (not just by text) about your feelings. Listen to one another and hear each other out. Text messages, Facebook or MySpace messages should be respectful; not mean, hurtful, or inappropriate.

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F. Compare and contrast healthy behaviors with unhealthy behaviors in relationships.

Stick It/Solve It Activity

Give each student three Post-it Notes (all the same color). On a whiteboard or large sheet of paper write Scenario 1, Scenario 2, and Scenario 3 – with space below for the Post-it Notes to be placed after each scenario. After you read a scenario, each teen should write down his or her advice on a Post-it Note then run up to the board or sheet of paper and place the Post-it Note it under the proper section (i.e., the section for Scenario 1, 2, or 3). Teens should read the Post-it Notes that have already been placed on the board or sheet of paper prior to placing their answer. If a teen sees another solution similar to his or hers, he/she should stick the Post-it Note on top of the similar one. Emphasize that there can be more than one “right” solution to every relationship problem.

Scenario 1 – Hannah

Hannah’s best friend, Megan, has been going out with Andrew. Hannah thinks Megan is obsessed about Andrew. While Hannah and Megan were hanging out watching movies together, Megan kept looking at her phone. Megan knew Andrew was hanging out with his friends and she was upset Andrew hadn’t texted her once all night and it was already 9:00 pm. Megan wanted to text Andrew and ask why he hadn’t texted her. What should Hannah tell her friend?

Conclusion of Hannah Scenario – Instructor Key Points

Highlight answers that recommend the following:

- Hannah needs to tell Megan she is worried about Megan’s obsession with the relationship. Key point – telling a friend you are worried and giving a specific example is a good approach.
- Respect Andrew’s time with his friends.
- Respect Hannah by spending the time with her, and not obsessing about someone that’s not there.

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Scenario 2 – Will

Will really likes Maddie. At first Will thought it was cool that Maddie wanted to spend lots of time with him. She is always waiting at his locker every morning and when he gets out of class. Lately she started showing up at his football practice and waits for practice to end so they can walk home together. Maddie always lets him choose the movies that they go to and she'll watch him play Guitar Hero for hours. What should Will do?

Conclusion of Will Scenario – Instructor Key Points

Highlight answers that recommend:

- Talking to Maddie about how he is feeling uncomfortable about her being around all the time. Key point – communicating how you feel about something and negotiating a compromise.
- Will needs to let Maddie have an equal say in choices in movies and activities that they do together. Key point – fairness and equality in relationships are important.

Scenario 3 – Marissa

Marissa and Jacob have been dating for two months. She really likes him a lot. He's really nice and supports her interest in theatre, something her other friends don't appreciate. In the last week, Jacob has been pressuring her to do more than kiss. He said all his friend's girlfriends do more. Jacob's parents will be gone tomorrow and he has invited her over to his house. Marissa would have to lie to her parents because she can't be at Jacob's house without parents being there. Marissa didn't sleep last night and has a stomach ache today. What should Marissa do?

Conclusion of Marissa Scenario – Instructor Key Points

Highlight answers that recommend:

- Jacob needs to respect and support Marissa's boundaries. No one should pressure someone into doing things that they are uncomfortable with.
- Marissa needs to trust her instincts. If she is having difficulty sleeping and has a stomach ache, she should know that she shouldn't compromise her beliefs to make someone like her.
- Being honest is important. Marissa should not lie to her parents.

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- G. Depending on the relationship, the individual or the situation, we might value one of the healthy relationship characteristics more than the others.**

What Do You Value Activity

Purpose: There are essential characteristics that describe all healthy relationships. These include honesty, trust, communication, individuality, acceptance, respect, safety, fairness, equality, and support. Depending on the relationship and or the individual, we might value one of these characteristics more than the others. This activity will help students see this connection.

Materials: Signs containing the characteristics of a healthy relationship hung up around the room (characteristic signs can be found following this curriculum).

Directions: Introduce the characteristics of healthy relationships as you point to the signs around the room. Direct students to quietly (without talking) move around the room to the sign that best describes the characteristic that he/she would value most for the given situation or relationship. Make sure to tell the teens that it's okay if they are the only one at a sign because everyone has different opinions and values. And, for that same reason there are no right or wrong answers. Teen should just be able to explain their choices.

1. Move to the sign that shows the characteristic most important for parents to have with their teenage children.
2. [Optional] Move to the sign that shows the characteristic most important for teachers to show to their students.
3. Move to the sign that shows the most important characteristic for a teenage friend to have with another teenage friend.
4. Move to the sign that shows the most important characteristic for two teenagers who are going out with each other to show to one another.
5. Move to the sign that shows the characteristic most important for a friend or family member to have when you may be coming to them with a problem.
6. Move to the sign that shows the characteristic that best describes you!

Ask students to quietly return to their seats.

Processing: After the students move each time, have a few students standing at each sign explain why they chose that characteristic. After the last rotation (when students are seated), share and summarize thoughts about the importance of these friendship characteristics and how we can improve on showing these to our friends and family members with our behaviors and actions.

(Created by Patti Bellan, Riverglen Junior High School, Boise School District)

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H. Sound Relationships

Presenter's Note – prior to conducting this activity please see the American Academy of Pediatrics Policy Statement on the Impact of Music, Music Lyrics, and Music Videos on Children and Youth. The policy statement can be found following this curriculum.

Sound Relationships Small Group Work

Hand out *Sound Relationships Nutritional Label* and copies of two song lyrics. Ask small groups to analyze the music for healthy and unhealthy relationship characteristics.

Purpose: Understand that music can portray unhealthy and healthy relationships. This activity can help students make informed decisions about which songs will promote healthy relationships.

Directions: Introduce the idea that music, like food, can feed our brains and give us energy. Some music may even have an influence on our health and the health of our relationships. This activity will help teens evaluate the “nutritional” value of popular music.

Direct students to work in small groups to analyze one or two of the song lyrics you have provided for them and use the Sound Relationships Nutritional Label to identify what are healthy versus unhealthy song ingredients.

Processing: After the students complete their analysis of one or two songs, ask each group to report. Explain that just like food, it's important to have a healthy balance of music. Ask them to think of other songs that might have unhealthy or healthy relationship qualities.

I. Conclusion

Large group discussion. *Try to guide them to cover all of the below – not in the exact words, but the ideas.*

What are the important characteristics of happy and healthy relationships with friends, boyfriends, or girlfriends?

Respect – Are you accepted for who you are? No one should pressure you into doing things you are not comfortable with such as bullying, drinking, drugs, or unwanted physical contact.

Safety – Do you feel safe emotionally and physically? Emotional safety means you feel comfortable being you without fear of being put down. Physical safety means you are not being hurt or pressured into unwanted physical contact.

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Support – Do your friends care for you and want what is best for you? Your friends should understand if you can't hang out because you have to study for a big test or spend time with family.

Individuality – Do you pretend to like something you don't or be someone you aren't? Be yourself; after all, being an individual is what makes you, you!

Fairness and Equality – Do you have an equal say in your relationships? From the activities you do together to the friends you hang out with, you should have equal say in the choices made in your relationships.

Acceptance – In your relationships, do your friends or girlfriend/boyfriend accept you for who you really are? You shouldn't have to change who you are, or compromise your beliefs to make someone like you.

Honesty and Trust – Are you always honest? Honesty builds trust. You can't have a healthy relationship without trust! If you have ever caught your friend or boyfriend or girlfriend in a huge lie, you know that it takes time to rebuild your trust.

Communication – Do you talk face to face (not just text) about your feelings? Listen to one another and hear each other out. Text messages, Facebook or MySpace messages should be respectful; not mean, hurtful, or inappropriate.

Laughter/Fun/Enjoyment – Do you have fun with your friends, boyfriend, or girlfriend? If there is a lot of drama or crying in a relationship, it's probably not healthy!

How would you help a friend who is in an unhealthy relationship?

- Tell them what you have seen, heard, or felt and that you are worried for them – be sure to use “I” statements. For example, “I feel worried about you because I saw your boyfriend make fun of you.”
- Listen and don't judge your friends.
- Encourage them to talk to an adult they trust – parent, teacher, counselor, student resource officer, coach, faith-based or youth leader, or call the National Teen Dating Violence Abuse Helpline.
 - Remember to address why a teen might not feel comfortable talking to an adult, but in some situations it is necessary

Handout bookmarks, stickers, and/or buttons.



Lesson plan developed by Idaho Coalition Against Sexual & Domestic Violence Center for Healthy Teen Relationships and Start Strong Idaho Team.

Center for Healthy Teen Relationships

Community Education Reporting Form
Please return form after each event to
Micaela@engagingvoices.org,
or fax to 208-331-0687

Presenter: _____ **Agency:** _____

Address: _____ **Phone:** _____

Email: _____

1. Total number of education events provided (minimum 10 person/event) _____

2. Date of Presentation: _____

3. Name of Organization: _____

4. Address of Presentation: _____ **City:** _____

5. Did anyone who attended the presentation come from a rural community: Yes No

6. Number of people educated (Use the category that is most descriptive of the people attending the education event)

People educated (actual number/category)

- _____ Child care providers
- _____ Community advocacy groups (NAPCA, NAACP, NAMI)
- _____ Community businesses (retail stores, pharmacies)
- _____ Community groups (service or social groups)
- _____ Community members (unaffiliated adults)
- _____ Educators and/or school administrators
- _____ Elementary school students
- _____ Faith-based groups
- _____ Middle and high school students
- _____ Parents or guardians
- _____ University or college students
- _____ Victims/survivors (do not count psycho-education groups)
- _____ Other (specify): _____

7. Topics of education events

- _____ Healthy Friendships (_____ grade)
- _____ Healthy Relationships (_____ grade)
- _____ Teen Dating Violence- Teens (6-12 grade)
- _____ Teen Dating Violence- Adult
- _____ Other (must be approved under project): _____

8. Materials handed out (estimate quantities)

- _____ Teen Dating Violence brochure
- _____ Parent handbook
- _____ Stickers Buttons
- _____ Other