

Safe and Healthy Schools

Healthy Dating Relationships

Class Lesson

Background For Teacher

Research reveals that students who have healthy relationships with friends, dating partners, parents and other caring adults are less likely to use drugs, be depressed or suicidal and more likely to be happy and achieve academic success. As adults, we sometimes forget how painful the loss of a friend or a break up in a relationship was like when we were teenagers. Research also shows us that “a break up in a relationship” is among the top three reasons teenagers give for having suicidal ideation (the other two are “a public humiliation and a fight with a parent”). A goal that we should all have is to assist students in building as many positive relationships on the campus as possible. Students who have positive connections to staff and peers will be safer, healthier and are more likely to be academically successful. Students perform at a higher level when they feel capable, cared for and connected. This lesson gives students a glimpse of what a healthy relationship should look like.

Goal of the Lesson

To assist students in recognizing what a health relationship looks like and learn where to go for help if they become involved in a unhealthy relationship.

Learner Outcomes

By the end of this activity, students will have learned

- The characteristics of a healthy relationship
- What their peers like and dislike about dating partners
- Who to go to if they need help with an abusive relationship

Materials Needed/Preparation

- Read this page and be familiar with flow of the lesson
- Computer/Screen
- Have www.loveisrespect.org already up on your computer. Besides looking over this lesson plan, the only other preparation would be to visit the www.loveisrespect.org site to be familiar with the tabs. It’s a really helpful/user friendly site and it good help save someone’s life!
- 20-30 minute lesson

Activity 1 (8 minutes)

- 1) Say, “During today’s meeting we will be discussing “Dating Relationships”. You might’ve noticed there has been a lot of information in the news lately about abusive relationships and

that's what our next class meeting will be about, but for the moment we'll focus on what a healthy relationship looks like. "Research reveals that teenagers who have healthy relationships with friends, dating partners, parents and other caring adults are less likely to use drugs, be depressed or suicidal and more likely to be happy and achieve academic success. The word "dating" may mean different things to different people. What term is used to

describe when teens are dating"? ? (ex. Going out, steady, etc). Share what it was called when you were in school"

- 2) Say, "How do you know when you're dating (exclusive) as opposed to just "hanging out"? Say, "How do others know you are dating (exclusive)?"
- 3) Say, "Some students begin dating in high school, some earlier and some later. Dating relationships are personal, so it's not always easy to talk openly about them. This causes many teens to wonder what's right and what's not in relationships. Many wonder if what they're experiencing is normal. This activity is designed to help you gain some insight into what other students here at (school) consider a healthy relationship to look like."
- 4) Give each student a copy of Dating Partner: Most Liked Traits vs. Least Liked Traits
- 5) Say, "Take a few minutes to circle the five traits that are most important to you in a dating relationship. Then take a few minutes and put an X by the five traits that you most dislike in a dating partner. There are no right or wrong answers. Do this individually and don't talk with others while you're working. Don't put your name on this paper—it's anonymous—but do check your gender at the top. We'll tally the results to come up with our classes' top five characteristics for boys and girls We'll also look at the qualities you feel are least desirable in a dating relationship. Your class totals will be added to totals from the rest of the school. The final results will be displayed on posters around the school"
- 6) Allow 5 minutes for students to select their top five traits and bottom five traits on their worksheet. Collect the sheets and ask two student volunteers to tally results for boys and for girls on two blank copies of the handout, using hatch marks. Use different colored pens or pencils to distinguish most liked and least liked. Make a top 5 list for the boys and girls. While the surveys are being tallied, continue with the rest of the discussion.
- 7) After they are finished tabulating the surveys, the student volunteers will then write the top five and bottom five responses for boys and girls on the board.

Follow Up Discussion (12 minutes)

Note: This discussion takes place after all of the surveys have been turned in (after 5 minutes) and it's the most important part of the lesson. In order to enhance discussion, start by allowing students to discuss

the following questions in groups. After the conversation is flowing, move to class wide discussion. If the conversation is already going well, could open it up class wide from the start. It's up to you!

Activity

1. Say, **What do you think the top five traits that we like in a dating partner will be?" (write some of their responses on the board)**
3. Say, **"What role do you think these top 5 play in building a healthy relationship?"**
4. Show students the www.loveisrespect.org website. Click on "Dating Basics" and then click on "What Should I look for in a Healthy Relationship". Read the bullet points and say, **"Think of an example of a healthy relationship you admire. These could be real relationships or fictional ones from a movie".** You could start the discussion by discussing a relationship that you admire
5. On the same website, scroll across the tabs at the top (dating basics, is this abuse, getting help) to give students a general overview of the site. End with the "Getting Help" tab. Say, **"As I said earlier, at a later date we are going to be talking about how to cope with unhealthy relationships, but in the meantime, if you or a friend need help with this issue, you can go to www.loveisrespect.org , click on "getting help" and go to "Contact us". You can also go speak with the counselor or other caring adult in the building. Your report will be kept confidential. We also have a Frisco ISD App for reporting "non-emergency" situations. If you don't have the app, take out your phones and download it now. Once on the App, click on "Schools" and "Bullying". Remember, this is NOT FOR EMERGENCIES. If someone's life is in danger, call 911 or go to an adult directly at school.**

After the Lesson

After you've collected the data for your class, turn it in to _____ in order for the Student Ambassadors to tabulate the data. Once the results are obtained, have the Student Ambassadors design a Social Norms campaign to promote the results (They received information on how to do this during their summer training). They can make posters, present the information during a school broadcast or both

Dating Partner: Most Liked Traits vs. Least Liked Traits

I am: _____ male _____ female

Instructions:

1. Circle your five most-liked traits in a dating partner.
2. Underline your five least-liked traits in a dating partner.

Good sense of humor

Right age

Kind to you/others

Adventurous

Considerate

Athletic

Independent

Likes my friends

Smart

Confident

Trusting

Takes charge

Romantic

Bossy

Good listener

Dependent on me

Open communicator

Popular

Shows feelings

Puts me on a pedestal

Rich

Honest

Jealous

Understands me

Outgoing

Unique

Nice dresser

The right height (tall, short, same height as me)

Same interests as me

Strong

Cares about school

Energetic

Affectionate

Committed

Keeps secrets

Same religious beliefs as me

Intimidating

Attractive

Tells me the truth

Demanding

Quiet

Please visit SAFEANDHEALTHYSCHOOLS.ORG

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