

HEALTHY RELATIONSHIPS STANDARDS

1. What Do You Really Want? – E2S2W9L1

Overview - Students discuss the elements that they think make a perfect relationship and evaluate which types of relationships align with their goals and life path the best.

Decision Making: Relationships Elevate Objectives

- Observe and portray how healthy and successful relationships can look vastly different.
 - *Students will create and discuss a list of adjectives describing successful relationship elements.*
 - *Students will choose a successful relationship example from their personal world or the world of fictional characters and describe what makes the relationship successful.*
- Students will create their own dating standard based on values, goals and life vision.
 - *Students will distinguish the types of relationships which will fit into their goals or life vision.*
 - *Students will predict they type of primary / intimate relationship which will help them to meet their goals and discuss the advantages of their choices with others of a similar and different view point.*

Healthy Relationships standard:

HR.12.CC.1 – Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.

Personal Safety standard:

PS.12.ADV.1 – Advocate for safe environments that encourage dignified and respectful treatment of everyone.

2. Is It Really Love? – E2S2W9L2

Students describe, define and compare love and lust-based relationships and discuss their preferences for how they want to be treated in relationships now and in the future, and which qualities they are looking for in their partners.

Decision Making: Relationships Elevate Objectives

- Observe and portray how healthy and successful relationships can look vastly different.
 - *Students will describe healthy love-based relationships they have observed.*
 - *Students will compare examples of healthy relationship elements.*
- Students will create their own dating standard based on values, goals and life vision.
 - *Students will discern the personal preferences that they have when looking at love relationships.*
 - *Students will discuss and compare their preferences with peers.*

Healthy Relationships standard:

HR.12.1C.1 – Demonstrate effective strategies to avoid or end an unhealthy relationship.

Personal Safety standard:

PS.12.CC.3 – Explain why using tricks, threats or coercion in relationships is wrong.

3. Responding to Warning Signs – E2S2W9L3

Students learn to identify and respond to warning signs of unhealthy or abusive relationships.

Decision Making: Relationships Elevate Objectives

- Identify red flags in a relationship and develop their own dating standard.
 - *Students will reflect upon their own standards and expectations to create a list of warning signs.*
 - *Students will discuss with the whole class what warning signs look like to each of them.*
- Creatively portray how to spot the signs that someone is inclined to inflict emotional and/or physical abuse.

- *Students will discriminate between healthy, unhealthy and abusive behaviors through small group discussion.*
- *Students will apply their knowledge to an online activity and determine if they agree with the activity's answer.*

Healthy Relationship standard:

HR.12.IC.2 - Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.

Personal Safety standard:

PS.12.AI.1 – Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted.

4. No Rush for Sexual Activity, Part 1 – E2S2W10L1

Students determine what they consider sexual contact, and discuss physical consequences of early sexual activity.

Decision Making: Relationships Elevate Objectives

- Students will create their own dating standard based on values, goals and life vision.
 - *Students will determine what they define as sexual contact.*
 - *Students will evaluate extreme opinions on different levels of contact, to be better determine their standards.*
- Investigate the possible consequences of early sexual behavior and the emotional, mental, social and physical benefits of delaying sexual activity.
 - *Students will discuss and share their knowledge and opinions of certain physical consequences of having sexual activity in small groups.*
 - *Students will present their small group opinions to the class and promote questions and comments around that information.*

Healthy Relationships standard:

HR.12.CC.2 – Describe a range of ways to express affection within healthy relationships.

5. No Rush for Sexual Activity, Part 2 – E2S2W10L2

Students examine sexual activity social labels, determine their own views and goals, discuss social and emotional consequences of early sexual activity and create their own goals related to sexual activity.

Decision Making: Relationships Elevate Objectives

- Students will create their own dating standard based on values, goals and life vision.
 - *Students will discuss social labels and the labels they would most like to have associated with sexual activity.*
 - *Students will formulate their own goal for sexual activity going forward.*
- Investigate the possible consequences of early sexual behavior and the emotional, mental, social and physical benefits of delaying sexual activity.
 - *Students will analyze the effects and pressures involved in saying I love you.*
 - *Students will investigate the relationship between physical and emotional activity.*

Healthy Relationships standard:

HR.12.INF.1 – Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship.

6. Signs of Abuse – E2S2W11L1

Students conduct research and give presentations about abuse facts.

Decision Making: Relationships Elevate Objectives

- Identify red flags in a relationship and develop their own dating standard.
 - *Students will learn the general parameters where abuse can occur.*
 - *Students will research information around eight key behaviors of abuse to raise their personal awareness of abuse.*

- Creatively portray how to spot the signs that someone is inclined to inflict emotional and/or physical abuse.
 - *Students will assess which information is most important from their research.*
 - *Students will collaboratively share trends of an abusive behavior and facilitate discussion around those trends.*

Healthy Relationships standard:

HR.12.AI.1 – Demonstrate how to access valid information and resources to help deal with relationships.

Personal Safety standard:

PS.12.IC.2 – Identify ways in which they could respond when someone else is being bullied or harassed.

7. When Your Partner is Abusive – E2S2W11L2

Students learn information about abuse victims and the best practices for reporting, discuss why victims stay in abusive relationships, and how relationships can change over time.

Decision Making: Relationships Elevate Objectives

- Analyze the short-term and long-term effects of emotional and physical abuse.
 - *Students will predict and discuss reasons that victims stay in abusive relationships.*
 - *Students will discover and discuss statistics concerning dating teens and college students in America.*
- Teach the risks associated with choosing friends who use substances and violence to solve problems.
 - *Students will participate and observe role-plays of abuse reporting conversations.*
 - *Students will discuss different types of abuse (substances, physical and emotional abuses.)*

Healthy Relationships standard:

HR.12.IC.1 – Demonstrate effective strategies to avoid or end an unhealthy relationship.

Personal Safety standard:

PS.12.IC.1 – Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault.

The Healthy Relationships and Personal Safety standards referred to here are informed by some of the National Sexuality Education Standards found at <http://www.futureofsexed.org/documents/josh-fose-standards-web.pdf>.