



## Grade 10 Sample Lesson Plan: Relationship Reality

### SOLs

- Identify characteristics of healthy peer, family, and dating relationships
- Evaluate potentially harmful and abusive relationships, including dangerous dating situations

### Objectives/Goals

- The student will identify components to healthy and unhealthy relationships to reduce health risks and enhance health.
- The student will process scenarios pertaining to dating relationships

### Materials

- [Dating Violence Stat Sheet](#)
- [Equality Wheel for Teens](#)
- [Teen Power & Control Wheel](#)

### Procedure

- Hook - As students come into the classroom have them think about and write answers to the following questions.
  - Who are the people in your life that make you feel good about being yourself? Why?
  - Who is your best friend and what are some of the qualities you like most about that person? What about your relationship do you value the most?
  - When I SEE someone in a healthy relationship, I see them doing things like... When I HEAR someone in a healthy relationship, I hear them say things like...
  - When someone is in a healthy relationship they usually FEEL like...
  - Can you draw a picture of what a healthy relationship looks like?
- Now go through the questions one-by-one with your students and have them share some of their responses. You could also do a Think-Pair-Share or ask one question at a time and have students comment on each one before moving to the next question.

- Healthy Relationship Pictionary/Charades - Next share with students the functional knowledge about teens and healthy relationships. Divide your class into 8 groups (based on terms below) and have them act out or draw the term that their group was given.
  - Negotiation & Fairness
  - Non-threatening behavior
  - Respect
  - Trust & Support
  - Honesty & Accountability
  - Self-Confidence & Personal Growth
  - Shared Power
  - Communication
- After all groups have presented and the classmates have tried to guess the “term” for each group, show them the Equality Wheel for Teens diagram. Ask students if their answers to the original question(s) aligned or were similar to this wheel. Tell students that no matter if we look at friendships or dating relationships, these are the pieces that serve as a foundation to any healthy and safe relationship.
- Next, it would be a good idea to connect national or local data or statistics to how many people (or teens) experience some form of dating or domestic violence. This 90sec YouTube video clip does a good job of that - <https://www.youtube.com/watch?v=BMNvH0-uU3g>
- Some stats/facts to share - Source: LoveIsRespect.org - See FULL LIST ATTACHED
  - Domestic or Dating Violence is a pattern of behavior used to establish POWER & CONTROL over another person through fear and intimidation, often including the threat or use of violence.
  - Domestic or dating violence and abuse can happen to anyone, regardless of gender, race, ethnicity, sexual orientation, income, or other factors.
  - 1 in 4 women will experience domestic or dating violence during her lifetime.
  - About 2 in 5 of all victims of domestic violence are men.
  - 1 in 2 transgender individuals are sexually abused or assaulted at some point in their lives.
  - Most domestic or dating violence incidents are never reported.
  - Nearly 1.5 million high school students nationwide experience physical abuse from a dating partner in a single year.
  - One in three adolescents in the U.S. is a victim of physical, sexual, emotional or verbal abuse from a dating partner, a figure that far exceeds rates of other types of youth violence.
  - One in 10 high school students has been purposefully hit, slapped or physically hurt by a boyfriend or girlfriend.

- Now that your students are more aware of the prevalence of dating violence, ask them: Can you think of some examples of how someone might try to gain Power & Control over their dating partner? Share ideas out loud as a class and generate a list on the board. Some examples might include:
  - Checking your cell phone or email without permission
  - Constantly putting you down
  - Extreme jealousy or insecurity
  - Explosive temper
  - Isolating you from family or friends
  - Making false accusations
  - Mood swings
  - Physically hurting you in any way
  - Possessiveness
  - Telling you what to do
- Depending on time, you could have the same groups from the previous Pictionary/Charades activity act out or draw a term based on the following 8 Power & Control wheel terms below. Or, if you are short on time, have students work in pairs or small groups and have them try to brainstorm the 8 key features to an unhealthy relationship (Power & Control Wheel). Rather than just showing them the diagram, this allows for deeper thinking in a social context. Another suggestion is to put the Healthy characteristics on the board and have them try to think of an opposite for each term:

### **Teen Power & Control Wheel**

- Peer Pressure
- Anger/Emotional Abuse
- Using Social Status
- Intimidation
- Minimize/Deny/Blame
- Threats
- Sexual Coercion
- Isolation/Exclusion

Red Flag Activity - Now that students have an understanding of healthy and unhealthy relationships, have them practice looking at some scenarios to identify if it is healthy or a possible Red Flag (potential risk for an unhealthy relationship). You could do this in small groups or collectively as a class. One fun twist you can do is make little red flags out of popsicle sticks and red construction paper and give one to each student. They can hold up their red flag when they think the scenario warrants a red flag.

- Your partner frequently asks questions about your former dating partners.
- Your partner texts you a lot when you are not together wanting to know what you are doing and who you are with.

- Your partner makes you promise you will be together forever
  - Your partner admits when he/she is wrong.
  - Your partner suggests that you should spend more time together and spend less time with your family and friends because you love each other.
  - Your partner pressures you to do sexual acts you do not want to do.
  - Your partner likes the way you look and act and tells you so.
  - Your partner suggests what pictures you should and should not put up on social media.
- To help students further process healthy and unhealthy relationships, have them individually complete the following formative assessment using the resources from LoveIsRespect.org.
  - Another possible extension question would be to ask the students: Why do you think people stay in abusive relationships?

### References

- [LoveIsRespect.org](http://www.loveisrespect.org)
- LoveIsRespect.org Downloadable Materials  
<http://www.loveisrespect.org/resources/download-materials/>
- [Healthy or Unhealthy](#) - formative assessment (see below)

### Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

# Healthy or Unhealthy?

After reviewing these five short videos about relationships, what do you *really* think is going on? Pick one answer for each scenario and justify your decision.

Videos found here: <http://www.loveisrespect.org/whats-really-going-quiz>

## **Scenario #1 - Julie**

Does this sound like a bad thing or part of an intense, but normal relationship?

- Texting is a way of life and when you're dating, it can get intense.
- Joe seems to be texting a bit too much. But he'll probably ease off soon.
- Joe is out of line. His constant texting shows a serious lack of respect and trust.

*Justify your answer:*

## **Scenario #2 - Carla**

Teen relationships sometimes include alcohol use and sexual exploration. Was Max right to get annoyed at Carla? Was she leading Max on? Should they even be drinking in the first place?

- All couples have arguments. That's just part of dating and being young.
- Max shouldn't make Carla feel bad. If she didn't want to drink or get intimate with Max, that's her right. He needs to respect that.
- Max just wanted to have fun -- if Carla didn't want to fool around with Max, maybe she shouldn't have gone to the party in the first place.

*Justify your answer:*

## **Scenario #3 - Michael**

Michael may not have ended up with any bruises but he was physically hurt. Was Shannon just frustrated and showing it the only way she knew how? Was her behavior ok?

- Yeah, it's not really a big deal. Some girls are high strung. It would be way different if it was a guy shoving a girl.
- No. Shannon used physical force to intimidate or hurt Michael. It's the same as a guy hitting a girl.
- No. But everyone loses his or her temper once in a while. It's really not that big of a deal.

*Justify your answer:*

**Scenario #4 - Leah** Is sending a topless picture to your partner a big deal? Doesn't it seem like a lot of people do this? Is Leah's friend being manipulated by her boyfriend?

\_\_\_ Sure, some guys are total jerks and share their girlfriend's nude photo, and then it's everywhere. But Sarah's boyfriend is probably a trustworthy guy.

\_\_\_ If Sarah is worried about texting a nude picture of herself, she should ask her boyfriend to send a nude picture of himself. Then Sarah will have ammunition -- and reduce the chance that he will send Sarah's photo to others.

\_\_\_ If Sarah is 18 or older she can send a topless photo if she wants to, but it isn't ok for her boyfriend to make her feel guilty about not wanting to send one. Pressure like that is not a good sign for any relationship.

*Justify your answer:*

**Scenario #5 - Paul** Is Paul in the wrong? Perhaps Paul is still figuring out his sexual identity or feeling insecure in his first relationship, and William should give Paul some slack.

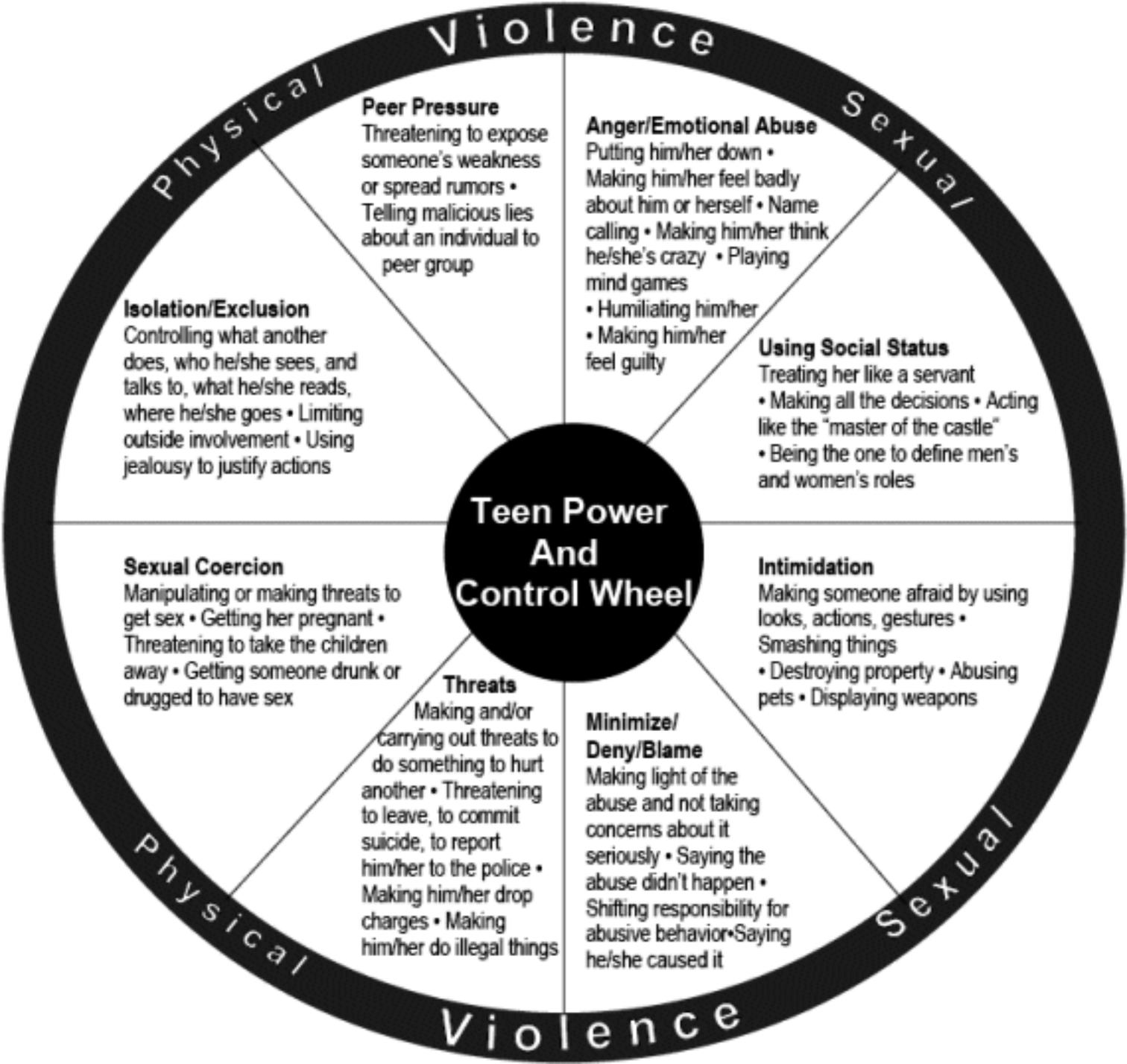
\_\_\_ There are two sides to every story. Maybe William is overreacting and being overly defensive.

\_\_\_ There's a lot to figure out in your first serious relationship, no matter who it's with. Time will sort this out.

\_\_\_ Paul insults William and puts him down. This isn't the sign of a healthy relationship -- it's a way for Paul to exert his power over William.

*Justify your answer:*

**KEY TAKEAWAY - *What do you think are the most important qualities of a healthy relationship?*** Come up with at least 2 ideas and give an example for each.



# Healthy Relationship Quiz

EVERYONE DESERVES TO BE IN A SAFE AND HEALTHY RELATIONSHIP. DO YOU KNOW IF YOUR RELATIONSHIP IS HEALTHY? ANSWER YES OR NO TO THE FOLLOWING QUESTIONS TO FIND OUT. MAKE SURE TO CHECK THE BOXES TO RECORD YOUR RESPONSES. AT THE END, YOU'LL FIND OUT HOW TO SCORE YOUR ANSWERS.

THE PERSON I'M WITH	YES	NO
1. Is very supportive of things that I do.	<input type="radio"/>	<input type="radio"/>
2. Encourages me to try new things.	<input type="radio"/>	<input type="radio"/>
3. Likes to listen when I have something on my mind.	<input type="radio"/>	<input type="radio"/>
4. Understands that I have my own life too.	<input type="radio"/>	<input type="radio"/>
5. Is not liked very well by my friends.	<input type="radio"/>	<input type="radio"/>
6. Says I'm too involved in different activities.	<input type="radio"/>	<input type="radio"/>
7. Texts me or calls me all the time.	<input type="radio"/>	<input type="radio"/>
8. Thinks I spend too much time trying to look nice.	<input type="radio"/>	<input type="radio"/>
9. Gets extremely jealous or possessive.	<input type="radio"/>	<input type="radio"/>
10. Accuses me of flirting or cheating.	<input type="radio"/>	<input type="radio"/>
11. Constantly checks up on me or makes me check in.	<input type="radio"/>	<input type="radio"/>
12. Controls what I wear or how I look.	<input type="radio"/>	<input type="radio"/>
13. Tries to control what I do and who I see.	<input type="radio"/>	<input type="radio"/>
14. Tries to keep me from seeing or talking to my family and friends.	<input type="radio"/>	<input type="radio"/>
15. Has big mood swings, getting angry and yelling at me one minute but being sweet and apologetic the next.	<input type="radio"/>	<input type="radio"/>
16. Makes me feel nervous or like I'm "walking on eggshells."	<input type="radio"/>	<input type="radio"/>
17. Puts me down, calls me names or criticizes me.	<input type="radio"/>	<input type="radio"/>
18. Makes me feel like I can't do anything right or blames me for problems.	<input type="radio"/>	<input type="radio"/>
19. Makes me feel like no one else would want me.	<input type="radio"/>	<input type="radio"/>
20. Threatens to hurt me, my friends or family.	<input type="radio"/>	<input type="radio"/>
21. Threatens to hurt themselves because of me.	<input type="radio"/>	<input type="radio"/>
22. Threatens to destroy my things (Phone, clothes, laptop, car, etc.).	<input type="radio"/>	<input type="radio"/>
23. Grabs, pushes, shoves, chokes, punches, slaps, holds me down, throws things or hurts me in some way.	<input type="radio"/>	<input type="radio"/>
24. Breaks or throws things to intimidate me.	<input type="radio"/>	<input type="radio"/>
25. Yells, screams or humiliates me in front of other people.	<input type="radio"/>	<input type="radio"/>
26. Pressures or forces me into having sex or going farther than I want to.	<input type="radio"/>	<input type="radio"/>



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## Healthy Relationship



# SCORING

GIVE YOURSELF ONE POINT FOR EVERY NO YOU ANSWERED TO NUMBERS 1-4, ONE POINT FOR EVERY YES RESPONSE TO NUMBERS 5-8 AND FIVE POINTS FOR EVERY YES TO NUMBERS 9 AND ABOVE.

NOW THAT YOU'RE FINISHED AND HAVE YOUR SCORE, THE NEXT STEP IS TO FIND OUT WHAT IT MEANS. SIMPLY TAKE YOUR TOTAL SCORE AND SEE WHICH OF THE CATEGORIES BELOW APPLY TO YOU.

### 0pts

You got a score of zero? Don't worry -- it's a good thing! It sounds like your relationship is on a pretty healthy track. Maintaining healthy relationships takes some work -- keep it up! Remember that while you may have a healthy relationship, it's possible that a friend of yours does not. If you know someone who is in an abusive relationship, find out how you can help them by visiting [loveisrespect.org](http://loveisrespect.org).

### 1-2pts

If you scored one or two points, you might be noticing a couple of things in your relationship that are unhealthy, but it doesn't necessarily mean they are warning signs. It's still a good idea to keep an eye out and make sure there isn't an unhealthy pattern developing. The best thing to do is to talk to your partner and let them know what you like and don't like. Encourage them to do the same. Remember, communication is always important when building a healthy relationship. It's also good to be informed so you can recognize the different types of abuse.

### 3-4pts

If you scored three or four points, it sounds like you may be seeing some warning signs of an abusive relationship. Don't ignore these red flags. Something that starts small can grow much worse over time. No relationship is perfect -- it takes work! But in a healthy relationship you won't find abusive behaviors.

### 5pts

If you scored five or more points, you are definitely seeing warning signs and may be in an abusive relationship. Remember the most important thing is your safety -- consider making a safety plan. You don't have to deal with this alone. We can help. Chat with a trained peer advocate to learn about your different options at [loveisrespect.org](http://loveisrespect.org).



# THE RELATIONSHIP SPECTRUM

All relationships exist on a spectrum from healthy to abusive with unhealthy somewhere in the middle

## Healthy relationships are based on equality and respect.

RESPECT  
GOOD COMMUNICATION  
TRUST  
HONESTY  
EQUALITY

You make decisions together and can openly discuss whatever you're dealing with, like relationship problems and sexual choices. You enjoy spending time together but can be happy apart.

## Unhealthy relationships are based on attempts to control the other person.

BREAKS IN COMMUNICATION  
PRESSURE  
DISHONESTY  
STRUGGLES FOR CONTROL  
INCONSIDERATE BEHAVIOR

One person tries to make most of the decisions. He or she may pressure their partner about sex or refuse to see how their actions can hurt. In an unhealthy relationship, you feel like you should only spend time with your partner.

## Abusive relationships are based on an imbalance of power and control.

ACCUSATIONS  
BLAME SHIFTING  
ISOLATION PRESSURE  
MANIPULATION

One person is making all of the decisions — about sexual choices, friend groups, boundaries, even what's true and what's not. You spend all of your time together and feel like you can't talk to other people, especially about what's really happening in your relationship.

# Dating Abuse Statistics



Dating abuse is a big problem, affecting youth in every community across the nation. Learn the facts below.

## Too Common

- Nearly 1.5 million high school students nationwide experience physical abuse from a dating partner in a single year.<sup>1</sup>
- One in three girls in the US is a victim of physical, emotional or verbal abuse from a dating partner, a figure that far exceeds rates of other types of youth violence.<sup>2</sup>
- One in ten high school students has been purposefully hit, slapped or physically hurt by a boyfriend or girlfriend.<sup>3</sup>

## Why Focus on Young People?

- Girls and young women between the ages of 16 and 24 experience the highest rate of intimate partner violence, almost triple the national average.<sup>4</sup>
- Among female victims of intimate partner violence, 94% of those age 16-19 and 70% of those age 20-24 were victimized by a current or former boyfriend or girlfriend.<sup>5</sup>
- Violent behavior often begins between the ages of 12 and 18.<sup>6</sup>
- The severity of intimate partner violence is often greater in cases where the pattern of abuse was established in adolescence.<sup>7</sup>

## Don't Forget About College Students

- Nearly half (43%) of dating college women report experiencing violent and abusive dating behaviors.<sup>8</sup>
- College students are not equipped to deal with dating abuse – 57% say it is difficult to identify and 58% say they don't know how to help someone who's experiencing it.<sup>9</sup>
- One in three (36%) dating college students has given a dating partner their computer, email or social network passwords and these students are more likely to experience digital dating abuse.<sup>10</sup>
- One in six (16%) college women has been sexually abused in a dating relationship.<sup>11</sup>

## Long-lasting Effects

- Violent relationships in adolescence can have serious ramifications by putting the victims at higher risk for substance abuse, eating disorders, risky sexual behavior and further domestic violence.<sup>12</sup>
- Being physically or sexually abused makes teen girls six times more likely to become pregnant and twice as likely to get a STD.<sup>13</sup>
- Half of youth who have been victims of both dating violence and rape attempt suicide, compared to 12.5% of non-abused girls and 5.4% of non-abused boys.<sup>14</sup>

## Lack of Awareness

- Only 33% of teens who were in an abusive relationship ever told anyone about the abuse.<sup>15</sup>
- Eighty-one (81) percent of parents believe teen dating violence is not an issue or admit they don't know if it's an issue.<sup>16</sup>
- Though 82% of parents feel confident that they could recognize the signs if their child was experiencing dating abuse, a majority of parents (58%) could not correctly identify all the warning signs of abuse.<sup>17</sup>

connect now!

chat at [loveisrespect.org](https://loveisrespect.org)

SMS text loveis to 22522

call 1-866-331-9474

Discuss your options confidentially.  
Peer advocates are available 24/7.

For more information, visit [www.loveisrespect.org](https://www.loveisrespect.org)

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- <sup>1</sup> Centers for Disease Control and Prevention, “Physical Dating Violence Among High School Students—United States, 2003,” *Morbidity and Mortality Weekly Report*, May 19, 2006, Vol. 55, No. 19.
- <sup>2</sup> Davis, Antoinette, MPH. 2008. Interpersonal and Physical Dating Violence among Teens. The National Council on Crime and Delinquency Focus. Available at [http://www.nccd-crc.org/nccd/pubs/2008\\_focus\\_teen\\_dating\\_violence.pdf](http://www.nccd-crc.org/nccd/pubs/2008_focus_teen_dating_violence.pdf).
- <sup>3</sup> Grunbaum JA, Kann L, Kinchen S, et al. 2004. *Youth Risk Behavior Surveillance—United States, 2003*. Morbidity and Mortality Weekly Report. 53(SS02); 1-96. Available at <http://www.cdc.gov/mmwr/preview/mmwrhtml/ss5302a1.htm>.
- <sup>4</sup> Department of Justice, Bureau of Justice and Statistics, *Intimate Partner Violence in the United States, 1993-2004*. Dec. 2006.
- <sup>5</sup> Callie Marie Rennison, Ph.D., Department of Justice, Bureau of Justice Statistics, “Intimate Partner Violence and Age of Victim, 1993-99” (2001). Available at: <http://bjs.ojp.usdoj.gov/content/pub/pdf/ipva99.pdf>
- <sup>6</sup> Rosado, Lourdes, *The Pathways to Youth Violence; How Child Maltreatment and Other Risk Factors Lead Children to Chronically Aggressive Behavior*. 2000. American Bar Association Juvenile Justice Center.
- <sup>7</sup> S.L. Feld & M.A. Strauss, *Criminology*, 27, 141-161, (1989).
- <sup>8</sup> Fifth & Pacific Companies, Inc. (Formerly: Liz Claiborne, Inc.), Conducted by Knowledge Networks, (December 2010). “College Dating Violence and Abuse Poll,” Available at: <https://www.breakthecycle.org/surveys>.
- <sup>9</sup> Fifth & Pacific Companies, Inc. (Formerly: Liz Claiborne, Inc.), Conducted by Knowledge Networks, (December 2010). “College Dating Violence and Abuse Poll,” Available at: <https://www.breakthecycle.org/surveys>.
- <sup>10</sup> Fifth & Pacific Companies, Inc. (Formerly: Liz Claiborne, Inc.), Conducted by Knowledge Networks, (December 2010). “College Dating Violence and Abuse Poll,” Available at: <https://www.breakthecycle.org/surveys>.
- <sup>11</sup> Fifth & Pacific Companies, Inc. (Formerly: Liz Claiborne, Inc.), Conducted by Knowledge Networks, (December 2010). “College Dating Violence and Abuse Poll,” Available at: <https://www.breakthecycle.org/surveys>.
- <sup>12</sup> Jay G. Silverman, PhD; Anita Raj, PhD; Lorelei A. Mucci, MPH; Jeanne E. Hathaway, MD, MPH, “Dating Violence Against Adolescent Girls and Associated Substance Use, Unhealthy Weight Control, Sexual Risk Behavior, Pregnancy, and Suicidality” *JAMA*. 2001;286(5):572-579. doi:10.1001/jama.286.5.572
- <sup>13</sup> Decker M, Silverman J, Raj A. 2005. *Dating Violence and Sexually Transmitted Disease/HIV Testing and Diagnosis Among Adolescent Females*. *Pediatrics*. 116: 272-276.
- <sup>14</sup> D. M. Ackard, Minneapolis, MN, and D. Neumark-Sztainer, Division of Epidemiology, School of Public Health, University of Minnesota, Minneapolis, MN, *Date Violence and Date Rape Among Adolescents: Associations with Disordered Eating Behaviors and Psychological Health, Child Abuse & Neglect*, 26 455-473, (2002).
- <sup>15</sup> Liz Claiborne Inc., conducted by Teenage Research Unlimited, (February 2005).
- <sup>16</sup> “Women’s Health,” June/July 2004, *Family Violence Prevention Fund and Advocates for Youth*, <http://www.med.umich.edu/whp/newsletters/summer04/p03-dating.html>.
- <sup>17</sup> Fifth & Pacific Companies, Inc. (Liz Claiborne, Inc.), Conducted by Teen Research Unlimited, (May 2009). “Troubled Economy Linked to High Levels of Teen Dating Violence & Abuse Survey 2009,” Available at: <https://www.breakthecycle.org/surveys>.

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# EQUALITY WHEEL FOR TEENS

