



LESSON 14

Healthy Future Relationships

Student Learning Objectives	National Health Education Standards and Performance Indicators	Michigan Health Education Standards and Grade Level Expectations
<ul style="list-style-type: none"> Examine the characteristics of a negative, or abusive, relationship. Synthesize a rationale for using dating guidelines to avoid abusive relationships. 	<ul style="list-style-type: none"> Core Concepts [1.8.8; 1.8.9] Analyzing Influences [2.8.3] Accessing Information [3.8.2; 3.8.4; 3.8.5] Interpersonal Communication [4.8.1] Self Management [7.8.1; 7.8.2; 7.8.3] 	<ul style="list-style-type: none"> Core Concepts [3.1; 3.2; 3.3] Analyzing Influences [3.10; R3.18] Accessing Information [3.5; 4.3; 4.5] Interpersonal Communication [4.10] Self Management [3.6; 3.8; 3.9; R3.14]

Lesson Synopsis

Introduce the topic of dating abuse relating it to another type of relationship where it is best to walk away. Compare characteristics of positive friends with characteristics of abusive relationships. Define abuse and identify the different types of abuse. Emphasize the disrespectful and illegal nature of these behaviors. Develop a rationale for guidelines designed to help young people stay away from abusive relationships. Provide the "Health News Break! Healthy Relationships." Emphasize the section on getting help.



TEACHER NOTE #1:

Dating abuse involves issues of power and control. It is not a sexual issue. However, consult with your building administrator to obtain approval to teach this lesson without your Sex Ed Advisory Committee and/or School Board approval.

TEACHER NOTE #2:

Helping young people identify the signs of unhealthy relationships provides them with the knowledge to discern negative relationships in many different situations, such as when they are with friends, with individuals they date, or at work. Human trafficking is another situation where this information can mean the difference between a healthy future and one that is dictated by the force and coercion of others. Human trafficking occurs in many countries, including the United States.

This lesson does not address human trafficking directly. Depending on the needs of your students and community, you may want to mention human trafficking directly as one type of unhealthy relationship. The resource, Human Trafficking: Implications for Adolescent Health Outcomes, provides additional information and resources to enhance your understanding of this devastating problem. The resource can be found as an addendum or, if the copyright date of your manual is later than 2014, on the resource CD.

Activity	Time	Materials Needed
Introduction	2 minutes	<ul style="list-style-type: none"> None
Input	20 minutes	Teacher Resources <ul style="list-style-type: none"> PowerPoints or Transparency Masters: "Abuse Can Be..." Student Worksheet: "Choosing Friends Wisely" (from lesson 12) Student Worksheet: "Legal or Illegal?" Teacher Key: "Legal or Illegal?" Teacher Reference: "Criminal Sexual Conduct" Teacher Reference: "Laws Regarding Sexual Harassment" (from lesson 11)

Input (continued)		<p>Supplied by the Teacher</p> <ul style="list-style-type: none"> • Projector and screen <p><u>Digital Tools:</u></p> <ul style="list-style-type: none"> • Computers or other devices <p><u>Traditional Tools:</u></p> <ul style="list-style-type: none"> • Transparency • Pens or pencils
Application	20 minutes	<p>Teacher Resources</p> <ul style="list-style-type: none"> • PowerPoint or Transparency Master: “What Is the Rationale?” • Teacher Master: “Guidelines for Safe Dating” • Teacher Key: “What Is the Rationale?” • Assessment Tools for What Is the Rationale?: <ul style="list-style-type: none"> – Teacher Assessment Rubrics – Student Self-Assessment Rubrics <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> • Projector and screen <p><u>Digital Tools:</u></p> <ul style="list-style-type: none"> • District approved software for collaborative editing of word processing documents • Computers or other devices <p><u>Traditional Tools:</u></p> <ul style="list-style-type: none"> • Transparency • Writing paper • Pens or pencils
Closure	3 minutes	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Family Resource: “Health News Break! Healthy Relationships” <p>Supplied by the Teacher</p> <p><u>Digital Tools:</u></p> <ul style="list-style-type: none"> • Computers or other devices • Flash drive or personal folder on the computer or network drive, one per student <p><u>Traditional Tools:</u></p> <ul style="list-style-type: none"> • Folders or three-ring binders, one per student
TOTAL	45 minutes	

Preparation

TEACHER NOTE: Review the teacher note at the beginning of this lesson explaining the recommendation to consult with your building administrator.

Prior to the Lesson • **Review** the assessment tools. **Select** one or more to use.

Input

- **Provide** the student worksheet to each student.
- **Review** the teacher references and teacher key.
- **Prepare to display** the PowerPoints or transparencies.

Application

- **Prepare to divide your class** into six groups.
- **Prepare to display** the PowerPoint or transparency.
- **Prepare to distribute** the guidelines either digitally or by cutting apart the teacher master.
- **Review** the teacher key.
- **Provide** students with the assessment rubrics if needed.

Closure

- **Provide** the family resource to each student.