



## Grade 10 Sample Lesson Plan: Love Shouldn't Hurt

### SOLs

- Evaluate potentially harmful and abusive relationships, including dangerous dating situations.

### Objectives/Goals

- Students will be able to explain healthy relationship characteristics.
- Students will be able to identify the warning signs of an abusive relationship.
- Students will have knowledge on how to help someone who is in an abusive relationship.

### Materials

- Love Shouldn't Hurt -ppt
- Relationships Exist on a Spectrum
- Relationship Spectrum *Kahoot.it* Click [Here](https://play.kahoot.it/#/k/c329469e-58c8-4e92-89a1-8738c74c15b6)  
(<https://play.kahoot.it/#/k/c329469e-58c8-4e92-89a1-8738c74c15b6>)
- Projector, screen, and computer
- Devices or computers to play *Kahoot.it*

### Procedure

[Lesson: 60 mins]

#### Step 1: Introduction

- Show *Relationships Exist on a Spectrum* on the projector screen. As students are walking into class have them read through *Relationships Exist on a Spectrum*. Spend about five minutes having kids read it and discuss if necessary.

#### Step 2: Hook

The Relationship Spectrum *Kahoot.it* game:

- Open *Love Shouldn't Hurt-ppt* on computer and put on the projector screen and go to Slide #2. Open the *Kahoot.it* [link https://play.kahoot.it/#/k/c329469e-58c8-4e92-89a1-8738c74c15b6](https://play.kahoot.it/#/k/c329469e-58c8-4e92-89a1-8738c74c15b6) and choose the “Individual Player” option. A Kahoot code will show up on the screen. Students use their device/computer and go to *Kahoot.it* and log in with the code on the screen to play (from the link the teacher pressed in slide #2). Make sure the students use their real names (can be used to take attendance; if students put an inappropriate name on the screen the instructor can scroll over name and delete it). Discuss questions and answers between *Kahoot* questions. Encourage kids to participate in each questions discussion.
- The Relationship Spectrum *Kahoot.it* game will get the students thinking about healthy versus unhealthy characteristics in a relationship. All relationships exist on a spectrum, from healthy to abusive to somewhere in between.

### **Step 3: Presentation**

- Return to the *Love Shouldn't Hurt ppt* and go to Slide #3. Watch video and continue viewing remaining slides. Present all slides, discussing and taking questions as they come. At slide #24 (“Click Here to View Safety Plan”), click on the link and review the poster with students. The poster is designed to be printed and can be done so before the lesson. After poster has been presented, continue with rest of presentation.

### **Assessment Idea**

- Print the Safety Plan Poster onto a sheet of paper and hand to students after presentation.
- Instructor will provide professional emergency contacts for their geographical location in the space provided at the bottom of the poster
- Students will add at least two of their own emergency contacts at the bottom of the sheet in the space provided

## References

- *Ryan and Jade Teenage Relationship Abuse Advert [full version]* (2013, March 4). Home Office Retrieved from <https://youtu.be/zOLAelTPs6c>.
- Steiner, Leslie. (2013, Jan. 25). *Why domestic violence victims don't leave?* TED Talk. Retrieved from [https://www.youtube.com/watch?time\\_continue=1&v=V1yW5IsnSjo](https://www.youtube.com/watch?time_continue=1&v=V1yW5IsnSjo)
- *The Line*. (2008, October 19). Love is Respect. Retrieved June 18, 2018, from [https://www.youtube.com/watch?time\\_continue=1&v=dNvt\\_zSiIkg](https://www.youtube.com/watch?time_continue=1&v=dNvt_zSiIkg)
- Types of Abuse - loveisrespect. (n.d.). Retrieved from <http://www.loveisrespect.org/is-this-abuse/types-of-abuse/>
- Relationship Spectrum Kahoot.it <https://play.kahoot.it/#/k/c329469e-58c8-4e92-89a1-8738c74c15b6>
- <http://www.loveisrespect.org/>
  - <http://www.loveisrespect.org/educators-toolkits/>
- Kimberly Ohara-Borowski M.Ed. Ocean View High School

## Handout

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

# RELATIONSHIPS EXIST ON A SPECTRUM

All relationships exist on a spectrum, from healthy to somewhere in between. Below, we outline behaviors that occur in healthy, unhealthy and abusive relationships.

## HEALTHY

A **healthy relationship** means that both you and your partner are:

**Communicating:** You talk openly about problems, listen to each other and respect each other's opinions.

**Respectful:** You value each other as you are. You respect each other's emotional, digital and sexual boundaries.

**Trusting:** You believe what your partner has to say. You do not feel the need to "prove" each other's trustworthiness.

**Honest:** You are honest with each other, but can still keep some things private.

**Equal:** You make decisions together and hold each other to the same standards.

**Enjoying personal time:** You both can enjoy spending time apart, alone or with others. You respect each other's need for time apart.

## UNHEALTHY

You may be in an **unhealthy relationship** if one or both partners is:

**Not communicating:** When problems arise, you fight or you don't discuss them at all.

**Disrespectful:** One or both partners is not considerate of the other's feelings and/or personal boundaries.

**Not trusting:** One partner doesn't believe what the other says, or feels entitled to invade their privacy.

**Dishonest:** One or both partners tells lies.

**Trying to take control:** One partner feels their desires and choices are more important.

**Only spending time with your partner:** Your partner's community is the only one you socialize in.

## ABUSIVE

**Abuse** is occurring in a relationship when one partner:

**Communicates** in a way that is hurtful, threatening, insulting or demeaning.

**Disrespects** the feelings, thoughts, decisions, opinions or physical safety of the other.

**Physically hurts** or injures the other partner by hitting, slapping, choking, pushing or shoving.

**Blames** the other partner for their harmful actions, makes excuses for abusive actions and/or minimizes the abusive behavior.

**Controls and isolates** the other partner by telling them what to wear, who they can hang out with, where they can go and/or what they can do.

**Pressures or forces** the other partner to do things they don't want to do; threatens, hurts or blackmails their partner if they resist or say no.



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# HEALTHY RELATIONSHIP HIGH SCHOOL EDUCATORS TOOLKIT

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# ABOUT THIS GUIDE

Every day millions of lives in the U.S. are devastated by violence. On average, 24 people a minute are victims of physical violence, rape or stalking by an intimate partner. That adds up to more than 12 million women and men a year. The reality is that this doesn't only affect adults. There are millions of young people in this country, many of whom may be students of yours, whose lives are affected—sometimes shaped—by violence.

## The Facts

One in three adolescents in the U.S. is a victim of [emotional](#), [physical](#) or [sexual abuse](#) from a dating partner, a figure that far exceeds other types of youth violence.

Only 33% of teens who were in a violent relationship ever told anyone about the abuse.

Dating abuse affects around 1.5 million teens annually.

As an educator, you are in a position to influence, motivate and lead children and youth. As a mentor and role model to your students, you play a critical role in shaping their attitudes and behaviors. You have the ability to help them get an understanding of healthy relationships and learn to recognize the signs of an unhealthy or abusive relationship. By leveraging classroom discussion, special projects and modeling the appropriate behaviors through your own words and actions, you can have a tremendous impact on how your students grow to understand and appreciate safe, healthy and respectful relationships.

It is our hope that you will feel free to use this guide because we believe that the way to prevent and end domestic violence and dating abuse is through education.



## About loveisrespect

loveisrespect's mission is to engage, educate and empower young people to end abusive relationships. It is a project of the National Domestic Violence Hotline and Break the Cycle.

## Connect with us!

There is NO EXCUSE for abuse, and no one deserves to be abused. For support, information and resources talk to a loveisrespect peer advocate, 24/7/365:



**Call** 1-866-331-9474



**Chat** at [loveisrespect.org](https://loveisrespect.org)



**Text** loveis to 22522

Follow loveisrespect on social media for information and updates to share with your friends and family.



**Facebook** /loveisrespectpage



**Twitter** @loveisrespect



**Instagram** @loveisrespectofficial

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# DEFINING HEALTHY RELATIONSHIPS

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Relationships can all look different, but healthy relationships have a few things in common: open communication, mutual respect and healthy boundaries.

**Communication** is a key part of building a healthy relationship. The first step is making sure both partners in a relationship want and expect the same things—being on the same page is very important. The following tips can help your students create and maintain a healthy relationship:

**Speak Up.** In a healthy relationship, if something is bothering them, it's best to talk about it instead of holding it in.

**Respect Each Other.** Each partner's wishes and feelings have value. Let each other know they are making an effort to keep their ideas in mind. Mutual respect is essential in maintaining healthy relationships.

**Compromise.** Disagreements are a natural part of healthy relationships, but it's important that they find a way to compromise if they disagree on something. They should try to solve conflicts in a fair and rational way.

**Be Supportive.** Offer reassurance and encouragement to each other in a relationship. Also, partners should let each other know when they need their support. Healthy relationships are about building each other up, not putting each other down.

**Respect Each Other's Privacy.** Just because someone is in a relationship doesn't mean they have to share everything and constantly be together.

## Setting Healthy Boundaries

Healthy relationships require space. Creating healthy boundaries is a good way to keep relationships healthy and secure.

By setting boundaries together, partners can have a deeper understanding of the type of relationship they each want. Boundaries are not meant to make anyone feel trapped or like they are “walking on eggshells.”

Creating boundaries is not a sign of secrecy or distrust—it's an expression of what makes someone feel comfortable and what they would like or not like to happen within the relationship.

**Healthy boundaries shouldn't restrict someone's ability to:**

- Go out with their friends without their partner.
- Participate in activities and hobbies they like.
- Not have to share passwords to their email, social media accounts or phone.
- Respect each other's individual likes and needs.

# DEFINING UNHEALTHY RELATIONSHIPS & DATING ABUSE



Relationships that are not healthy are based on power and control, not equality and respect. In the early stages of an abusive relationship, your students may not think the unhealthy behaviors are a big deal. However, possessiveness, insults, jealous accusations, yelling, humiliation, pulling hair, pushing or other negative, abusive behaviors, are—at their root—exertions of power and control. Remember that abuse is always a choice and you deserve to be respected. There is no excuse for abuse of any kind.

Dating abuse is a **pattern of destructive behaviors used to exert power and control** over a dating partner. While we define dating violence as a pattern, that doesn't mean the first instance of abuse is not dating violence. It just recognizes that dating violence usually involves a series of abusive behaviors over a course of time.

**Dating violence can happen to anyone**, regardless of age, race, gender, sexual orientation or background.

Drugs and alcohol can affect a person's judgment and behavior, but they **do not excuse abuse or violence**. Alternatively, if a person uses drugs/alcohol it does not mean they deserve abuse or assault.

## Dating violence can be:

**Physical:** hitting, slapping, choking, kicking, grabbing, pulling hair, pushing, shoving

**Emotional/Verbal:** putting you down; embarrassing you in public (online or off); threatening you in any way; telling you what to do or what to wear; threatening suicide; accusing you of cheating

**Sexual:** pressuring or forcing you to do anything sexual you're not comfortable with and/or do not consent to, including sexting; restricting access to birth control; unwanted kissing or touching

**Financial:** demanding access to your money; preventing you from working; insisting that if they pay for you, you owe them something in return

**Digital:** sending threats via text, social media or email; stalking or embarrassing you on social media; hacking your social media or email accounts without permission; forcing you to share passwords; constantly texting or calling to check up on you; frequently looking through your phone or monitoring your texts/call log

# WARNING SIGNS OF ABUSE

## Warning Signs of Abuse

Because relationships exist on a spectrum, it can be hard to tell when a behavior crosses the line from healthy to unhealthy or even abusive. The following are warning signs of a relationship going in the wrong direction:

- Constantly putting someone down
- Extreme jealousy or insecurity
- Explosive temper
- Isolating someone from their family or friends, dictating who they can see or hang out with
- Mood swings (nice one minute and angry the next)
- Checking someone's cell phone, social media or email without permission
- Physically hurting someone in any way
- Possessiveness
- Telling someone what to do or what to wear



## Not sure if one of your students is in trouble?

You might not see dramatic warning signs like black eyes and broken bones, so it can be difficult to know for sure if they are experiencing abuse in their relationship. But if you know the signs to look for, you might be able to recognize an abusive relationship before it escalates. To start, listen to your instincts—you probably wouldn't be worried without good reason. Also, look for these red flags:

- Problems with school attendance, particularly if it is a new problem
- Lack of interest in former extracurricular activities
- Sudden request for a change in schedule
- Unexplained changes in behavior, grades or quality of schoolwork
- Noticeable change in weight, demeanor or physical appearance
- Isolation from former friends
- Little social contact with anyone but their dating partner
- Unexplained bruises or injuries
- Making excuses or apologizing for their dating partner's inappropriate behavior
- New disciplinary problems at school, such as bullying other students or acting out
- Name-calling or belittling from a dating partner

# HOW TO HELP YOUR STUDENT

You can play an important role in helping students recognize abuse and get the help they need. Consider these tips as you try to make a positive change in your students' lives:

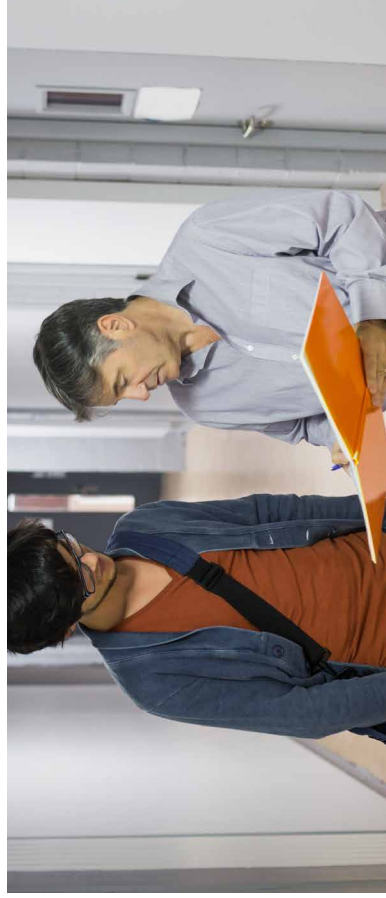
**Be clear:** Tell your students that abuse is unacceptable and that this is an issue you take very seriously.

**Encourage discussion:** Ask students what they think about abuse. Encourage them to think critically about the impact of violence—in their own relationships and society at large.

**Listen:** Listen to what students tell you and what you see and hear. Let them know you care, that you are there for them and that you are paying attention.

**Be prepared:** Be aware of mandatory reporting requirements that apply to you as a teacher and notify your school counselor when you suspect abuse.

**Spread the word:** Enlist your colleagues and administrators in raising awareness of teen dating violence.



If you are certain that your student is involved in an abusive relationship, here's what you can do:

**Tell your student that you're concerned for their safety.** Point out that what's happening isn't "normal." Everyone deserves a safe and healthy relationship. After consulting with the student's parents, offer to connect them with a professional, like a counselor or attorney, who they can talk to confidentially.

**Be supportive and understanding.** Stress that you're on their side. Provide information and non-judgmental support. Let your student know that it's not their fault and no one "deserves" to be abused. Make it clear that you don't blame them and you respect their choices.

**Believe them and take them seriously.** Your student may be reluctant to share their experiences in fear of no one believing what they say. As you validate their feelings and show your support, they can become more comfortable and trust you with more information. Be careful not to minimize their situation due to age, inexperience or the length of their relationship.

**Help develop a safety plan.** One of the most dangerous times in an abusive relationship is when the victim decides to leave. Be especially supportive during this time and try to connect the student to support groups or professionals that can help keep them safe.

**Remember that ultimately your student must be the one who decides to leave the relationship.** There are many complex reasons why victims stay in unhealthy relationships. Your support can make a critical difference in helping your student find their own way to end their unhealthy relationship.

# HEALTHY RELATIONSHIPS CURRICULUM DISCUSSION GUIDES

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These lesson guides are designed to help you introduce issues related to teen dating violence and healthy relationships in the classroom along with suggested scenarios, questions and a guided discussion for each. They do not need to be delivered in order, and the scenarios can be interchangeable among the topics, including how to recognize healthy and unhealthy relationships, how to communicate effectively and how to deal with conflict resolution among partners.



# COMMUNICATING EFFECTIVELY

## Introduction

Open, honest communication should be part of every healthy relationship. It's okay to get angry in a relationship — everyone does at some point! What's important is to resolve conflict in a healthy way.

It is important to open up the channels of communication between partners. Communicating isn't always easy. Some of the tips that we will discuss in this lesson may feel unnatural or awkward at first, but they will help students communicate better and build healthy relationships.

**As you are discussing this lesson, you should highlight that if someone listening is in an unhealthy or an abusive relationship, they must be careful. Remind them that they know their relationship best and if any of these tips would put them in danger, don't try them.**

## Overview

Students learn how to properly communicate with others through various channels in order to build and sustain healthy relationships

Educators have an opportunity to guide students into understanding what is a healthy versus unhealthy relationship and how to communicate their needs effectively

## Scenario

Recently, you and your partner have been disagreeing a lot, and it often leads to arguments. Every time you try and talk to them about how you're feeling they say it's no big deal, you're overreacting, or they just don't want to argue anymore. You feel that the issues are important and want the chance to say how you feel without having to argue. After a day of not speaking, you text your partner and tell them you want to talk now or the relationship is over. They text back and say they will talk when they're ready.

## Questions

1. Is it ok to communicate by text to try and resolve a conflict? Why or why not?
2. Is not talking at all better than having an argument with your partner? Why or why not?
3. Does anger due to a disagreement excuse using insulting words or behavior?
4. Do you think it is ok to demand an immediate response or threaten to break up with your partner? Why or why not?
5. Is this behavior healthy, unhealthy or abusive?
6. What are healthy and unhealthy ways to communicate during a disagreement?

## Key Themes

For healthier communication, try to:

**Find the Right Time.** If something is bothering you and you would like to have a conversation about it, it can be helpful to find the right time to talk. Try to find a time when both you and your partner are calm and not distracted, stressed or in a rush. You might even consider scheduling a time to talk if one or both of you is really busy!

**Talk Face to Face.** Avoid talking about serious matters or issues in writing. Text messages, letters and emails can be misinterpreted. Talk in person or on the phone so there aren't any unnecessary miscommunications.

**Do Not Attack.** Even when we mean well, we can sometimes come across as harsh because of our word choice. Using "you" can sound like you're attacking, which will make your partner defensive and less receptive to your message. Instead, try using "I" or "we." For example, say "I feel like we haven't been as close lately" instead of "You have been distant with me."

**Be Honest.** Agree to be honest. Sometimes the truth hurts, but it's the key to a healthy relationship. Admit that you aren't always perfect and apologize when you make a mistake instead of making excuses. You will feel better and it will help strengthen your relationship.

**Check Your Body Language.** Make eye contact when speaking face-to-face. Sit up and face your partner. Let your partner know you're listening. Show them you really care. Don't take a phone call, text or play a video game when you're talking. Listen and respond.

**Use the 48 Hour Rule.** If your partner does something that makes you angry, you need to tell them about it. But you don't have to do so right away. If you're still hurt 48 hours later, say something. If not, consider forgetting about it. But remember your partner can't read your mind. If you don't speak up when you're upset, there is no way for them to apologize or change. Once you do mention your hurt feelings and your partner sincerely apologizes, let it go. Don't bring up past issues if they're not relevant.

## How to Communicate if You Are Angry

If you get angry with your partner, here are a few steps to take:

**Stop.** If you get really angry about something, stop, take a step back and breathe. Give yourself time to calm down by watching TV, talking to a friend, playing a video game, taking a walk, listening to some music or whatever helps you relax. Taking a break can keep the situation from getting worse.

**Think.** After you're no longer upset, think about the situation and why you got so angry. Was it how your partner spoke or something they did? Figure out the real problem then think about how to explain your feelings.

**Talk.** Finally, talk to your partner and when you do, follow the tips under Key Themes.

**Listen.** After you tell your partner how you feel, remember to stop talking and listen to what they have to say. You both deserve the opportunity to express how you feel in a safe and healthy environment.



# RESOLVING CONFLICT

## Introduction

There is conflict in all relationships. And by “conflict,” we specifically mean verbal disagreements and arguments. People disagree and that isn’t necessarily a bad thing. In fact, everyone has the right to a different opinion from their partner. In a healthy relationship, communication is key. When partners communicate effectively, they understand each other better and that makes their relationship stronger. When they can resolve conflicts successfully, they are developing a healthy, mature relationship. But, while conflict is normal, it can also be a sign that parts of the relationship aren’t working.

**As you are discussing this lesson, you should highlight that if someone listening is in an unhealthy or an abusive relationship, they must be careful. Remind them that they know their relationship best and if any of these tips would put them in danger, don’t try them.**

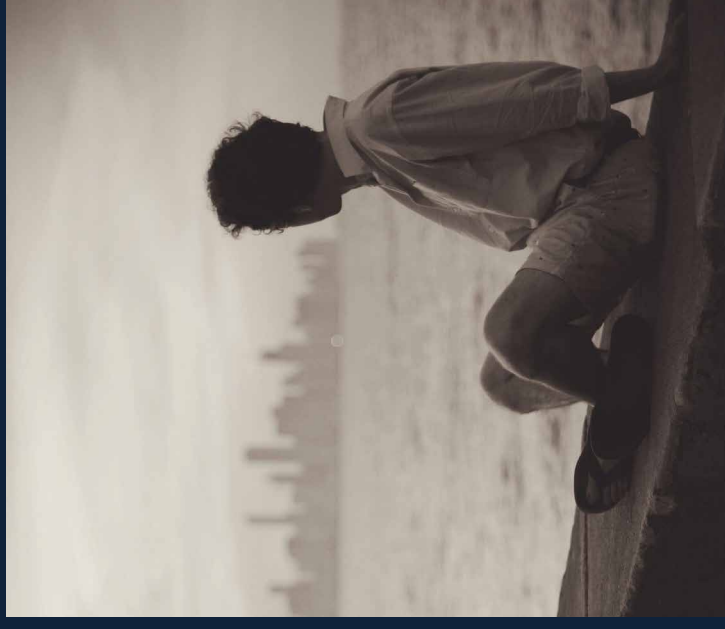
## Overview

Students will learn techniques to avoid and manage conflicts with dating partners

Educators will have an opportunity to guide students in addressing conflict resolution in both healthy and unhealthy relationships

## Scenario

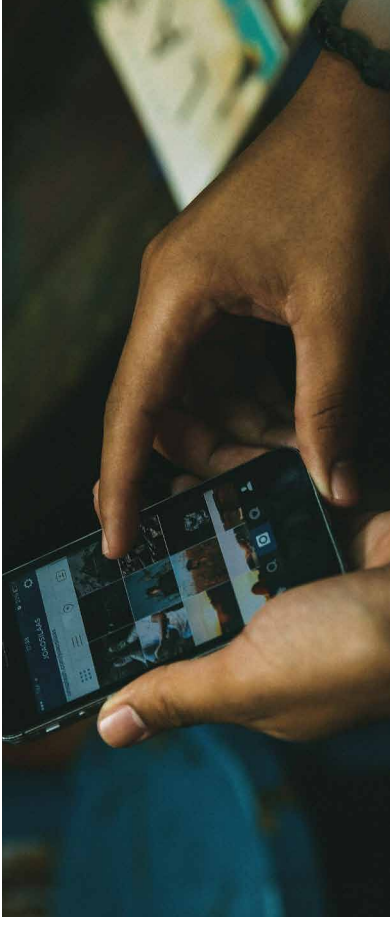
The person that you are dating feels they should have a say in who your friends are. Your partner tells you that since you are in a relationship with them, you shouldn’t talk to your exes or hang out with people your partner doesn’t approve of. They sometimes get jealous when they see you talking to certain people on social media because they think it is considered flirting and could lead to cheating. You let your partner know that you should both be able to be friends with whoever you want and that you should be able to trust each other.





## Questions

1. Are the accusations in this scenario reasonable? Why or why not?
2. Are there healthy boundaries in this relationship? Why or why not?
3. What are the real issues in this relationship?
4. Are there possible compromises for this situation? If so, what?
5. Is this behavior healthy, unhealthy or abusive?
6. How would you manage and resolve this conflict?



## Key Themes

### Conflict Resolution in Healthy Relationships

*If your conflict is based on which movie to see, what friends to hang out with or who should do the dishes, then use the tips below to help resolve these arguments in a healthy way:*

**Set Boundaries.** Everyone deserves to be treated with respect—even during an argument. If your partner curses at you, calls you names or ridicules you, tell them to stop. If they don't, walk away and tell them that you don't want to continue arguing right now.

**Find the Real Issue.** Typically, arguments happen when one partner's wants are not being met. Try to get to the heart of the matter. If your partner seems needy, maybe they are just feeling insecure and need your encouragement. Learn to talk about the real issue so you can avoid constant fighting.

**Agree to Disagree.** If you and your partner can't resolve an issue, sometimes it's best to drop it. You can't agree on everything. Focus on what matters. If the issue is too important for you to drop and you can't agree to disagree, then maybe you're not really compatible.

**Compromise When Possible.** Easy to say but hard to do, compromising is a major part of conflict resolution and any successful relationship. So your partner wants Chinese food and you want Indian? Compromise and get Chinese

tonight, but Indian next time you eat out. Find a middle ground that can allow both of you to feel satisfied with the outcome.

**Consider Everything.** Is this issue really important? Does it change how the two of you feel about each other? Are you compromising your beliefs or morals? If yes, it's important that you really stress your position. If not, maybe this is a time for compromise. Also, consider your partner's arguments. Why are they upset? What does the issue look like from their point of view? It is unusual for your partner to get this upset? Does your partner usually compromise? Are you being inconsiderate?

Still arguing? If you try these tips but still argue constantly, consider whether the relationship is right for both of you. You both deserve a healthy relationship without constant conflict.

### Conflict Resolution in Unhealthy Relationships

While conflict is normal, arguments shouldn't turn into personal attacks and neither partner should try to lower the other's self-esteem. If you can't express yourself without fear of retaliation, you may be experiencing abuse. Remember, one of the main signs of an abusive relationship is a partner who tries to control or manipulate you.

# STEPPING IN

## Introduction

Watching a friend go through an abusive relationship can be very scary, and it can seem difficult to figure out how to help them. The decision to leave can only be made by the person experiencing the abuse, but there are a lot of things that someone can do to help a friend stay safe.

If a friend is undergoing the serious and painful effects of dating abuse, they may have a very different point of view than you. They may have heard the abuse was their fault and feel responsible. If they do choose to leave, they may feel sad and lonely when it's over, even though the relationship was abusive. They may get back together with their ex many times, even though you want them to stay apart. It may be difficult for them to even bring up a conversation about the abuse they're experiencing.

**As you are discussing this lesson, you should highlight that if someone listening is in an unhealthy or an abusive relationship, they must be careful. Remind them that they know their relationship best and if any of these tips would put them in danger, don't try them.**

## Overview

Students will learn how to cultivate healthy relationships and how to recognize and intervene in unhealthy relationships

Educators will have an opportunity to raise awareness about dating violence and help prevent it by guiding students to understand the facts and how to intervene.

## Scenario

You are having a sleepover with your friend and she confides in you that she is stressed out about her relationship. She tells you how her boyfriend likes it when she sends him sexually explicit pictures of herself; so she has done it a couple of times. She didn't see any harm in it but now he demands that she does it, even if she doesn't want to. She says that she tries to tell him she isn't comfortable doing it anymore, and he said since she did it before she has to do it again. She also says that he tells her since she is his girlfriend this is something that she is expected to do. Recently he has told her that he will even leak the ones that she has already sent if she doesn't continue to send them.



### Questions

1. Is it okay that the person your friend is dating makes her send nudes/sexually explicit pictures? Why or why not?
2. What do you think about this person threatening to leak her pictures?
3. Is it okay for a partner to demand that the other partner do something because they have done it before?
4. Is this behavior healthy, unhealthy or abusive?
5. How would you support a friend in this situation?

### Additional loveisrespect Resources

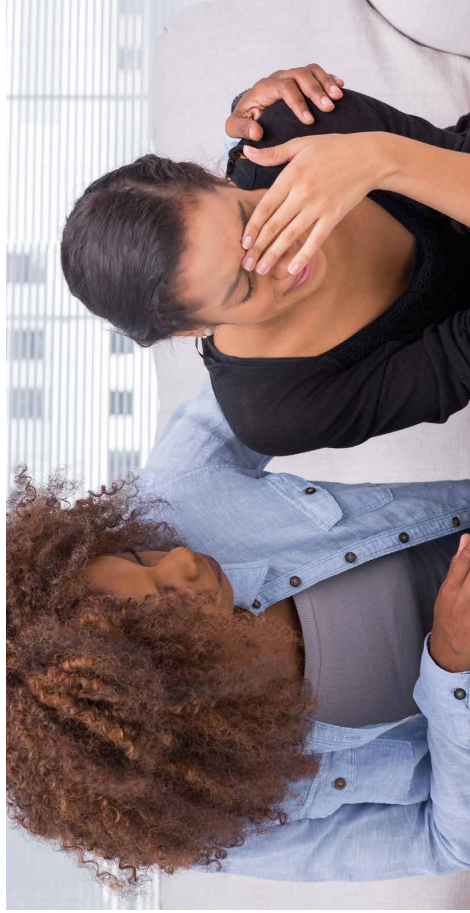
You can find additional relevant resources on [loveisrespect.org](https://loveisrespect.org). Here are a few that may prove helpful:

[Help. My Partner is Blackmailing Me!](#)

[The Pressure to Sext: What You Need to Know About Sexting Coercion](#)

[What is "Revenge Porn"?](#)

[How to Help a Friend](#)



### FOR STUDENTS: How You Can Help a Friend

- Don't be afraid to reach out to a friend who you think needs help. Tell them you're concerned for their safety and want to help.
- Be supportive and listen patiently. Acknowledge their feelings and be respectful of their decisions.
- Help your friend recognize that the abuse is not "normal" and is NOT their fault. Everyone deserves a healthy, nonviolent relationship.
- Focus on your friend, not the abusive partner. Even if your friend stays with their partner, it's important they still feel comfortable talking to you about it.
- Connect your friend to resources in their community that can give them information and guidance. Remember, [loveisrespect.org](https://loveisrespect.org) can help.
- Help them develop a safety plan if you believe that they are in an abusive relationship.
- If they break up with the abusive partner, continue to be supportive after the relationship is over.
- Don't contact their abuser or publicly post negative things about them online. It'll only worsen the situation for your friend.
- Even when you feel like there's nothing you can do, don't forget that by being supportive and caring, you're already doing a lot.

# ACTIVITIES

Here's a list of activities that you can encourage your students to implement applying the concepts discussed in this guide.

**Teen Safety Cards:** Print and cut the palm cards on the next page.

Encourage students to take as many of the cards as necessary to give to family and friends. It may be helpful to keep a supply of these cards in the counseling office and nurse's office for students to pick up at their convenience.

**Relationship Spectrum:** On a chalkboard or dry erase board, make three columns labeled: Healthy, Unhealthy and Abusive. Print and cut out the relationship behaviors in this toolkit and hand them out to students. Have students determine which behaviors are healthy, unhealthy or abusive by taping them in the appropriate columns. This activity can be modified for a full classroom, small group or individuals.

**Wall of Love:** Print copies of the "Love is..." speech bubble template from this toolkit. Use different colors of paper for visual interest. Have students cut out the speech bubbles and write down what love means to them. Tape the bubbles on a board or in a designated space in a hallway. Students can get creative with how their speech bubbles are displayed!

**Orange-Out or Purple-Out:** Have all students and faculty wear the same color to signify unity and solidarity in the fight against abusive relationships. The official color for domestic violence is purple and the official color for dating abuse is orange. Pick the color your school feels would work best.

**Relationship Bill of Rights:** Print the relationship bill of rights from this toolkit and encourage all students to sign it. Signings can be done at lunches and could work in conjunction with an information booth. We encourage you to personalize the bill of rights and when students sign the bill, they can add their own personal "right" to the list.



## Teen Safety Cards - Front



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If something doesn't feel right, our peer advocates are here to talk 24/7.



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



**text** loveis to 22522



**call** 1.866.331.9474



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accepting, supportive,  
setting boundaries

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**love is...**

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**love is not...**

controlling what you do,  
who you see or where you go,  
stopping you from seeing  
your friends and family,  
showing, slapping, choking,  
hitting, intimidating or  
threatening you

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**Your partner tells you how special you are and how much they care about you.**

**Your partner uses a name or pronoun that you don't like but stops using it once you correct them or ask them not to.**

**Your partner appreciates your passions and encourages you to do the things you love.**

**You miss your partner when you go on vacation with your family but you have a really good time anyway.**

**You had a really good day and can't wait to tell your partner because you know they will be excited about to hear about it.**

**You and your partner feel like you can share things with each other, but you also feel like you can keep some things private.**

**If you have a disagreement your partner uses the silent treatment and won't talk to you for days.**

**Your partner says you don't really love them because you want to go to a movie with a friend instead of spending time alone with them.**

**You always feel like your partner's wishes and goals come first.**

**You and your partner agree to take the night off from texting or calling each other, but while you're out with your friends your partner calls and texts you multiple times to say they miss you.**



**Your partner refuses to spend time with your family, but still expects that you spend time with theirs.**

**Your partner texts you more than you want them to and gets angry if you don't respond.**

**Your partner controls your FB and other social media accounts.**

**After an argument, your partner blocks the doorway and takes your keys to prevent you from leaving.**

**Your partner randomly stops by your job even though you told them it made you uncomfortable.**

**Your partner threatens to tell other people about your sex life or share private photos or texts.**

**Your partner gives you gifts but demands something in return, like money or sexual acts.**

**Your partner demands access to your bank account.**

**When you go to your favorite restaurant and order something different, your partner acts disgusted and calls you stupid for ordering it.**

**Your partner tells you they wouldn't hit you if you just did things the right way.**

## Relationship Spectrum - Key

### Healthy

Your partner tells you how special you are and how much they care about you

Your partner uses a name or pronoun that you don't like but stops using it once you correct them or ask them not to

Your partner appreciates your passions and encourages you to do the things you love

You miss your partner when you go on vacation with your family but you have a really good time anyway

You had a really good day and can't wait to tell your partner because you know they will be excited about to hear about it

You and your partner feel like you can share things with with each other, but you also feel like you can keep some things private

### Unhealthy

If you have a disagreement your partner uses the silent treatment and won't talk to you for days

Your partner says you don't really love them because you want to go to a movie with a friend instead of spending time alone with them

You always feel like your partner's wishes and goals come first

You and your partner agree to take the night off from texting or calling each other, but while you're out with your friends your partner calls and texts you multiple times to say they miss you

Your partner refuses to spend time with your family, but still expects that you spend time with theirs.

Your partner texts you more than you want them to and gets angry if you don't respond

### Abusive

Your partner controls your FB and other social media accounts

After an argument, your partner blocks the doorway and takes your keys to prevent you from leaving

Your partner randomly stops by your job even though you told them it made you uncomfortable

Your partner threatens to tell other people about your sex life or share private photos or texts

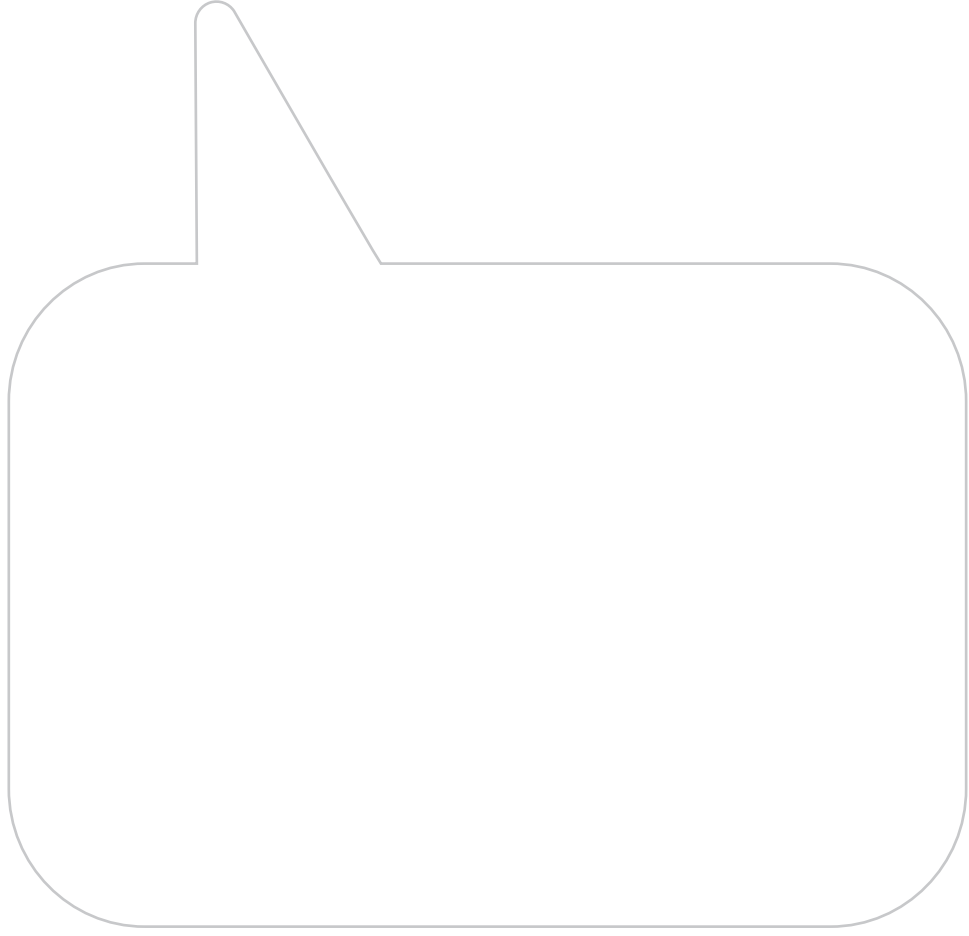
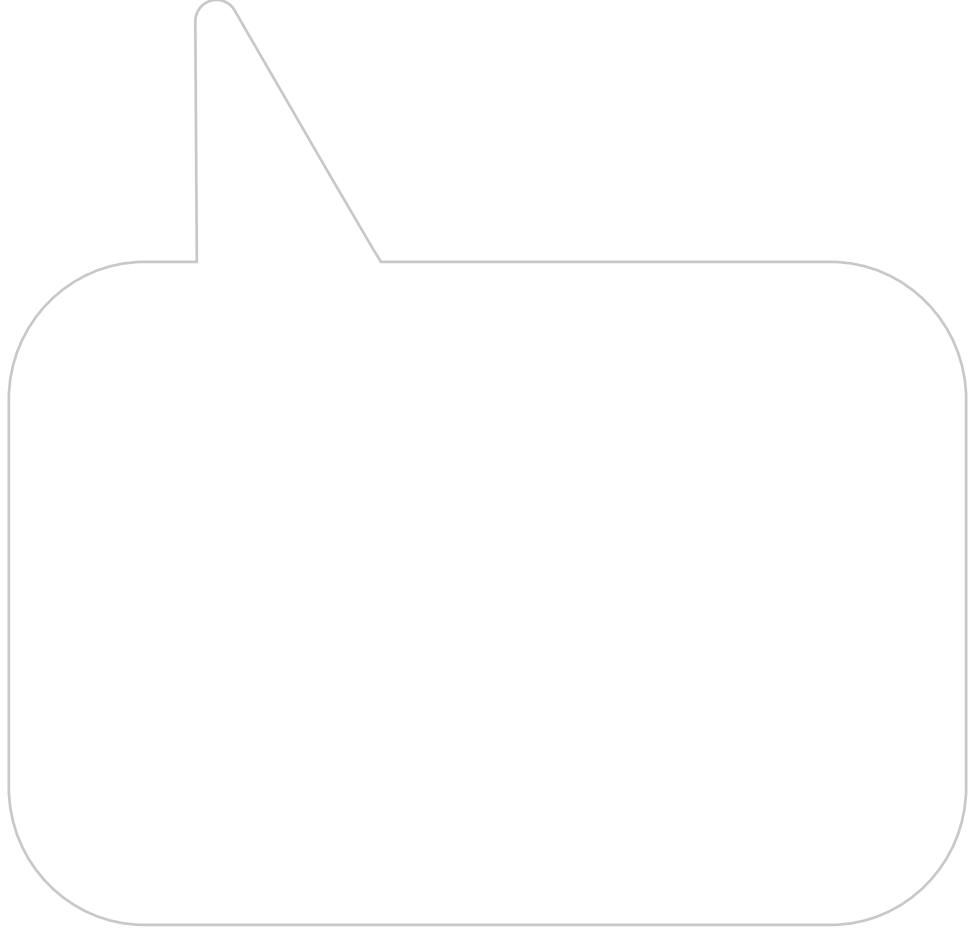
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When you go to your favorite restaurant and order something different, your partner acts disgusted and calls you stupid for ordering it

Your partner tells you they wouldn't hit you if you just did things the right way

**"Love is..." Speech Bubble Template**



# Relationship Bill of Rights

*You have rights in your relationship. Everyone does, and those rights can help you set boundaries that should be respected by both partners in a healthy relationship.*

You have the right to privacy, both online and off

You have the right to feel safe and respected

You have the right to decide who you want to date or not date

You have the right to say no at any time (to sex, to drugs or alcohol, to a relationship), even if you've said yes before

You have the right to hang out with your friends and family and do things you enjoy, without your partner getting jealous or controlling

You have the right to end a relationship that isn't right or healthy for you

You have the right to live free from violence and abuse

Two columns of horizontal lines for writing.





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# My Safety Plan



When I need to call someone for help, I can use my code words:

My Code word:

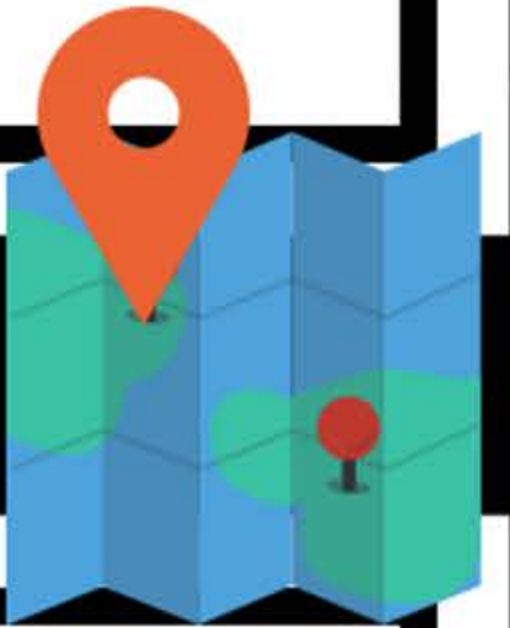
My Code when I'm with my partner:

For my children:



## OUT & ABOUT:

When I go out, I will let this person know my plans:



## MY ALLIES:

When I need support I can turn to these people:

At home:

Between classes:

If I need to leave school:

If I need to leave work:

If I'm stranded and need a ride:

If I decide to end my relationship:

If I need childcare:

## GETTING THERE:

If I need to avoid my partner to and from school and/or work.

My route or ride will be:



## SAFE PLACES TO GO:



When I don't want to be at home:

If I have to leave my home quickly:

If I end my relationship, I'll do it at:

If my children are in danger, I'll tell them to go to:

My nearest police station is:



My Emergency Kit (If I need to leave my house quickly I will take these items):



(Ex. Wallet, ID, emergency contact card)

## EMERGENCY CONTACTS: