

Thanks for Previewing!

Healthy Relationships

6 lessons

ON GOOGLE
DRIVE!



Health Education Today



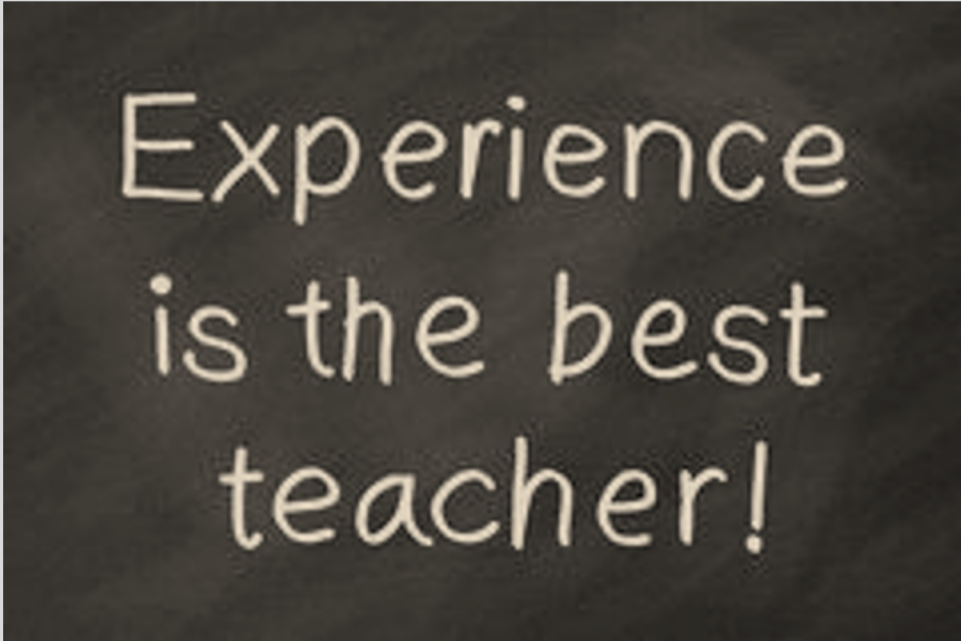
Health Education Today

Healthy Relationships Lesson



THIS PROGRAM'S CREATOR IS A QUALIFIED TEACHER

◆ I am a National Board Certified Teacher with a Masters of Education Degree and I have 19 years of experience teaching Health.



Experience
is the best
teacher!

THE PROGRAM MEETS EDUCATIONAL HEALTH STANDARDS:



It meets **8 of 20** COMMON CORE STANDARDS and It meets **6** **of the 8** of the C.D.C.'s National Health Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects | ELA College and Career Anchor Standards

<http://www.corestandards.org/ELA-Literacy/>

	Writing Grades 9/10	ELA College and Career Writing
1	Write arguments focused on discipline-specific content.	Write arguments to support claims or texts using valid reasoning and evidence.
2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly using effective selection, organization, and analysis.
3	Incorporate narrative elements effectively into arguments and informative/ explanatory texts. <i>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</i>	Write narratives to develop real situations and imaginary scenarios, effective technique and well-structured event sequences.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

The Centers for Disease Control and Prevention National High School Health Education Standards

<http://www.cdc.gov/healthyschools/sher/standards/>

Standard 1	Students will comprehend concepts related to health promotion and disease prevention to evaluate community issues and actions.
1.12.1	Predict how healthy behaviors can affect health status.
1.12.2	Describe the interrelationships of emotional, intellectual, physical, and social health.
1.12.3	Analyze how environment and personal health are interrelated.
1.12.4	Analyze how genetics and family history can impact personal health.
1.12.5	Propose ways to reduce or prevent injuries and health problems.
1.12.6	Analyze the relationship between access to health care and health status.
1.12.7	Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
1.12.8	Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
1.12.9	Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
Standard 2	Students will analyze the influence of family, community, and culture on health behaviors.
2.12.1	Analyze how the family influences the health of individuals.
2.12.2	Analyze how the culture supports and challenges healthy behaviors.
2.12.3	Analyze how peers influence healthy and unhealthy behaviors.
2.12.4	Evaluate how the school and community can affect health behaviors.
2.12.5	Evaluate the effect of media on personal and family health behaviors.
2.12.6	Evaluate the impact of technology on personal, family, and community health behaviors.
2.12.7	Analyze how the perceptions of norms influence health behaviors.
2.12.8	Analyze the influence of personal values and beliefs on health behaviors.
2.12.9	Analyze how some health risk behaviors can influence the health of the community.
2.12.10	Analyze how public health policies and government actions influence health behaviors.



<http://www.corestandards.org/ELA-°@-Literacy/>

REAL TEACHERS' REVIEWS:



“Professional and thorough!” “Fantastic!”

“My Students loved this lesson!”

“Kids are engaged...Really gets them thinking!”

“This information is so pertinent in today's society!”





Friendship Survey

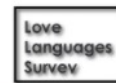


Interview 10 people. Ask them, "What is one of the most important traits of a true friend?" Write down 1 word only for each person.

	<u>Name of Person:</u>	<u>The one trait they said:</u>
1	X	X
2	X	X
3	X	X
4	X	X
5		X

**Now on
GOOGLE
DRIVE!**

Name: X



Love Languages Survey Give yourself:

- 2 points if it's **always** true
- 1 point if it's **sometimes** true
- 0 points if it's **never** true

GIFTS

- X 1. An unexpected present can keep me walking on air for days
- X 2. I'd rather get a small, thoughtful gift than an extravagant compliment
- X 3. I just love getting presents—or even freebies
- X 4. I would rather get a reward than a standing ovation
- X 5. Remembering birthdays is very important to me
- X 6. I put a lot of effort and into getting just the right gift for people I care about
- X 7. I get a big buzz out of organizing parties and special events for others
- X 8. It has a big impact on me when someone goes to a lot of effort to make/find the perfect gift for me
- X 9. I keep trinkets because special people gave them to me
- X 10. I find it very depressing when I don't get presents at holidays and on my birthday

Total Score: X / 20

QUALITY TIME

- X 1. I enjoy sharing hobbies or fun activities with others
- X 1.1 I like spending time with people—one on one or in a group
- X 1.1.1 I can't spend time with the people I care about
- X 1.1.1.1
- X 1.1.1.1.1
- X 1.1.1.1.1.1
- X 1.1.1.1.1.1.1
- X 1.1.1.1.1.1.1.1
- X 1.1.1.1.1.1.1.1.1
- X 1.1.1.1.1.1.1.1.1.1

Total

Top 10 Reasons for Choosing Abstinence

NAME: X PER: X Date: X

Write in what you feel are the top 10 reasons for a teen to choose abstinence. There are no "right" or "wrong" answers. 10 is the least important reason, down to #1 is the most important reason for a teen to choose abstinence.

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

No emotion – even love –
is worth losing your life over
– HIV is fatal!



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Healthy Versus Unhealthy Relationships Survey:

(This one is personal and does not have to be turned in...Simply tally your answers on a scrap piece of paper)

Name: X Date: X

SCHOOL:

1. Have my **grades** dropped since I've been with this person?
2. Does this person pressure me to **skip school**?
3. Have I ever **missed or been late to school/class** because of a fight with this person?
4. Have I ever **quit** a school group or club so I could spend time with this person?

WORK:

5. Have I ever **missed or been late to work** because of a fight with this person?
6. Does this person **pressure me to miss work**?
7. Has this person ever shown up at my job **to check up on me**?
8. Do I talk to this person on the phone so much from work **it interferes with my job**?

PHYSICAL HEALTH:

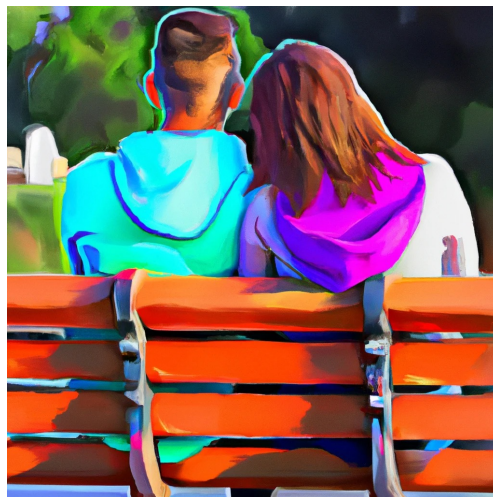
9. Have I ever **cut** myself, or given myself other injuries after a fight with this person?
10. Have I **gained or lost a lot of weight** since I've been in this relationship?
11. Have I ever been so upset about a fight with this person that **I was physically sick**?
12. Does this person ever **threaten** me physically or do dangerous things like driving too fast with me in the car?

EMOTIONAL HEALTH:



HERE IS THE MAIN FOLDER:

Name	
	1. Healthy Relationships Directions.docx
	1. Healthy Relationships Directions.pdf
	2. Healthy Relationships PowerPoint.pptx
▶ 	3. Student and Teacher Docs
▶ 	4. Standards
▶ 	5. Learning Targets



All Docs are Editable in
Word and PDF

▼ 	Student and Teacher Docs
	Art Project Rubric.docx
	Art Project Rubric.pdf
	Dating Dos and Donts.docx
	Dating Dos and Donts.pdf
	Friendship Article.docx
	Friendship Article.pdf
	Friendships 4 Real.docx
	Friendships 4 Real.pdf
	Friendship Survey.docx
	Friendship Survey.pdf
	Healthy Relationships Articles.docx
	Healthy Relationships Articles.pdf
	Love Language Survey.docx
	Love Language Survey.pdf
	Tips for Healthy Dating.docx
	Tips for Healthy Dating.pdf
	Unhealthy Relationships Survey.docx
	Unhealthy Relationships Survey.pdf
	Why Do We Fall in Love Article.docx
	Why Do We Fall in Love Article.pdf
	Why People Stay in Article.docx
	Why People Stay in Article.pdf

Standards are at the Beginning of Each Lesson:

Intro Lesson Day 1: Friendships

Washington
State
Standards

Your
Own State
Standards

Common
Core
Standards

National
Health
Standards

Content
Learning
Target

Materials
Needed

Behavioral
Learning
Target

WA State 8th Grade Standards Met: -Describe interrelationships of dimensions of health. H1.W1.6 -Identify ways to communicate effectively in a variety of relationships. H1.Se5.6a		My State Standards Met:
WA State High School Standards Met: -Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS -Demonstrate effective communication skills to express emotions. H4.So4.HS		
National (By 8th Grade) Standards Met: 1, 2, 3, 4, 7, 8 National High School Standards Met: 1, 2, 3, 4, 7, 8		
6th-8th and High School Common Core Standards Met: Reading 2, 5/ Writing 4		
Materials Needed:		
PowerPoint	Healthy Relationships PowerPoint	
Printed Materials	-"Friendship Survey for 10 People" -"Friendship 4 Real" Worksheet -Print 1 "What Does it Mean to be a Friend?" article for each student, or one for teacher to read aloud	-Print 1 for each student -Print 1 for each student -Print 1 for each student OR 1 for teacher
Optional:		
Video	"Guide to Maintaining Friendships"	
Learning Target	Content: I will learn the traits of making and maintaining friends.	Behavioral: I will work on making new, and maintaining older friendships!
Assessment	-"Friendship 4 Real" will be turned in and graded. -"Friendship Survey for 10 People" will be turned in and graded.	

Optional:
Lesson
Assessment

POWERPOINTS LEAD YOU THROUGH THE LESSONS:

**Teacher
Directions
Walk You
Through the
Lesson and
Tell You What
to Say!**

EDITABLE!



Intro Lesson Day 1: Friendships

WA State 8th Grade Standards Met:

-Describe interrelationships of dimensions of health. H1.W1.6
-Identify ways to communicate effectively in a variety of relationships. H1.Se5.6a

WA State High School Standards Met:

-Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS
-Demonstrate effective communication skills to express emotions. H4.So4.HS

My State Standards Met:

National (By 8th Grade) Standards Met: 1, 2, 3, 4, 7, 8

National High School Standards Met: 1, 2, 3, 4, 7, 8

6th-8th and High School Common Core Standards Met: Reading 2, 5/ Writing 4

Materials Needed:

PowerPoint	Healthy Relationships PowerPoint	
Printed Materials	-"Friendship Survey for 10 People" -"Friendship 4 Real" Worksheet -Print 1 "What Does it Mean to be a Friend?" article for each student, or one for teacher to read aloud	-Print 1 for each student -Print 1 for each student -Print 1 for each student OR 1 for teacher
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1. **TITLE DAY 1:** Information and these are just place markers.

2. **WHAT MAKES A GOOD FRIENDSHIP:** Ask students to discuss with a partner "What makes a good friendship." Ask if any pairs want to share out. Discuss that friendship can be hard to find. Some traits of friends are loyal, honesty, trustworthy, and willing to make a sacrifice when you need help.

3. **THINK OF WAYS TO MEET NEW FRIENDS:** Again, have students discuss with a partner what are good ways to make friends? You could even make this a competition if you want and have a prize for the pair with the most ideas!

Ask students for suggestions from their discussion. Here are some ideas:

-share something with them
-compliment them
-sit with them at lunch

-walk with them
-play with them at recess
-invite them to play with you at recess

-ask them a question
-be partners
-say "Hi"

4. **ARTICLE:** Here, you can decide if you want to print the article out for each student, have them



**Sex Ed. Unit
Day 1:
Friendship**

What makes a good friendship?



Try to Think of As Many Ways to Meet a New Friend as You Can:



Friendship Article



PowerPoint Example:



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1



Sex Ed. Unit
Day 1:
Friendship

2

What makes a good friendship?



3

Try to Think of As Many Ways to Meet a New Friend as You Can:



4

Friendship Article




5

Video:

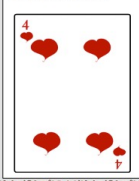


Continue notes: Write 4 tips from this video.

Guide to Maintaining Friendships
<http://www.youtube.com/watch?v=3Gd3f8f8f8f8>

6

Friendship 4 Real Worksheet:



7

Homework:




8



Day 2:
Friendship

9

Recipe for Friendship Activity

Original recipe makes 4 dozen

Directions:
Preheat oven to 350 degrees

Cream together the butter, white sugar, and brown sugar until smooth.

Beat in the eggs one at a time, then stir in the vanilla.

Dissolve baking soda in hot water. Add to batter along with salt.

Stir in flour, chocolate chips, and nuts.

Drop by large spoonfuls onto ungreased pans.

Bake for about 10 minutes in the preheated oven or until edges are nicely browned.

- 1 cup butter, softened
- 1 cup white sugar
- 1 cup brown sugar
- 2 eggs
- 2 teaspoons vanilla
- 3 cups all-purpose flour
- 1 teaspoon baking soda
- 2 teaspoons hot water
- 1/2 teaspoon salt
- 2 cups semisweet chocolate chips
- 1 cup chopped walnuts

10



Day 3 (of 3 + 4):
Healthy Relationships
What do they look like?

11

Everyone has a right to a healthy relationship free from violence no matter who you are or how you identify yourself. Regardless of your sex, race, gender identity, income, sexual orientation; whether you identify as gay, straight, lesbian, bisexual, pansexual, polysexual, asexual, transgender, ...or questioning... **you have a right to a healthy, safe relationship!**



12

Pair / Share:
Discuss with your partner:

"What does a healthy relationship look like?"



List some traits...

Respect
Smiles
Compromise
Laughter
Intimacy
Compassion
Great communication
Remembering birthdays
Empathy
Respecting boundaries
Love
Understanding
Trust
Friendship
Thoughtfulness
Fun
Honesty
Happiness



10 TIPS Successful Relationships

1. Be honest
2. Choose your partner carefully
3. Ensure your values match your partner's values
4. Know what makes a relationship work and go with the flow
5. Know what you want, communicate & compromise
6. Love yourself
7. Respect each other
8. Practice appreciation with one another
9. Have no expectations
10. Have fun and be positive



Healthy Relationships:

What are the **10 most important** qualities for **you** to have in a future spouse? Make a list of your top **10** qualities (physical traits and personality traits).

1	6
2	7
3	8
4	9
5	10



Keep your expectations in mind as you date and look for your future spouse + don't compromise!!

There
are
59
slides!!

HERE ARE SOME EXAMPLES FROM THIS RESOURCE:

Day 1: INTRO LESSON

- Friendship traits
- Ways to meet new friends
- Friendship article
- Friendship video
- "Friendship 4 Real Worksheet"
- "Interviewing 10 People Homev"



What Does It Mean to Be a Friend?

From: Teens Health
http://kidshealth.org/teen/school_jobs/school/friend_comments.html#

Acts of Friendship

For Ashley, it was like this: She was sitting with a big group in the school lunchroom when she accidentally dropped her lunch. She noticed her best friend...

"She poured water...

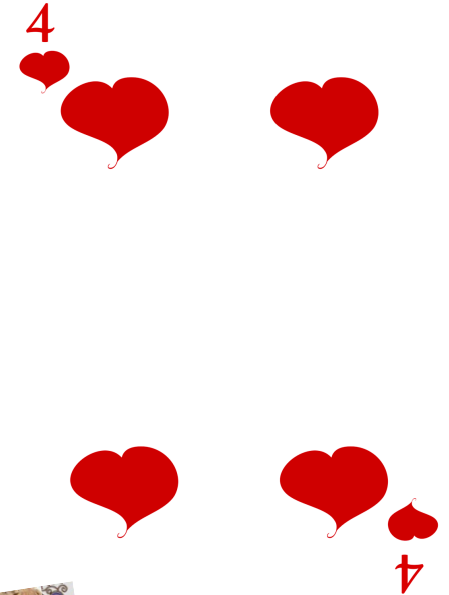
True friendship is hard. And so do many of the responses pour friendship.

Name: _____ "Friendship Survey"

Interview 10 people. Ask them, "What is one trait of a true friend?" Write down 1 word

	Name of Person:	The o
1		
2		
3		
4		
5		

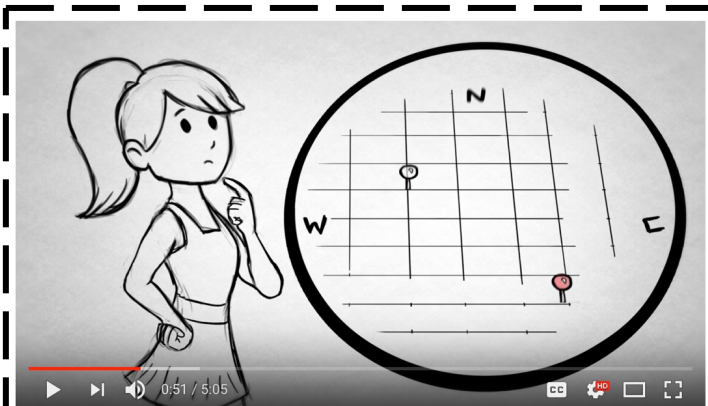
Name: _____ Per.: _____ Date: _____
 Friendship 4 Real: List 4 Tips for Maintaining Friendships



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Day 2: INTRO LESSON

- Students create "Recipes for Friendship"



Guide to Maintaining Friendships



Day 3 + 4: "HEALTHY RELATIONSHIPS" LESSON

- How to have healthy relationships
- 10 Tips for healthy relationships
- Traits wanted in future spouse
- Reading 4 provided articles on "Healthy Relationships"
- "Healthy Relationships Art Project" (real example photos provided)
- "Art Rubric" provided

- "Love Language Survey"
- Discuss what results mean
- Work on "Healthy Relationships"

Love Languages Survey

Love Languages Survey: Give yourself

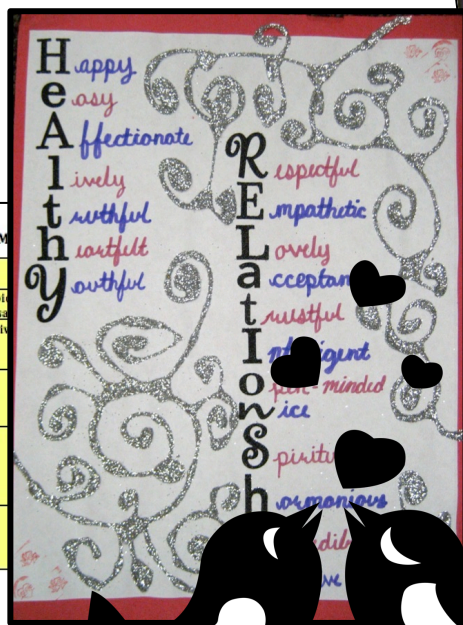
- 2 points if it's **always** true
- 1 point if it's **sometimes** true
- 0 points if it's **never** true

GIFTS

1. An unexpected present can keep me walking on air for days
2. I'd rather get a small, thoughtful gift than an extravagant compliment
3. I just love getting presents—or even freebies
4. I would rather get a reward than a standing ovation
5. Remembering birthdays is very important to me
6. I put a lot of effort and into getting just the right gift for people I care about
7. I get a big buzz out of organizing parties and special events for others
8. It has a big impact on me when someone goes to a lot of effort to make/find the perfect gift for me
9. I keep trinkets because special people gave them to me
10. I find it very depressing when I don't get presents at holidays and on my birthday

Ten Tips For Healthy Relationships

1. Keep expectations realistic. No one can be everything we might want him or her to be. Sometimes people disappoint us. It's not all-or-nothing, though. Healthy relationships mean accepting people as they are and not trying to change them!
2. Talk with each other. It can't be said enough: communication is essential in healthy relationships! It means—
 - Take the time. Really be there.
 - Genuinely listen. Don't plan what to say next while you're trying to listen. Don't interrupt.
 - Listen with your ears and your heart. Sometimes people have emotional messages to share and weave it into their words.
 - Ask questions. Ask if you think you may have missed the point. Ask friendly (and appropriate!) questions. Ask for opinions. Show your interest. Open the communication door.
 - Share information. Studies show that sharing information especially helps relationships begin. Be generous in sharing yourself, but don't overwhelm others with too much too soon.
3. Be flexible. Most of us try to keep people and situations just the way we like them to be. It's natural to feel apprehensive, even sad or angry, when people or things change and we're not ready for it. Healthy relationships mean change and growth.
4. Take care of you. You probably hope those around you like you so you may try to please yourself. Healthy relationships are mutual!

- | | |
|-------------------|------------------------|
| Caring | Good person |
| beautiful | happy |
| Funny | Lots of friends |
| Tall | Nice eyes |
| Kind | positive outlook |
| Smart | Religious/of your |
| Big muscles | trustworthy |
| Cool | strong values |
| Good smile | values abstinence |
| Nice teeth | dependable |
| Good looks | honest |
| Healthy eating | not a jealous person |
| good communicator | Handle anger |
| In shape body | not an alcoholic |
| Athletic | a person of their word |
| Friendly | good cook |
| Out-going | Educated |
| Assertive | Rich \$\$\$\$ |
| Confident | family is important |
| Good self-esteem | |

10 TIPS Successful Relationships

1. Be honest
2. Choose your partner carefully
3. Ensure your values match your partner's values
4. Know what makes a relationship work and go with the flow
5. Know what you want: communicate & compromise
6. Love yourself
7. Respect each other
8. Practice appreciation with one another
9. Have no expectations
10. Have fun and be positive

Art Project Grading Rubric: NAME _____

Your Score:		A 4 points
____/4	Content Accuracy and Relevance	*Understanding of topic very evident and message is very clear and positive
____/4	Graphics: photos, pictures, and/or wording	*Graphics are very creatively displayed.
____/4	Attractiveness	*Looks really good in design, layout, and neatness.
____/4	Grammar	*No grammatical mistakes. (Spelling)
____/	16/16 = A 15/16 = A- 14/16 = B 13/16 = B-	12/16 = C 11/16 = D+ 10/16 = D- 9/16 = F

Day 5: HEALTHY DATING LESSON

- Optional funny "Application to Date My Daughter"
- "Why Do We Fall in Love Article"
- "Love" video from KidsHealth website
- "Dating Do's and Don'ts Handout"
- Fun Interactive "Healthy Dating Workshee

Why Do We Fall in Love?: Romance and Dating Article Highlight
http://kidshealth.org/teen/your_mind/relationships/love.html?tracking=T_RelatedArticle

Why Do We Fall in Love?: Romance

Loving and being loved adds richness to our lives. When people feel close to others they are happier and even healthier. Love helps us feel important, understood, and secure.

But each kind of love has its own distinctive feel. The kind of love we feel for a parent is different from our love for a baby brother or best friend. And the kind of love we feel in romantic relationships is its own unique type of love.

Our ability to feel romantic love develops during adolescence. Teens all over the world notice passionate feelings of attraction. Even in cultures where people are not allowed to act on or express these feelings, they're still there. It's a natural part of growing up to develop romantic feelings and sexual attractions to others. These new feelings can be exciting — or even confusing at first.



DATING

What Does A Healthy Relationship Look Like?

Your assignment is to write "Healthy Relationship" down the left side of your **OWN** paper using a creative font/lettering. Then use each letter as the start of a word or phrase that describes one component of a healthy relationship. (make your lettering look GOOD)

This box, along with the boxes on the following 3 pages, have many components of a healthy relationship. Read through these ideas, select the phrases you want, and complete your assignment.

What to Look For in A Partner:

- Someone who supports your other relationships in life (w/ friends/family)
- Someone who maintains his/her own friendships
- Someone who continues his or her own interests like activities/sports
- Someone who is comfortable with you having your own opinions, even if it differs from theirs
- Someone who talks with you and listens to your side and your ideas
- Someone who you feel comfortable expressing your feelings to
- Someone who accepts responsibility for their own behavior/feelings
- Someone who lets you share in the decision-making
- Someone who can apologize if they are wrong
- Someone who trusts you and who can be trusted
- Someone who treats all people with respect
- Someone who you feel safe with
- Someone who values your opinions
- Someone who encourages you to have your own goals and dreams
- Someone who puts you up with positive statements/makes you feel good
- Someone who can resolve conflicts without resorting to violence

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Dating Dos and Don'ts

<http://www.more4kids.info/586/teenage-dati>

By Julie Baumgardner

Studies show that teenagers crave intimacy. Today, the average age for a person to be has shown that serious adolescent relationships have detrimental effects for identity for

Adolescents who are dating because of significant disappointment. Teen pregnancy, depression, are common themes for the teen suicides are due to the breakup of

In this day and age, when teens are in relationships, having parents who are definitely a plus.

In his book, *The Six Most Important Decisions* defines for teens the difference in intelligent

"Intelligent dating is dating successfully, having fun, remaining steady through their own standards. **Brainless dating** is dating centered on your girlfriend or boyfriend everyone else seems to be doing."

Name: _____ Per: _____ Date: _____

Tips for Healthy Dating

Cut the movie picture along the dotted lines. The left side will not be cut, it is where the cut section will fold back. Fold sections so they open. Tape or glue the picture onto a white piece of paper. Underneath each section that flips open, write one tip for healthy dating.

What Does a Healthy Relationship Look Like?

A healthy relationship is one where it is safe to tell the truth. It is safe because neither of us hold the other one responsible for our own personal happiness or success. Therefore we don't feel easily insulted or threatened by what the other one thinks or does, by their opinions or choices.

In a healthy relationship, we feel at ease; we trust that our partner not only accepts us as we are, but we trust them to take complete responsibility for their own thoughts and feelings.

Because neither of us holds the other one responsible for our happiness/unhappiness, we are not easily irritated or critical towards the other. We treat each other with the same respect we have come to give ourselves. Rather than on insisting we be always right, we opt for harmony & peace between us. We focus more on what is right about our relationship and less on how unjustly we've been treated because we know that what we focus on increases.

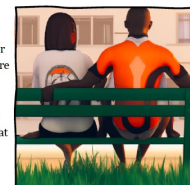
When we release each other from the responsibility of "making us happy" (an impossible job) we take fewer things personally. We are not so quick to judge them harshly and more apt to follow our judgments in to where we've judged ourselves similarly. We speak our thoughts and opinions openly, without hesitation, and without insisting that our partner agree. Instead we are able to appreciate the spice our differences bring to the relationship.

We are able to comfortably allow our partner to be the individual they are, distinct and separate from us. We see them as someone who has consented to live their life alongside of ours, not joined at the hip to us, and we are far too involved in our own life to have the time or desire to try and monitor and control theirs. Instead we see our role in their life as that of empathetic listener and staunch supporter of what they decide is best for them rather than as someone who plans and decides their next move.

Therefore we revel in each other's company; we laugh easily together; we talk openly and frankly; we support each other in the things we each love, but do not hesitate to take care of ourselves, for instance, by taking space when we need to introspect, rest or explore interests.

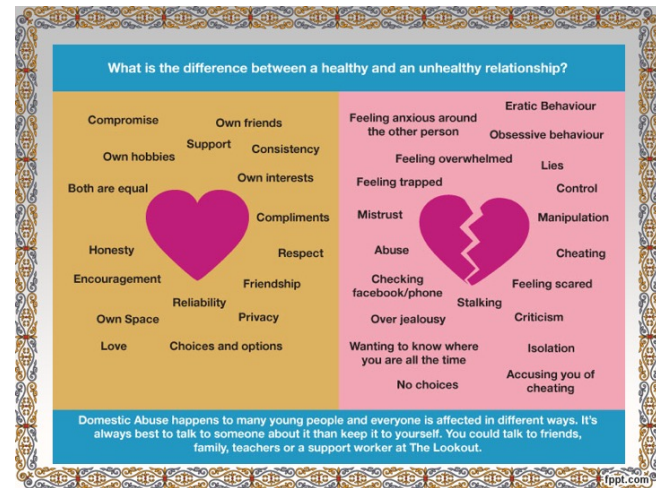
Our greatest desire for our partner is not that they meet our needs adequately, but that they meet their own fully, because we know that when we both do that the relationship flourishes.

Taken From: [Lynne Forest](#)



Day 6: INTRO LESSON

- Healthy versus unhealthy relationships discussion
- "Unhealthy Relationships Quiz"
- Goals for improving relationships
- Abusive Relationships and warning signs
- Why people stay in abusive relationships
- Optional video
- "Teen Relationship Story Homework" (This is a great project to post somewhere around campus to remind other students the healthy aspects of relationships.)



Unhealthy relationships

If you are in a relationship right now, you can take this quiz while we go over it

MY RELATIONSHIP IS AFFECTING MY LIFE:37

Take out a piece of scratch paper and anonymously take this quiz if you are in a dating relationship

AT SCHOOL:

- Have my **grades** dropped since I've been with this person?
- Does this person pressure me to **skip school**?
- Have I ever missed or been late to school/class because of a fight with this person?
- Have I ever **quit** a school group or club so I can spend time with this person?

Safety From Sexual Predators:

Count silently how many of the following you do:

- Post personal information online (real last name, school, phone #, address)
- Send personal information in an email / Instant Message
- Trash talk, making rude, nasty comments about someone or something online
- Harass, embarrass someone online
- Meet and chat with people you don't know online
- Have multiple people in buddy/friends lists who you have never met in person
- Visiting X-rated websites (on purpose)
- Talking about sex with someone known only online
- Download or share images from a file sharing program (like peer to peer like music sharing.)



Abusive relationships:

It seems to sneak up on people- It happens over time and you may not recognize it at first...

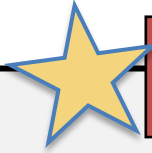
Emotional Abuse:

- put-downs**, calling names
- saying you're not good enough or that no one will ever **love** you
- intimidating** you, embarrassing you
- what you wear**, who you're with
- away from family**

Physical Abuse:

- pushing, shoving**
- grabbing, hitting**
- pulling hair**
- choking, pinching**
- slapping, biting**
- arm twisting**
- following, stalking**
- trapping, blocking you**
- guilt trips, jealous**
- burning you**
- holding you down**

BUY IT TODAY, TEACH IT TOMORROW!



Here is what makes this program unique!!

This program features highly organized step-by-step teacher directions follow daily PowerPoints, and the directions tell you exactly to say!!

Documents and PowerPoints are editable and docs are included in both Word and PDF formats.

PowerPoints are full of what's trending, photos, and video links teens will appreciate.





About the Author

- ◆ I've been a certified K-12 Physical Education and Language Arts teacher for many years (19 of those years also include my Health certification). Over my teaching career I've taught all grade levels and a variety of subjects, including: Junior High P.E.; 8th Grade Reading; Elementary P.E.; 9th Grade English; 9th Grade P.E.; High School Aerobics; and 9th Grade Health. I have my Master's of Education Degree in Instructional Technology and I received my National Board Certification in Health.
- ◆ My hobbies include my family, photography, birding, reading, gardening, sewing, hiking, camping, and travelling.

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NYC Standards

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