

# Lesson

# 7

Teen led lesson

## Healthy and unhealthy relationships

### Background and rationale

Being able to identify characteristics of healthy and unhealthy relationships and recognize when someone might be in an unhealthy situation are important. This helps young people sustain good and nourishing friendships, family relationships, and romantic and sexual relationships. This lesson asks students to identify traits they look for in a relationship and qualities they can bring to a healthy relationship. It uses age-appropriate examples they may recognize from their own and their peers' experiences to help them differentiate the sometimes blurry lines between healthy and unhealthy relationship traits. Finally, the lesson identifies different kinds of abuse. It encourages students to identify trusted adults they might turn to for help if they are in an unhealthy or abusive relationship, or if they are unsure if their relationship is healthy.



Parts of this lesson are adapted from: Schroeder E, Goldfarb ES, Gelperin N.  
Lesson: Figuring out friends in: Rights, respect, responsibility: A K-12 sexuality  
education curriculum. Washington: Advocates for Youth; 2016.

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# Before you go into the classroom



## Objectives

**By the end of this lesson, students will be able to:**

- Identify characteristics of healthy relationships.
- Differentiate healthy relationship characteristics from unhealthy ones.
- Discuss how to build and maintain healthy relationships.
- Define relationship abuse and sexual abuse.
- Understand who a trusted adult is.
- Identify trusted adults they can talk with about relationships.



## Oregon Health Education Standards

### **1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.6.26 – Identify the characteristics of healthy and unhealthy relationships.

1.6.30 – Identify situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence and dating violence.

1.6.32 – Discuss how to build and maintain healthy family, peer and dating relationships.

1.6.42 – Describe how consent is a foundational principle in healthy sexuality and violence prevention.

### **2: Students will analyze the influence of family, peers, culture, media, technology and other factors in health behaviors.**

2.6.11 – Consider potential impacts of power differences (e.g., age, status or position) within friendships, on self and others.

2.6.21 – Explain how family and friends can influence one's beliefs about what constitutes a healthy intimate relationship.



## Oregon Health Education Standards

**3: Students will demonstrate the ability to access valid information, products and services to enhance health.**

3.6.10 – Identify information and sources of support for healthy and unhealthy relationships.

3.6.11 – Identify sources of support, such as parents or other trusted adults, including school staff they can tell if they are experiencing sexual abuse.

**4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.6.6 – Explain communication skills that foster healthy relationships.

**6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

6.6.10 – Identify a personal goal to treat your partners with dignity and respect.

**7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.6.14 – List criteria for evaluating the health of a relationship.



## Legend



Activity



Spoken statements



Discussion and information



Teacher and Teen Leader resources



Worksheet

**TL-1** Teen Leader 1

**TL-2** Teen Leader 2

**CF** Classroom Facilitator



Instructions for Teen Leaders  
*(Instructions will specify if they are for TL-1, TL-2 or ALL.)*



Instructions for Classroom Facilitator

**This lesson takes 50-55 minutes as written. It can vary depending on the length of discussions.**





## Classroom setup and preparation

- Organize small mixed gender groups. Do so, before class starts.
- Display ground rules and keep them up for the duration of all lessons.
- Handouts are at the end of the lesson.
- Copy one per student:
  - » “Healthy Relationship Traits” worksheet
  - » “Healthy” or “Unhealthy” signs (cut in half so each student has one sign)
  - » “Learning Outside the Classroom 7” worksheet
- Copy one per group:
  - » “Support During a Breakup” worksheet
- Gather the following materials:
  - » Ground rules copied onto poster paper or white board
  - » Projector for showing PowerPoint (if applicable) and video
  - » Poster paper
  - » Markers
  - » Tape
  - » Laptop or other computer to show video
  - » Trusted Adult Statement cards from laminated materials
  - » Blank pieces of paper for question box
  - » Question box



## Classroom setup and preparation

- Make sure you have an internet connection to play the videos. If your classroom does not have internet or the site is blocked, make sure to download the videos ahead of time.



- Have the following videos downloaded or ready to play:
  - » “Healthy vs. Unhealthy Relationships” — (2:16)  
<https://youtu.be/Gn7ZQ2x0cOE>
  - » “Finding An Adult That You Can Trust” — (2:10)  
<https://youtu.be/OWtPnjSoppc>
- Create “Healthy Relationships” poster on the board or on large poster paper with the following text:
  - » Healthy Relationships ...
    - ◇ Never make you feel bad about yourself
    - ◇ Never feel unsafe
    - ◇ Make you feel good overall when you think about them
    - ◇ Take work and honest communication
    - ◇ Include disagreements, but not hurtful fighting

# Introduction and ground rules



## Discussion and information

2  
Minutes

CF

Instruct students to clear their desks or tables and organize in groups.

Pass out slips of paper for question box.

“

Hi. Welcome back!

Today we are going to discuss different types of relationships. We will explore how to tell if a relationship is healthy or unhealthy. Also, what to do if you think you are in an unhealthy relationship.

Before we get started, we want to remind everyone of the ground rules:

TL-1

Read ground rules from poster:

- Respect each other's ideas and opinions.
- Do not tell personal stories or ask personal questions.
- Everyone should participate as much as possible.
- It's OK to pass.
- Clapping pattern = stop and listen.

# Healthy relationships



## Activity

10  
Minutes



*What do you think of when I say the word “relationship”?*



Paraphrase responses.



Nice job!

A relationship is a connection between people. Some relationships are closer than others. This depends on the type of relationship and how important it is.

*What kinds of relationships can people have?*



Paraphrase responses.

*Make sure all answers below are mentioned:*

- *Friendships*
- *Romantic relationships*
- *Family relationships*
- *Relationships between a young person and an adult such as a parent, teacher, coach or doctor.*



Whether we are talking about someone in your family, a friend or someone you date, it's important that our relationships are healthy.



Distribute “Healthy Relationship Traits” worksheet to each student (page 41).



**Healthy Relationship Traits**

List at least five traits a **person** should bring to a healthy relationship:

List at least five traits **you** can bring to a healthy relationship:

Honesty
Support
Patience
Equality

Kindness
Understanding
Friendliness
Acceptance

Trust
Compassion
Respect
Empathy

Communication
Love
Fun
Loyalty

“

Now, we want you to think about a person in your life that is important to you. It might be a friend or even a relative.

In your mind, think about the qualities this person has that makes the relationship feel good. Examples of this could be that they are honest, kind and supportive.

Everyone just received a worksheet with two figures on it. There is also a box with a list of healthy traits. On the inside of the first figure, write at least five important traits you think a person should bring to a healthy relationship. You can include traits of the person you are thinking about.

You will have a few minutes to work on this.

Ready? Go!



After students fill in the first figure, make clapping call. Listen for students to repeat the pattern.

“

Inside the second figure, add at least five positive traits you can bring to a healthy relationship. These might be the same or they could be different than the ones you just wrote in the first figure.

You will have a few minutes to work on this.

Ready? Go!



ALL

Circulate in case students need help coming up with their list of traits. After students fill in the second figure, make clapping call.

“

Let's hear some of the traits you identified as part of a healthy relationship. These traits could be from the inside of either figure.

***Would anyone like to share a few of the traits you feel are most important in a healthy relationship?***



TL-2

Ask for volunteers. Repeat and paraphrase answers.

“

Nice job!



One important trait in a healthy relationship is respect. Why do we need to treat another person with respect?



Paraphrase responses.

*Possible answers:*

- *We would like to be treated that way.*
- *Everyone deserves to be respected for who they are.*
- *No one is more important than anyone else in a relationship.*



We all have positive qualities to offer in a relationship. It is important to expect good qualities back from someone, no matter what kind of relationship it is.

Having healthy relationships in our lives is important. That includes treating others the way they want to be treated.



# “Healthy or unhealthy?”



## Activity

18  
Minutes



We are going to watch a video. The video will help us see the differences between healthy and unhealthy relationships.



Show video clip:

“Healthy vs. Unhealthy Relationships” — (2:16)

<https://youtu.be/Gn7ZQ2x0cOE>



As we saw in the video, it can sometimes be hard to tell whether a relationship is healthy or not. That’s why we are going to go over this together.



Hand out “Healthy or Unhealthy” signs to each student (page 43–44, double-sided).



**Healthy**

**Unhealthy**

Lesson 7 Classroom Handouts | Healthy and Unhealthy signs | Page 43

“

Everyone just received a sign with “Healthy” written on one side and “Unhealthy” on the other. We are going to read some situations that could happen between two teens in a relationship. Decide whether the relationship situation we are describing is healthy or unhealthy. Once you decide, put up the sign that matches what you think. We may ask you to explain why you held up that sign.

1. Here is the first relationship situation:

Alex and Samantha spend all their time together. They don’t have any separate friends.

***Does this sound healthy or unhealthy?***

Hold up the sign that matches what you think.

TL-1

After signs are raised, summarize how many healthy and unhealthy signs you see. Pick 1–2 volunteers to share why they put up their sign. If possible, pick one healthy sign and one unhealthy sign.

Then read the following response.

“

In most cases, this is unhealthy.

Teens in healthy relationships usually have outside interests that don’t include each other. For example, one person may play soccer while the other doesn’t play soccer but takes an art class.

It is healthy to spend some time apart developing your own interests and meeting other people. People in healthy relationships enjoy each other’s company but can also have separate friends.

“

2. Here is another relationship situation:

Jayden always insists Olivia do whatever he wants to do. Recently he demanded to see her text messages.

***Does this sound healthy or unhealthy?***

Hold up the sign that matches what you think.



After signs are raised, summarize how many healthy and unhealthy signs you see. Pick 1–2 volunteers to share why they put up their sign. If possible pick one healthy sign and one unhealthy sign.

Then read the following response.

“

This is unhealthy.

Teens in healthy relationships don't try to control each other. If you find yourself in a controlling relationship it's important to talk to a trusted adult to get support. This can be an unsafe situation.

“

3. Here is another relationship situation:

Talan and Logan feel comfortable telling each other anything. That is because they have a lot of trust and respect in their relationship.

***Does this sound healthy or unhealthy?***

Hold up the sign that matches what you think.



After signs are raised, summarize how many healthy and unhealthy signs you see. Pick 1-2 volunteers to share why they put up their sign. If possible pick one healthy sign and one unhealthy sign.

Then read the following response.

“

Usually this is healthy.

Teens in healthy relationships often share personal concerns, stories and experiences that they wouldn't share with others. They should be able to expect that the other person will keep information private. However, if they feel keeping the secret can be harmful or dangerous they should tell a responsible adult.

“

4. Here is another relationship situation:

Emma often calls Noah names like “stupid” and “loser.” Sometimes she even swears at him.

***Does this sound healthy or unhealthy?***

Hold up the sign that matches what you think.

TL-2

After signs are raised, summarize how many healthy and unhealthy signs you see. Pick 1-2 volunteers to share why they put up their sign. If possible pick one healthy sign and one unhealthy sign.

Then read the following response.

“

This is unhealthy.

Teens in healthy relationships don't call each other hurtful names. Healthy joking around doesn't include insults, put downs or threats.

“

5. Here is another relationship situation:

Mason and Lily have disagreements from time to time. However, they are always able to communicate their view clearly and openly without hurting each other's feelings. Sometimes this means they must compromise or agree to disagree.

***Does this sound healthy or unhealthy?***

Hold up the sign that matches what you think.



After signs are raised, summarize how many healthy and unhealthy signs you see. Pick 1–2 volunteers to share why they put up their sign. If possible pick one healthy sign and one unhealthy sign.

Then read the following response.

“

This is healthy.

Disagreements from time to time are OK and perfectly healthy. If there were never any disagreements it might suggest one person is getting their way all the time and the other is giving in all the time. People in healthy relationships discuss their viewpoints and feelings together to reach a solution.

You are all doing great so far!

“

6. Here is another relationship situation:

Kylie and Owen are happy for each other when one of them achieves something special such as getting a good grade on a test.

***Does this sound healthy or unhealthy?***

Hold up the sign that matches what you think.



After signs are raised, summarize how many healthy and unhealthy signs you see. Pick 1–2 volunteers to share why they put up their sign. If possible pick one healthy sign and one unhealthy sign.

Then read the following response.

“

This is healthy.

Part of a healthy relationship is celebrating each other's successes. If someone you care about accomplishes something, being happy for them is a sign that they are important to you.

It is normal to sometimes feel jealous or upset if you are not successful at something that the other person does well. You can still try to be supportive of your friend or partner. Each person has their own strengths and things they do really well.

A healthy relationship should not feel like a competition.

“

7. Here is our final relationship situation:

Elijah wants to make out with Taylor in the parking lot after school. Taylor is uncomfortable and tells Elijah. Elijah agrees because he respects Taylor’s boundaries.

***Does this sound healthy or unhealthy?***

Hold up the sign that matches what you think.



After signs are raised, summarize how many healthy and unhealthy signs you see. Pick 1–2 volunteers to share why they put up their sign. If possible pick one healthy sign and one unhealthy sign.

Then read the following response.

“

This is healthy.

Each person gets to decide for themselves what they do and don’t want to do. In a healthy relationship, people should feel comfortable and safe telling each other what their personal boundaries are. They should respect the other person’s boundaries without trying to convince them or pressure them to do something.

Nice job! Please pass your signs to the end of your table. We will collect them.



Pick up signs.



# Dealing with unhealthy relationships



## Activity

3  
Minutes

“

You probably see relationships among your peers, family members or even in the media that influence what you think a healthy relationship should look like. This can be helpful, but it can also be confusing. If we don't have role models who are in healthy relationships, it can be hard to know what a healthy relationship looks like.

Here are some things to keep in mind if you are not sure if you are in a healthy relationship:



Read from the “Healthy Relationships” poster.

### Healthy Relationships ...

- Never make you feel bad about yourself.
- Never feel unsafe.
- Make you feel good overall when you think about them.
- Take work and honest communication to maintain.
- Include disagreements, but not hurtful fighting.



Answer questions students may have about these characteristics.

“

No relationship is perfect and great all the time. However, it should feel good most of the time. If you ever feel unsafe, unhealthy, uncomfortable or just unhappy in a relationship, whether it is a friendship or a dating relationship, you have a right to end it.

***What can you do if you are having a problem or trouble with a relationship?***



Paraphrase responses.

*Possible answers:*

- *Tell the other person how you feel.*
- *End the relationship.*
- *Talk with someone else about it.*

“

These are all good ideas.

“

Sometimes, people find themselves in an abusive relationship. An abusive relationship is when one person uses force or threats to make another person do something or to control them.

**Sexual abuse** is when someone does something sexual to you that you do not want them to do. This includes any time an adult is sexual with a teenager or child. It also includes someone your own age or an older teen forcing or pressuring you to do sexual activities.

No matter what this person tells you, it is never your fault if this person is abusing you or forcing you to do something sexual. If you know anyone in an abusive relationship, encourage them to talk to a trusted adult. That way, they can get some help and support.

# Breakups



## Activity

12  
Minutes

“

You might need extra support if you are feeling unsure that your relationship is healthy. Also, if you don't know how to handle pressure you are getting. Sometimes it is hard to know how to get out of an unhealthy relationship, or get help if someone is abusing you sexually or emotionally.

It can also be helpful to get advice if you are experiencing a breakup and need extra emotional support. Breakups, even with friends, can be hard. It's important to take good care of yourself if you find yourself in this situation. Do so by doing things that make you feel happy and supported.



As we have mentioned, breakups are common, but can still be hard. Let's think about the ways we can handle a breakup. This could be a breakup with a friend or romantic partner.

We need each group to select a recorder and a speaker. Recorders, raise your hand until you have received a worksheet.



Pass out the "Support During a Breakup" worksheet (page 45).



**Support During a Breakup**

List 10 positive things you could do to support yourself or another person during a breakup. These could be activities or things that make you feel happy or may make you feel better about yourself.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Lesson 7 Classroom Handouts | Support During a Breakup | Page 1



We're going to have a race. In your groups, come up with 10 positive things you could do to support yourself or another person during a breakup. These could be activities or things that make you feel happy or may make you feel better about yourself. Once your team is done, raise your hands.

Recorders, pencils in the air until I say go.

Ready, go!



Call time when the first group is done. Do clapping call and response.



Let's hear from our winning team. What is on your list?



Have the speaker of the winning group read their list. Don't paraphrase responses.



Great ideas! Speakers, are there any other ideas from your group's list you'd like to share that wasn't included on the list we just heard?



Take a couple more answers. Paraphrase responses.

Getting through a breakup can be hard. It's important to remember these ideas to help you get through it. Remember, you can also talk to a trusted adult to get support.

# Trusted adults



## Activity

8  
Minutes



It can be valuable to talk to different people in your life if you are having a problem in a relationship.

Sometimes people talk with their friends or classmates when they want advice about relationships. It can also be really helpful to talk with a trusted adult.

When people go through adolescence, they sometimes start feeling as if they want more independence from adults in their lives. This is a normal part of growing up. Try to keep in mind that caring adults in your life often want to keep you safe and healthy. They can also be a great source of advice and support. In fact, they may have been through similar experiences when they were younger.

We are going to talk about trusted adults. Let's watch a short video to help us define what we mean.



Show video clip:

“Finding An Adult That You Can Trust” — (2:10)

<https://youtu.be/OWtPnjSoppc>



Now, we are going to need four volunteers to help us read some statements.

***Who would like to volunteer?***



Hand out statement cards to each volunteer and have them stand up if possible.



When I read the question that is on your card, go ahead and read the other side for us.

***Who is a trusted adult?***



Have the volunteer with card 1 read.

“A trusted adult is someone who you can talk to about anything. They are a good listener. They can be someone who has helped you in the past. This might be a family member, school counselor, teacher, club leader, coach, etc.”



Exactly! A trusted adult could be a family member, someone at school, a coach, or another adult in your life.





***What kinds of things can you tell a trusted adult?***



Have the volunteer with card 2 read.

“You can tell a trusted adult anything you want to! This could include things that make you feel uncomfortable or confused. Trusted adults will try to help you no matter what the problem is. They are also there to celebrate and encourage things that are going well in your life.”



That’s right! You can tell a trusted adult anything that’s important to you.

***What would a trusted adult do if you told them you were worried about being in an unhealthy relationship? What if you told them that something dangerous or bad happened to you?***



Have the volunteer with card 3 read.

“A trusted adult would try to help you solve the problem. They would be understanding and get help. They would try to help you get out of that relationship and work to keep you safe.”



Good job! A trusted adult would be there to support you and help keep you safe.



*Do I only need one trusted adult in my life?*



Have the volunteer with card 4 read.

“Some people have one person who they talk with about any issue or problem they are facing. Other people have different trusted adults they talk to depending on what they want to talk about.”



Nice work! It can be helpful to identify at least one trusted adult in your life. You can also talk to your teacher if you need help identifying a trusted adult.



Divide the board or poster paper into three categories: “School,” “Your community,” and “Family and friends”



We are going to think about different trusted adults in our lives.

Here are three places where you might find a trusted adult: In school, your community, or among your family and friends.



Refer to the board.



***What are examples of people under the “School” category?***



Paraphrase responses.

*Possible answers:*

- *Teachers*
- *School counselors*
- *Principal*
- *School police officer or security guard*



**What are examples of people under the “Your community” category?**



Paraphrase responses.

*Possible answers:*

- *Neighbor*
- *Religious leader*
- *Coach*
- *Doctor*



**What are examples of people under the “Family and friends” category?**



Paraphrase responses.

*Possible answers:*

- *Parent or guardian*
- *Aunt or uncle*
- *Grandparent*
- *Family friend*



Great job identifying trusted adults! Remember, the most important thing is always to go to an adult who makes you feel safe and comfortable. If a person you trust does something to make you feel uncomfortable or unsafe, you should tell another trusted adult.

# Closure



## Discussion and information

2  
Minutes



Pass out “Learning Outside the Classroom 7” worksheet (page 47).



**Learning Outside the Classroom 7**

Dear Parent, Guardian or Trusted Adult,  
Please work with your student to complete the following worksheet assignment. These concepts are part of the My Future-My Choice program.

Today in class we talked about what makes relationships healthy or unhealthy. We discussed talking with a trusted adult if a student needed help with an unhealthy relationship.

In each circle surrounding “Me,” write the names of the trusted adults who you could go to about a friendship or relationship problem, or some other problem.

Community  
School  
Family and friends  
Me

If I wanted to talk with someone about a friendship or relationship problem I was having, two people from my circles of trust I would likely go to are: \_\_\_\_\_

Lesson 7 Classroom Handouts | Learning Outside the Classroom 7 | Page 47

“

Here is your “Learning Outside the Classroom 7” worksheet. The purpose of this worksheet is to show you that, even if it might not be obvious, there are adults who care about you and who can help you. If possible, work with a parent, guardian or other trusted adult to fill in the circles on this worksheet.

**CF**

Some of you may be unable to identify supportive adults in particular circles. That is OK.

The hope is that you can identify trusted adults in at least some of your circles. Please see me if you need help with this.



Collect questions for the question box.

**TL 1&2**

See you next time!

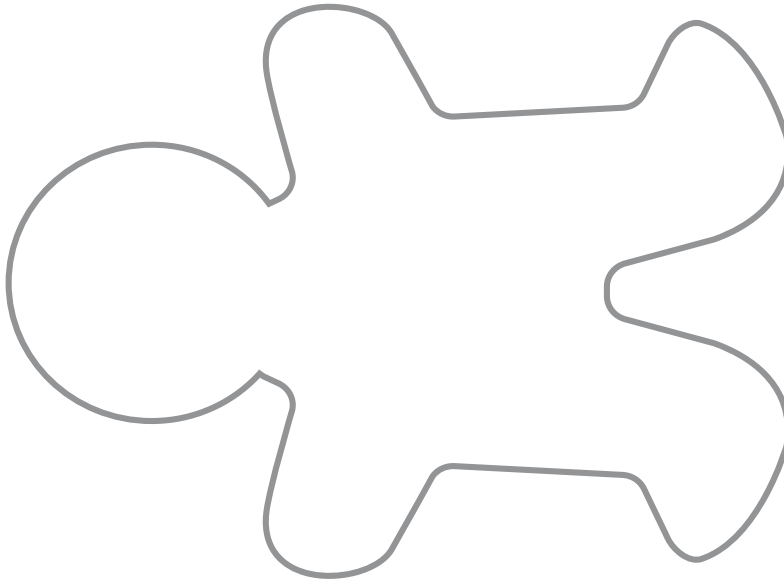




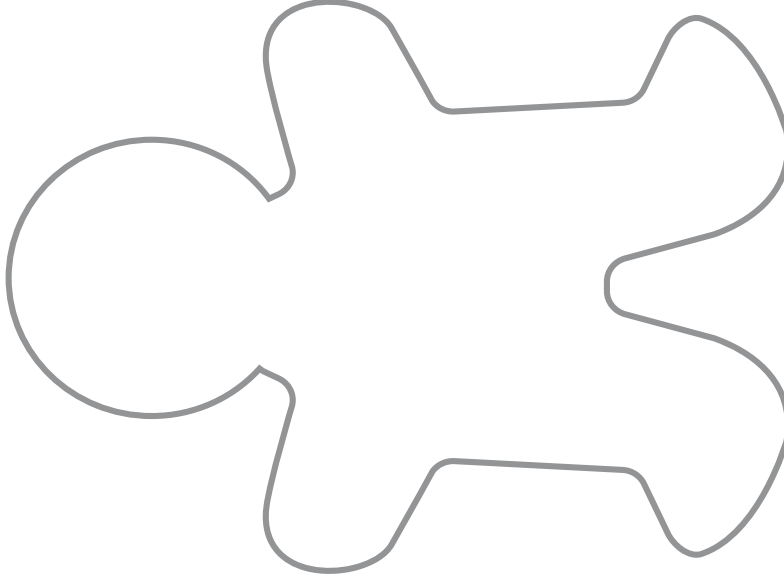


# Healthy Relationship Traits

List at least five traits a **person** should bring to a healthy relationship:



List at least five traits **you** can bring to a healthy relationship:



Honesty	Trust	Communication
Support	Compassion	Love
Patience	Respect	Fun
Equality	Empathy	Loyalty
Kindness		
Understanding		
Friendliness		
Acceptance		



# Healthy



# Unhealthy

# Unhealthy



# Healthy

# Support During a Breakup



List 10 positive things you could do to support yourself or another person during a breakup. These could be activities or things that make you feel happy or may make you feel better about yourself.

1.
2.
3.
4.
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9.
10.



# Learning Outside the Classroom 7

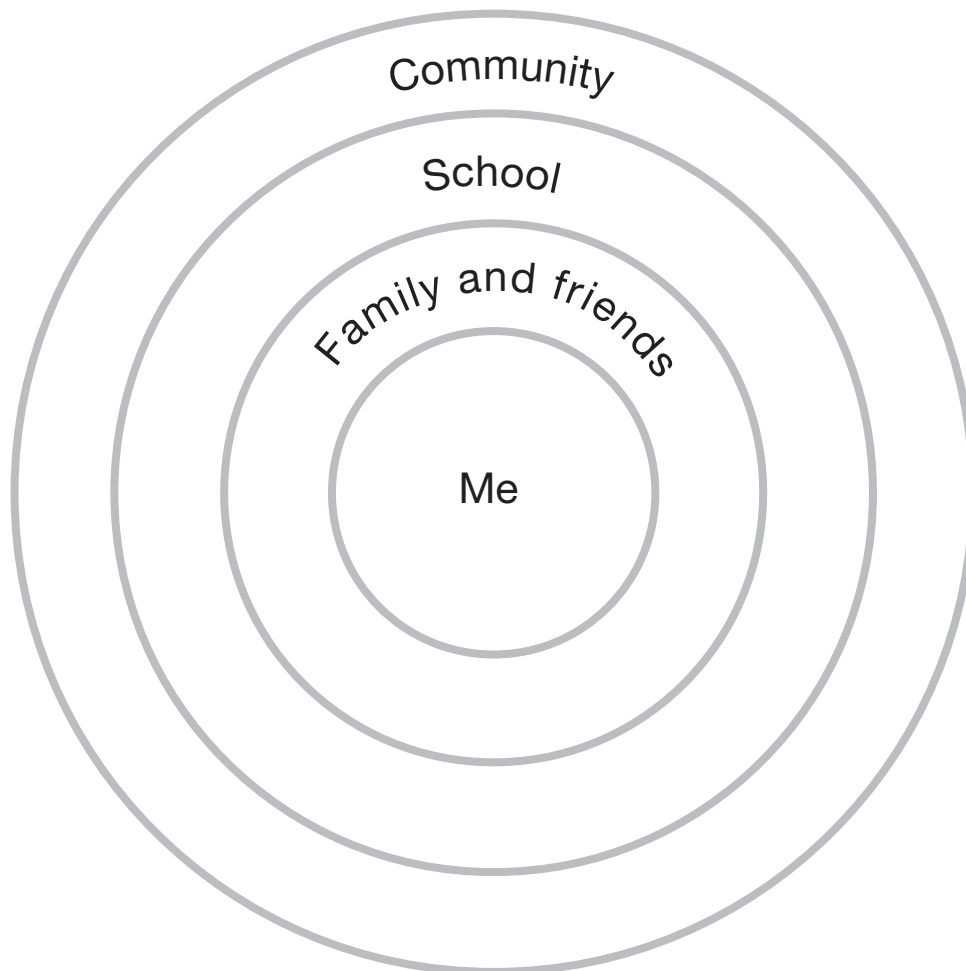


**Dear Parent, Guardian or Trusted Adult,**

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Today in class we talked about what makes relationships healthy or unhealthy. We discussed talking with a trusted adult if a student needed help with an unhealthy relationship.

In each circle surrounding “Me,” write the names of the trusted adults who you could go to about a friendship or relationship problem, or some other problem.



If I wanted to talk with someone about a friendship or relationship problem I was having, two people from my circles of trust I would likely go to are:

---

