



SAMPLE LESSON PLANS

Grade 10- Violence Prevention and Healthy Relationships

Unit 5

SOLs:

10.1 R Identify characteristics of healthy peer, family, and dating relationships.

Title: A Great Catch**Objectives/ Goals:**

- Students will use decision-making skills to prioritize the qualities in a relationship that are most important to them.
- Students will use interpersonal skills within small groups to advocate why certain relationship characteristics/habits are important or not important to them.
- Students will analyze and compare characteristics of abusive relationships by viewing a Ted Talk and express opinions regarding why victims often stay in these unhealthy relationships.
- Students will reflect on the amount of sleep they are currently getting and continue to learn about the importance of sleep on their health.

Materials:

- [A Great Catch Record Sheet](#)
- **Fishing Poles** (*made of a dowel rod, string, and a nut*)...you can buy all this at the hardware store inexpensively. One dowel rod can be cut into 3 poles. You will likely need about 8 poles for your class.
- [Relationship Playing Cards](#) (with magnetic tape stuck on the back of each). Once printed, ideally you should laminate these, and then stick on the magnetic tape.
- [Relationships Tribune](#) assessment

Procedure:

<p>Step 1</p>	<p>1. Divide class into “fishing groups” of about 3 or 4 and tell them which lake or ocean they are fishing today 2</p>	<p>What are some important qualities to a successful relationship?</p>
<p>Step 2</p>	<p>“A Great Catch” is a lesson where students “fish” by using a fishing pole (dowel rod) to pick up various cards with a relationship quality on it (laminated w/ magnetic tape to the back). Have them each take turns fishing for different relationship qualities.</p>	
<p>Step 3</p>	<p>Each time they catch a fish, the students then have to fill-in a “Relationship Characteristics” worksheet by placing each quality in one of four columns (“must have,” “significant,” “a perk, but not necessary,” or “tackle box, deal breaker”) and explain to the group what they deem important.</p>	<p>Why is this quality put in the _____ column for you?</p>
<p>Step 4</p>	<p>The activity requires students to use decision-making skills to prioritize relationship qualities most important to them and then justify their decision to the group.</p>	<p>Do you agree with where your group member is categorizing this quality?</p>
<p>Step 5</p>	<p>Once students have a list of various qualities (usually this takes about 15 minutes), stop the activity and ask questions such as:</p> <p>How does this activity resemble real life relationships? (<i>You do not know what you are going to get, people have a lot of qualities, a lot of thought goes into relationships, sometimes you cannot have everything you want, etc.</i>)</p> <p>Share with your group what you think are the two most important qualities to having a successful healthy relationship? Why do you think this?</p> <p>What are two qualities you are missing from your current list?</p> <p>If you had to trade one quality on your “must have” list with another member of your group, which one would it</p>	

	<p>be and why?</p> <p>What did you learn about yourself when it comes to relationship expectations?</p>	
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Additional Resources:

TED Talk - [Why Victims of Domestic Violence Don't Leave](#)

You could preview this movie prior to the activity (flip the classroom) or watch afterwards. Prior to the recording, students were required to view a 15-minute Ted Talk video for homework by Leslie Morgan Steiner entitled *Why Domestic Violence Victims Don't Leave* . The video tells the dark story of a woman surviving her abusive relationship with her ex-husband. She discusses why victims of domestic violence have a hard time leaving unhealthy relationships. After viewing the video, my students were asked to reflect on two questions prior to class:

1. Why do you think victims of domestic violence have a hard time leaving the relationship?
2. In your opinion, what are the two most important qualities to having a successful healthy relationship? Why do you think this?

Flipping the classroom like this allows more time for in-class activities, promotes deeper understanding of a topic prior to a lesson, and ensures richer discussions.

References: Andy Horne, M.Ed., New Trier High School