



# TAKE A STAND FOR HEALTHY RELATIONSHIPS

NCADV MODULE 3 | **EDUCATOR GUIDE**

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## NCADV MODULE 3 | EDUCATOR GUIDE

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## Program Introduction

### Program Objectives

Students will:

- Recognize healthy and safe qualities and behaviors in relationships
- Effectively and safely ally for self and others
- Choose to treat others well and reject abuse
- Know how and where to get help if in or witnessing an abusive situation

### Modules

The **Take a Stand FOR Healthy Relationships Youth Curriculum** consists of the following six online, digital modules:

- **MODULE ONE**  
Developing Emotional Intelligence
- **MODULE TWO**  
External Influencers
- **MODULE THREE**  
Love and Respect
- **MODULE FOUR**  
Creating Healthy Relationships
- **MODULE FIVE**  
Allying for Healthy and Safe Relationships
- **MODULE SIX**  
Taking a Stand FOR Healthy Relationships

- Nearly 20.9% of female high school students and 13.4% of male high school students report being physically or sexually abused by a dating partner. <sup>1</sup>
- Nearly 1.5 million high school students in the United States are physically abused by dating partners every year. <sup>2</sup>
- 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>3</sup>
- Violent behavior typically begins between the ages of 12 and 18. <sup>4</sup>
- 1 in 15 children are exposed to intimate partner violence yearly. 90% of these children are eyewitnesses. <sup>5</sup>

Together, we can change the narrative around teen dating violence. Through the **Take a Stand FOR Healthy Relationships Youth Curriculum**, the National Coalition Against Domestic Violence (NCADV) aims to educate our students to recognize appropriate and inappropriate emotions and responses to situations in order to help lower the rates of dating abuse among teenagers. Recognizing and understanding tone and body language, understanding what influences our viewpoints and choices regarding violence, recognizing healthy and unhealthy behaviors in relationships, and learning to safely find and provide help for ourselves and others are the underlying objectives of these modules. With implementation of this curriculum, we hope young people will be empowered to stay safe, support others, and prevent future abuse.

Each digital module is supported by an Educator Guide that includes classroom activities designed to enhance student learning and encourage real-world application of module concepts. The Educator Guide also provides additional resources to facilitate module Implementation and support educators who want to learn more.

#### Overall Program Essential Questions:

- How can I know myself and my emotions?
- Why is it important to understand my emotions?
- How do my opinions impact how I deal with others?
- How should I behave when I encounter a difficult situation?
- How can I manage my emotions so I don't mistreat others?
- How can I identify healthy and unhealthy behaviors?
- How can my emotions help me recognize and choose healthy relationships?
- How can I advocate for myself and others unhealthy relationships?
- Where can I go and what can I do if I am in an unsafe situation or relationship?
- What do I do and how can I help if a friend is in an unsafe situation or relationship?

1. Vagi, K. J., O'Malley Olson, E., Basile, K. C., & Vivolo-Kantor, (2015). Teen dating violence (physical and sexual) among US high school students: Findings from the 2013 national youth risk behavior survey. *JAMA Pediatrics*, 169(5), 474-482.
2. Centers for Disease Control and Prevention. (2006). Physical dating violence among high school students—United States, 2003. *Morbidity and Mortality Weekly Report*, 55(19), 532-535.
3. Department of Justice, Bureau of Justice and Statistics, Intimate Partner Violence in the United States, 1993-2004. Dec. 2006.
4. 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
5. S. H., Finkelhor, D., Turner, H., & Ormrod, R. (2011, October). Children's Exposure to Intimate Partner Violence and Other Family Violence. Retrieved October, 2017, from <https://www.ncjrs.gov/pdffiles1/ojdp/232272.pdf>

## Introductory Lesson

### Before You Begin!

Before you begin implementing these modules in your classroom, we encourage you to conduct the introductory lesson with students and read the suggested materials as follows.

Because this is a sensitive topic, we recommend that you take a few minutes to read the following critical resources. These are designed to help you so that you are as prepared as possible to provide safe assistance, support, and help students, whether they are experiencing abuse, witnessing abuse at home, or wanting to help a friend or family member.

- [What is Teen Dating Violence?](#)
- [Facts About Teen Dating Violence](#)
- [Warning Signs of Teen Dating Violence](#)
- [Resources for Teens: Where to Get Help](#)
- [How to Help: When a Student is Being Abused](#)
- [Mandatory Reporting](#)

#### Power Skills

- Decision Making
- Communication
- Collaboration
- Value Clarification

#### Suggested Time

60 minutes

### Setting the Bar: Classroom Norms and Expectations

#### Overview

The beginning of your Taking a Stand FOR Healthy Relationships journey is an opportune time for your class to come together and decide how to tackle this incredibly important topic. In this lesson, you and your students will be introduced to much of what you will tackle in the rest of the curriculum. Any class norms and expectations you choose to follow now will carry through into your remaining lessons, and will enrich your discussions as a group.

#### Objectives

Students will:

- Evaluate prior knowledge of healthy relationships in a writing prompt
- Participate in an exploratory gallery walk on modules
- Collaborate in class discussion around classroom norms and expectations

#### Materials

- Healthy Relationships Journal
- Healthy Relationship - “What We Think We Know” poster-sized paper
- Introductory Gallery Walk Definitions and Questions
- Five sheets of chart or poster paper
- Glue
- Tape
- Markers

#### Procedure

Prior to students entering the classroom, print the five Introductory Lesson Discussion Resources (Parts 1, 2, and 3) and paste each to one of the chart or poster papers. Then, attach the five posters to your classroom walls.

#### Part 1 (5 minutes)

1. As students enter the classroom, have the following prompt projected or written on the board at the front of the class.

In three to five sentences, answer the following questions in your healthy relationships journal:

- What does the phrase “healthy relationship” mean to you?
- What does the phrase “teen dating violence” mean?
- What questions do you have about either phrase?

2. After students have had time to write their own responses, have a few students share their thoughts and ideas with the class, and record them on the “What We Think We Know” poster. Allow for disagreements, and vote on contentious additions before placing them on the poster.

3. Explain to students that they are beginning a new topic that is very different from what has been covered in the class previously. Explain that because of this, today’s goal is to decide how, as a class, you will approach this important topic and each other during the process.

### Additional Resources

- Psychology Today shares a definition of empathy and many articles discussing empathy in children and young adults and its impact on their school success, relationships, and emotional wellbeing.
- A list of positive, neutral, and negative personality traits: <http://ideonomy.mit.edu/essays/traits.html>
- Background information on developing identity along with another list of personality trait descriptors: <https://liveboldandbloom.com/02/self-awareness-2/list-of-personality-traits>
- Student-friendly article that further explains emotions: <http://kidshealth.org/en/teens/understand-emotions.html>
- Explanation of some of the research into emotions and why they are so difficult to quantify and understand: <https://www.theatlantic.com/health/archive/2015/02/hard-feelingsscience-struggle-to-define-emotions/385711/>
- The Random Acts of Kindness Foundation helps teachers and students understand emotions and how being kind makes a difference in the lives of the people involved.

### Part 2 (20 minutes)

1. Split students into five groups. Have each group go to one of the posters hanging on the classroom walls. Explain that they will participate in a “silent conversation” with their peers by responding in writing to the information on each poster. At each poster, they can write their reaction to the definition, image, or question, ask a question of their own, or respond to someone else’s comment or question. Rotate groups every four minutes until each group has responded to each of the posters.

### Part 3 (30 minutes)

1. After finishing the gallery walk, have students arrange the class into a large circle so that students are able to see each other’s faces. If your class is larger, create an inner and outer circle with the outer circle students between students in the inner circle.

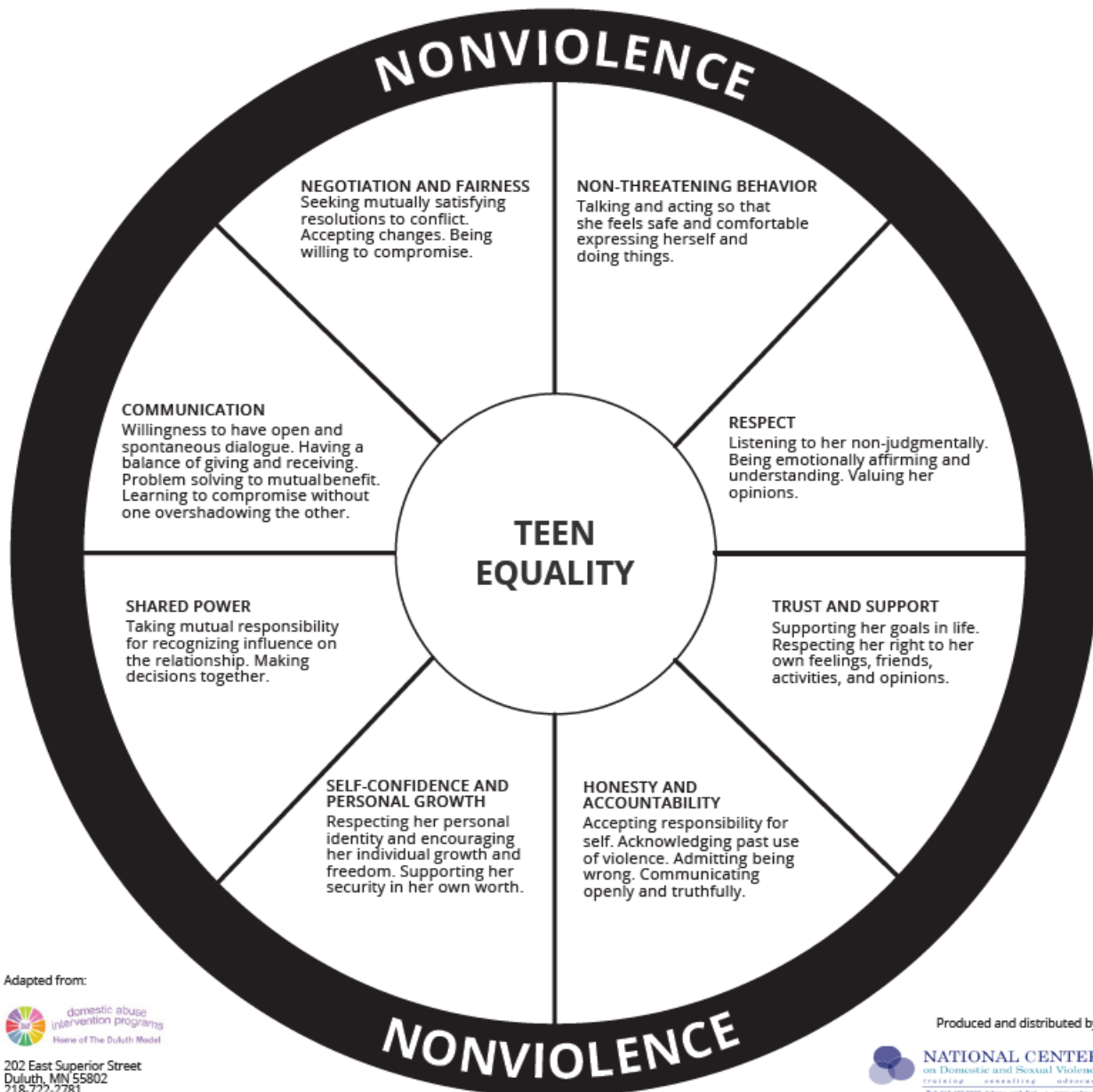
2. Distribute the six questions below to students and facilitate a discussion about how they hope to approach the topic of healthy teen relationships. As the discussion progresses, make sure you address the topics of confidentiality, trust, respect, and non-judgement.

Questions for discussion:

- When you think about how our classroom runs now, what are we doing well?
  - What do we need to work on?
  - How is the topic of healthy relationships different from what we normally talk about?
  - Would you feel comfortable talking about these issues with the class? Explain.
  - What would the classroom look like/sound like/feel like if it was built on trust and respect?
  - What can we do now to build the respect and trust of our classroom?
3. As a class, come up with 5-10 classroom norms to follow when implementing the lessons. Finally, vote on a what peer and teacher responses should be when these norms are broken. Have students sign the classroom norms if they are in agreement, and display them at the front of the class.

Introductory Lesson Discussion Resource—Part 1

Equality Wheel for Teens



Introductory Lesson Discussion Resource—Part 2

Power and Control Wheel for Teens



Introductory Lesson Discussion Resource—Part 3

A)

**Teen Dating Violence** is the intentional use of destructive behaviors by one person to exert power and control over their dating partner. Abusive people may sometimes exhibit patterns - but not always, nor is their abuse always predictable. They use many tactics to gain and maintain control over a partner, such as psychological or emotional abuse, as well as physical and sexual violence, stalking, and even cyber abuse.

B)

**A Healthy Relationship** is a relationship based on love, mutual respect, and equity. Components of a healthy relationship include communication, healthy boundaries, and the desire to grow and work on the relationship. Unlike abusive relationships, healthy relationships are based on **SHARED POWER**, as opposed to one partner exerting power and control over the other.

C)

Do you know someone who has experienced or is experiencing dating abuse?  
What is the situation? (KEEP IT CONFIDENTIAL.)



## Introductory Lesson Standards

| National Health Education Standards  |  |
|--|--|
| Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. | <ul style="list-style-type: none"> <li>• 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</li> <li>• 2.8.3 Describe how peers influence healthy and unhealthy behaviors.</li> <li>• 2.8.5 Analyze how the school and community can affect personal health practices and behaviors.</li> <li>• 2.8.6 Analyze how messages from media influence health behaviors.</li> </ul>   |
| Common Core State Standards for English Language Arts/College and Career Readiness Anchor Standards                                  |  |
| English Language Arts Standards: College and Career Readiness Anchor Standards for Reading   | <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</li> <li>• CCSS.ELA-LITERACY.CCRA.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>   |
| English Language Arts Standards: College and Career Readiness Anchor Standards for Speaking and Listening                            | <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>• CCSS.ELA-LITERACY.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> </ul>   |
| English Language Arts Standards: College and Career Readiness Anchor Standards for Language  | <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.CCRA.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>  |
| English Language Arts Standards: Speaking & Listening: Grade 7   | <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>• CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> </ul> |

## Read These First!

Because this is a sensitive topic, we recommend that you take a few minutes to read the following critical resources. These are designed to help you so that you are as prepared as possible to provide safe assistance, support, and help students, whether they are experiencing abuse, witnessing abuse at home, or wanting to help a friend or family member.

- [What is Teen Dating Violence?](#)
- [Facts About Teen Dating Violence](#)
- [Warning Signs of Teen Dating Violence](#)
- [Resources for Teens: Where to Get Help](#)
- [How to Help: When a Student is Being Abused](#)
- [Mandatory Reporting](#)

### Module Three Key Vocabulary

**Love:** Warm attachment, enthusiasm or devotion to a person or thing.

**Respect:** To regard highly.

**Agape:** The kind of love that accepts a person for all that they are and all that they are not simply because they are human. Unconditional love based on a shared humanity. Love that transcends and persists regardless of circumstances. The highest form of love.

**Phileo:** Affectionate love. The kind of love that is platonic. This is the love of friendship.

**Storge:** This love is all about family and friends. This is the love that naturally occurs between parents and their children, and between siblings. This love will encourage sacrifice and make you feel secure in that love.

**Eros:** This is romantic love. This is the “butterflies in your stomach/I want to be with them every moment” love. This is not necessarily a permanent love, but is an intense love for a season.

## Module Three Overview

In this interactive online learning module, students, alongside Aye, consider how love is represented and depicted in a variety of relationship types, such as friendships, familial relationships, and their larger communities. Through the digital module and accompanying lessons, students are exposed to common attributes of healthy relationships through the Teen Equality Wheel and select readings. Finally, they are asked to consider what *their* ideal healthy relationship looks like.

The Module Two Educator Guide contains background information on external influencers, definitions and descriptions of key terms, additional resources for further learning, and lesson options for high school students.

### Lesson One Overview

In this lesson, students begin by exploring their understandings of love and respect through a gallery walk activity. After this experience, students will participate in a definition of love activity where they will be challenged to think beyond romantic relationships and consider aspects of all types of relationships. Students will also write a journal prompt describing what they value in their relationships.

### Lesson Two Overview

In the second lesson, students are asked to explore the Teen Equality Wheel and develop skits that depict the characteristics of healthy relationships in an effort to comprehend the importance of developing these skills in their own relationships. These skits are then performed for the rest of the class.

### Lesson Three Overview

In this lesson, students will explore how to build strong, healthy relationships from the beginning of a relationship and how to keep them healthy. Students will then engage in an artistic exercise depicting what they envision their current or future relationships might reflect based on the lessons learned in the module.

**Teacher Note:** Begin this lesson by launching Module Three: Love and Respect.

*\*Select students to read the part of the characters in the story- Ria, Devyn, Aye, Hailey, Reece. Begin Module Three, Lesson One after Aye speaks with the couple in the library.*

### Module Three Objectives

Students will:

- Explain in writing their understandings of the concepts of love and respect
- Design a mutual definition for love and respect as a class
- Evaluate their personal experiences with love and respect through relationships
- Brainstorm attributes of the Teen Equality Wheel
- Explore attributes of a healthy relationship
- Demonstrate components of Teen Equality Wheel as a group
- Discuss the components of building a healthy relationship
- Create an artistic piece representing what they would like their current or future relationship to consist of and reflect based on the lesson learned from this module.

## Module Three Standards

### National Health Education Standards

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.5 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.6 Analyze how messages from media influence health behaviors.

### Common Core State Standards for English Language Arts/College and Career Readiness Anchor Standards

English Language Arts Standards:  
College and Career Readiness Anchor  
Standards for Reading

- CCSS.ELA-LITERACY.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCSS.ELA-LITERACY.CCRA.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

English Language Arts Standards:  
College and Career Readiness Anchor  
Standards for Speaking and Listening

- CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

English Language Arts Standards:  
College and Career Readiness Anchor  
Standards for Language

- CCSS.ELA-LITERACY.CCRA.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

English Language Arts Standards:  
College and Career Readiness Anchor  
Standards for Writing

- CCSS.ELA-LITERACY.CCRA.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- CCSS.ELA-LITERACY.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.CCRA.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research

English Language Arts Standards:  
Reading: Informational Text

- CCSS.ELA-LITERACY.RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

English Language Arts Standards:  
Speaking & Listening

- CCSS.ELA-LITERACY.SL.7.1.C: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.1.C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

## Module Three | Lesson One

### Lesson Details

**Grade Level :** 6–8

(Option for High School students is included at end of lesson.)

#### Power Skills

- Judgment
- Value Clarification
- Communication

#### Suggested Time

50 minutes

\*65 minutes for High School option

### Defining Love and Respect

#### Lesson Overview

The concepts of love and respect are depicted unhealthily in our society. Because of this adults and children alike have a difficult time understanding and embodying either. In this lesson, students will unpack the concepts of love and respect in relation to themselves, their families, friendships, and romantic relationships. They will begin by brainstorming what love and respect are, and then will move to creating a group definition to use for the remainder of the course. They will end this lesson with a journaling activity to consider what attributes they value in the various relationships they have in their life.

#### Learning Objectives

Students will:

- Explain in writing their understandings of the concepts of love and respect
- Design a mutual definition for love and respect as a class
- Evaluate their personal experiences with love and respect through relationships

#### Essential Questions

- What beliefs do we carry about the concepts of love and respect?
- What characteristics do I value in relationships; including romantic relationships and platonic relationships?
- What are common attributes found in most healthy relationships?
- In the quest of building healthy relationships what could my future relationships look like?

#### Materials

- Large sticky notes (four different colors)
- Chart Paper
- Types of Love Definition Page (class set)
- Healthy Relationships Journal
- 

#### Procedure

##### Part One (15 minutes)

1. Prior to class, hang chart paper in the middle of each of the four walls of the classroom.

On each paper, write one of the following statements:

1. Love is...
2. Respect is...
3. When someone loves and respects themselves, it looks like...
4. When someone shows love and respect, it looks like...

2. As students enter the classroom, have them pick up at least three sticky notes of each color and bring the sticky notes to their desks.

3. Have the questions from the chart paper written on the board at the front of the class. Assign sticky note colors to each of the questions, and have students write a response for each on their corresponding sticky note. Remind them that there are many different types of love, and to think beyond romantic love. If they need more sticky notes to expand on a question they are passionate about, make those readily available. Have students put their initials at the bottom of the sticky note so you can track their participation.

### Extension Activity

#### Grade Level : 6–8

#### Extension Activity:

Have students create a visual representation of each type of love along with a corresponding example of that love from their own life.

Connect back to the idea of external influencers and have students make connections to how external influencers, like media and family, impact how they think about love.

#### Grade Level : 9–12

Have students create a visual representation of each type of love along with a corresponding example of that love from their own life.

Connect back to the idea of external influencers and have students make connections to how external influencers, like media and family, impact how they think about love.

4. When students are finished with their responses, have them stick their notes to the corresponding chart paper around the class. Allow a few minutes for students to read the responses of others before returning to their seat.

#### Part Two (20 minutes):

1. As a class, discuss responses with students, with the goal of agreeing on a common definition for each question. As they share, write down some of the words and phrases students say. Encourage the class to debate their answers until they agree on a response for each question.

2. Once the class has agreed-upon definitions, hand out the “Definitions of Love” paper. Ask students to jot down their ideas about each type of love and, individually, draft a general definition of love that incorporates their conversations and the Types of Love Definitions Paper.

3. Have students share their definition of love with two students sitting near them, then have each group share the definition they agree with the most with the rest of the class.

#### Part Three (15 minutes)

1. Toward the end the class, have students take out their healthy relationships journal and spend the remaining class time answering the following prompt. Assess students on their completion of each component of the prompt:

As we learned today, love is multifaceted, and spans from loving yourself to loving those we have never even met. Consider the following questions and what your relationship to love is. (Answer 3 out of the 4 subsections. High School students should answer all)

1. When it comes to showing love to yourself, how good are you?  
What does it look like when you take time for self-care?
2. In your eyes, which kind of love makes the most sense to you? Agape? Phileo? Storge? Eros? Explain your answer.
3. When you think about the relationships that you pursue (romantic or otherwise), what do you look for?  
What values are most important?
4. What do you think is the biggest misconception about love is for most teenagers?

#### High School Adaptation (additional 18 minutes)

**Teacher Note:** The high school adaptation comes at the end of part two and continues with the original part three. This adaptation adds 15 minutes to the lesson.

#### Part Two

4. Once students have shared their best definition of love with the class have them re-group with the two students they just worked with. Explain that even the Greek definitions of love are ambiguous in many ways and rely on cultural norms and expectations to frame understanding the concept of love.

5. Pose the question, “In your family or culture, how do individuals show affection or love towards one another?” Allow students one minute each to share their initial answer with their group of three.

6. Hand out the article “How Parents Express Love in Different Parts of the World.” and have students read the article within their small group. Have students actively annotate their article by marking:

- A. Information they find interesting

- B. B. Descriptions of cultural expressions of love that are similar to their own culture/ family
- C. Descriptions of cultural expressions of love that are very different from their own culture/ family

7. Once all groups have read the article, cold call members of the class and have them share their annotations with the rest of the class.

**Teacher Note:** You can decide to ask students to specifically share their annotations for a, b, or c or allow them to share whatever annotations they prefer. Once this discussion is complete, move on to Step Three.

### Part Three (15 minutes)

1. Toward the end the class, have students take out their healthy relationships journal and spend the remaining class time answering the following prompt. Assess students on their completion of each component of the prompt:

As we learned today, love is multifaceted, and spans from loving yourself to loving those we have never even met. Consider the following questions and what your relationship to love is. (Answer 3 out of the 4 subsections. High School students should answer all)

1. When it comes to showing love to yourself, how good are you?  
What does it look like when you take time for self-care?
2. In your eyes, which kind of love makes the most sense to you? Agape? Phileo? Storge? Eros? Explain your answer.
3. When you think about the relationships that you pursue (romantic or otherwise), what do you look for?  
What values are most important?
4. What do you think is the biggest misconception about love is for most teenagers?

## Additional Resources

- This article tackles the always daunting question of how teachers and parents can begin talking to teens about love and relationships. The tips given are helpful and center around starting with teaching friendship skills first and not pretending to know more than you do.  
[https://www.washingtonpost.com/news/parenting/wp/2016/12/22/six-ways-parents-and-schools-can-teach-teens-about-love/?utm\\_term=.f4a579f0fb3c](https://www.washingtonpost.com/news/parenting/wp/2016/12/22/six-ways-parents-and-schools-can-teach-teens-about-love/?utm_term=.f4a579f0fb3c)
- Love is Respect is one of the premiere resources for teen dating violence and healthy relationship information. While their entire site is useful to teens and educators alike, this page focuses on healthy relationship characteristics and may lead to further exploration of the site.  
<http://www.loveisrespect.org/healthy-relationships/>
- Futures Without Violence is an incredible resource for teachers and teens. While this article is short, it is a great jumping off point to the rest of the site's information on healthy relationships and teens.  
<https://www.futureswithoutviolence.org/5-signs-of-a-healthy-teen-relationship/>
- More information is better. Want to go more in depth with your students on healthy relationships? Check out this healthy relationship curriculum from the Utah government.  
<https://www.health.utah.gov/vipp/pdf/DatingViolence/Healthy%20Relationships%20Toolkit.pdf>

## Module Three | Lesson One | A

### Types of Love Definition Page

**Agape:** The kind of love that accepts a person for all that they are and all that they are not simply because they are human. Unconditional love based on a shared humanity. Love that transcends and persists regardless of circumstances. The highest form of love.

**Do you believe in Agape love? Who do you have Agape love for?**

**Phileo:** Affectionate love. The kind of love that is platonic. This is the love of friendship.

**What is your relationship to Phileo love? Who do you have Phileo love for?**

**Storge:** This love is all about family and friends. This is the love that naturally occurs between parents and their children, and between siblings. This love will encourage sacrifice and make you feel secure in that love.

**What is your relationship to Storge love? Who do you have Storge love for?**

**Eros:** This is romantic love. This is the “butterflies in your stomach/I want to be with them every moment” love. This is not necessarily a permanent love, but is an intense love for a season.

**What is your relationship to Eros love? Have you ever experienced Eros love?**

**Considering the discussions you participated in today, revise your definition of love.**



## Module Three | Lesson Two

### Lesson Details

**Grade Level :** 6–8

(Option for High School students is included at end of lesson.)

**Power Skills**

- Communication
- Problem Solving
- Collaboration

**Suggested Time**

75 minutes

\* High School option takes an additional 60 minutes

### The Teen Equality Wheel

**Lesson Overview**

In this lesson students will be introduced to the Teen Equality Wheel, a visual that helps illustrate healthy attributes of relationships. Students will explore the components of the equality wheel through a brainstorming session and then participate in a challenge that requires groups to create skits depicting each aspect of the Teen Equality Wheel and present them to the rest of the class.

**Learning Objectives**

Students will:

- Brainstorm attributes of the Teen Equality Wheel
- Explore attributes of a healthy relationship
- Demonstrate components of Teen Equality Wheel as a group

**Essential Questions**

- What beliefs do we carry about the concepts of love and respect?
- What characteristics do I value in relationships; including romantic relationships and platonic relationships?
- What are common attributes found in most healthy relationships?
- In the quest of building healthy relationships what could my future relationships look like?

**Materials:**

Blank Equality Wheel (Class Set)

Teen Equality Wheel (Class Set)

Skit Choices Worksheet

Skit Rubric (Class Set)

Markers

Pens

**Procedure**

**Part One** (20 minutes): 1. When students enter the room, place a blank Equality Wheel on

**Teacher Note:** Prior to class, cut each square of the Equality Wheel section, Relationship Type, and Location section of skit choices worksheet. Put all Equality Wheel sections in one bowl, the Relationship Type choices in another and the Location squares in a third.

each of their desks. Explain to students that part of being able to take a stand against violence is understanding the difference between healthy relationships and unhealthy/abusive relationships. Remind students that you are talking about romantic relationships as well as relationships with family and friends.

2. Ask students to look at the titles for each category of the Teen Equality Wheel and come up with three examples for each section on their own.

3. Once students have had an opportunity to brainstorm on their own, have them pair up with another student and add any examples their partner may have thought of that they didn't.



## Extension Activity

### Grade Level : 6–8

#### Extension Activity:

Have students perform their skits for another class that meets at the same time who may be younger or less knowledgeable about what love looks like.

In their Journals, have students assess the health of a specific important relationship from their life, using the Equality Wheel as a guide.

### Grade Level : 9–12

In their Journals, have students assess the health of a specific important relationship from their life, using the Equality Wheel as a guide.

4. After they have worked in pairs, go through each section of the Teen Equality Wheel by randomly calling on pairs to share their responses until all the sections have been discussed. Have students jot down ideas they may have missed. Once the sections have been

**Teacher Note:** A rubric is provided in the materials section for the ability to give quick feedback.

completed allow students to share any examples they may have that have not been said.

#### Part Two (25 minutes):

**Teacher Note:** The high school adaptation requires another full class period or for students to take time outside of the classroom to complete the assignment. The high school adaptation follows Part Three.

1. Explain to the class that it is great to have definitions of healthy relationships, but it is better to have examples in which you can identify healthy markers within relationships. Because of this, in groups of two, students will be asked to create a short skit that represents one category from the equality wheel.

2. Take out the three bowls containing the skit choices squares.

3. Have each group randomly pick a square from each bowl to incorporate into their skit.

4. Have students prepare a three-minute skit using the rubric provided. Remind them to pay attention to all aspects of the rubric in order to get full credit.

#### Part Three ( 30 minutes)

1. When students complete their skits, have each group perform their skit for the class, and have peers give and receive feedback.

#### High School Adaptation

#### Part Four

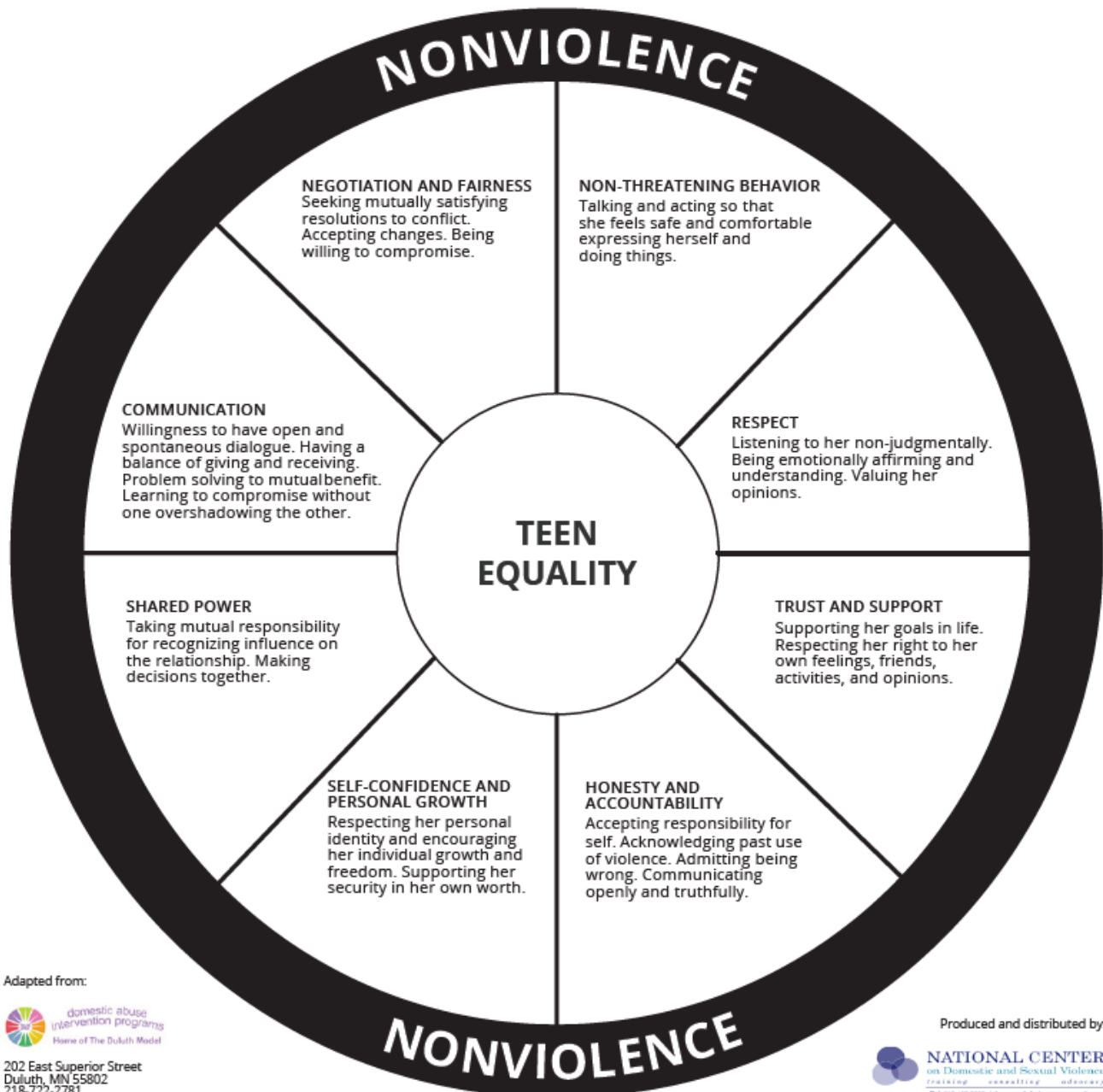
1. After students have presented their skits to the class, explain that they will be taking the first step in taking a stand for healthy relationships by finding a group of peers to perform their skit for. The only requirements are that they have to present to at least four people, those four people are required to provide feedback on the skit rubric, and, finally, they must take a picture of the performance as proof that they completed the assignment. Encourage students to use their off periods and friends to get the assignment completed.

2. In their healthy relationship journal, have students reflect on what it was like to share their skit with people outside of the classroom by answering the following prompt:

How did you initially feel about performing your healthy relationship skit with others outside of the class? What was it like once it was happening? How did your audience react? Did they take it seriously? What would you do different in the future? What did you learn? How did they interpret your skit? Did it result in conversations about equality or relationships?

## Module Three | Lesson Two | A UNDER EDIT

### Equality Wheel for Teens



Adapted from:



202 East Superior Street  
Duluth, MN 55802  
218-722-2781

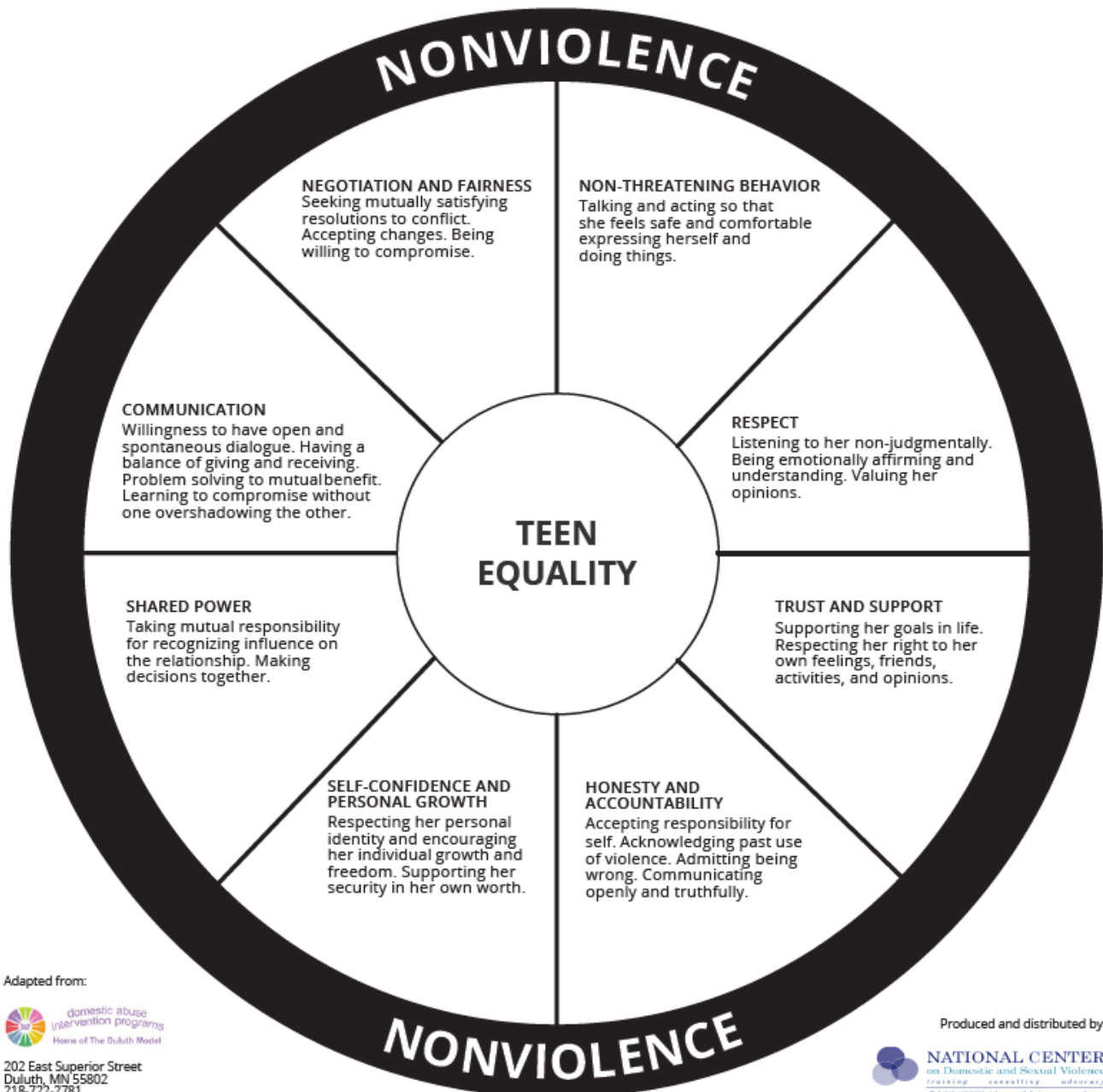
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## Module Three | Lesson Two | B

### Equality Wheel for Teens



## Module Three | Lesson Two | C

### Skit Choices

| <i><b>Equality Wheel<br/>Selection</b></i> | <i><b>Relationship<br/>Type</b></i>    | <i><b>Location</b></i> |
|--|--|------------------------|
| SHARED POWER                               | MOTHER AND SON                         | AT THE PARK            |
| NEGOTIATION AND FAIRNESS                   | BEST FRIENDS SINCE KINDERGARDEN        | AT THE SCHOOL          |
| NON-THREATENING BEHAVIOR                   | SIBILINGS                              | AT THE STORE           |
| COMMUNICATION                              | A COUPLE DATING FOR A FEW WEEKS        | AT HOME                |
| RESPECT                                    | TWO PEOPLE WHO DISAGREE<br>POLITICALLY | AT A FAMILY FUNCTION   |
| TRUST AND SUPPORT                          | TWO GUYS ON THE SAME SPORTS TEAM       | AT THE MALL            |
| HONESTLY AND ACCOUNTABLY                   | COUPLE WHO HAS DATED FOR TWO<br>YEARS  | AT A RESTURANT         |
| SELF-CONFIDENCE AND PERSONAL<br>GROWTH     | TWO WOMEN WHO WORK WITH ONE<br>ANOTHER | AT A PARTY             |

## Module Three | Lesson Two | D

### SKIT RUBRIC

|                              | 1   | 2  | 3  | 4   |
|------------------------------|---|--|--|---|
| <b>Conveying the message</b> | Student's skit is not relevant to the category given but does have elements of relationship equality in it. | Students attempt to convey the intention of the category but fall short of their ability to explain the category through the skit. | Students are able to effectively convey the definition/ intention of their category and provide one example within the skit. | Students are able to effectively convey the definition/ intention of their category and provide two examples within the skit.                               |
| <b>Following Directions</b>  | Student's skit follows none of the directions provided.   | Student's skit follows one of the three located in the four category.  | Student's skit follows two out of the three located in the four category.  | Student's skit is three minutes long, completely explains the category and uses the three pieces of information given.                                      |
| <b>Energy of Skit</b>        | Neither student seems engaged in the skit.  | At least one student is enthusiastic and sincere in their performance of the skit.   | Both students are enthusiastic and sincere in their performance of the skit.   | Both students are enthusiastic and sincere in their performance of the skit. They are also inventive and may use props or extras to add to the performance. |

## Module Three | Lesson Two | E

### How Parents Express Love in Different Parts of the World

[https://www.huffingtonpost.com/paula-vasan/how-parents-express-love-in-different-parts-of-the-world\\_b\\_6511164.html](https://www.huffingtonpost.com/paula-vasan/how-parents-express-love-in-different-parts-of-the-world_b_6511164.html)

Jennifer Lansford, a developmental psychologist and professor at Duke University, is in her seventh year of a 10-year research project funded by the National Institute of Child Health and Human Development, looking at the ways parents express love for their children around the world.

The data — gathered by studying parent-child relationships in the U.S., China, Colombia, Italy, Jordan, Kenya, Philippines, Thailand and Sweden — reveal insightful differences in the unique ways love is expressed.

In Sweden, the research shows that parent-child relationships are egalitarian; parents and children have equal rights within the family, and parents show love by treating children as equals in terms of voicing opinions and sharing in family decisions.

Parental love in the Philippines is in large part reflected by a deep sense of gratitude and respect that children feel toward their parents. Parents show love by teaching their children to honor them by carrying out family obligations.

In Kenya, loving parents demonstrate their love by being more controlling of their children's behavior, the research shows.

Meanwhile, China has been undergoing a period of tremendous economic and social change that is reflected by corresponding changes in families and in the ways that parents express love to children. For example, fathers have become increasingly nurturing and affectionate toward children as traditional gender role distinctions have diminished.

In parent-child relationships in Colombia, and to a large extent with Hispanic families in the United States, love is shown through placing the family's needs before one's own individual needs, synchronized interpersonal relationships to avoid family conflicts, and adherence to authority within the family.

Italian mothers and fathers show love by being highly involved with their children and through demonstrating a great deal of emotion in their interactions.

Parents in Jordan show love by adjusting their behavior, becoming stricter or more lenient, for example, as the situation requires to promote children's physical, mental, social and spiritual health.

Loving parents in Thailand often emphasize respect toward others and nonaggression compatible with Buddhist teachings.

In the United States, parents often demonstrate love by promoting their children's individual interests and giving them freedom to make their own choices (although there is a great deal of variability in parenting within the United States), according to the research.

Research that has greatly influenced Lansford's insights and the direction of her work has come from Ronald Rohner, the director of the Center for the Study of Interpersonal Acceptance and Rejection at the University of Connecticut. He has been working for more than 50 years on the ways parents around the world express their love, or lack of love, for their children.

He recalls an experience he had during the 1980s, when he was working in a peasant village in Bengal, India, interviewing a high caste mother in her home. During the interview, out of the corner of his eye, he noticed a young mother sitting on a veranda near him. She was very carefully peeling an orange for her 8-year-old daughter. As the peeling progressed, the child became increasingly happy and excited. The mother divided the orange

## Module Three | Lesson Two | E

into individual segments, removed the seeds, and fed her daughter each segment one at a time. The message from the child's perspective: *If my mother takes the time to do that, she must really love me.*

"It was clear something very special was going on," Rohner says, who later learned from his interpreter that the act of hand feeding segments of an orange is a cultural symbol of great love and affection that every child in Bengali culture understands.

He recollects another unique expression of parent-child love when he was working in a poor county in Georgia, interviewing an African-American grandfather in his home. "The cabin only had one lightbulb and hardly any furniture, but there was so much love," Rohner recollects. Near the end of the interview, the man sent his grandson to bed. Rohner noticed that as the boy stood beside his grandfather on his way to bed he touched the top of his grandfather's head with great affection. African-American parents there often touch the top of their children's heads as cultural displays of affection, and children soon learn to mirror that act, according to Rohner.

His research shows that everywhere on the planet, children understand themselves to be loved or not loved in four specific ways, even though the ways of expressing affection in one society may not be understood the same way in another.

### Ways that Children Perceive Parental Love

**Warmth and affection.** The most obvious way parents express love is with warmth and affection, says Rohner. How warm and affectionate do children perceive a parent to be, or how cold and unaffectionate do they perceive them to be?

**Hostility and aggression.** This includes spanking, scolding, yelling, sarcasm and other such behaviors. Some parents in the U.S. substitute yelling at children for corporal punishment, Rohner says. But both yelling and physical punishment can have negative effects on children.

**Indifference and neglect.** This relates to how present the parent is for the child to recognize their physical and emotional needs. Children who experience neglect might feel their parents forget things that are important to them. They might think, *My mother and father pay no attention to me, My father is too busy to answer my questions or My mother pays no attention to me as long as I do nothing to bother her.*

**Symbolic rejection.** With this expression of rejection, there are no obvious, objective indicators that parents are cold, aggressive or neglecting, but children feel a lack of love and care. An example of this would be a parent telling a child "I won't love you if you do this." With symbolic rejection, children can feel parents don't care about them. *My mother sees me as a big nuisance, or My mother makes me feel not loved anymore if I misbehave* are examples of this perception.

No family is perfect, so there will always be some degree of these four traits. But in loving families there is a noticeable absence of them, researchers say.

What's clear from Lansford's seven years of research on the topic is that love expressed by parents toward their children may be shown indirectly around the world and comes in countless forms. "The end result for the child may be the same even though the process of child rearing is different," she says. The takeaway, she adds: it's important for parents to make children feel loved and accepted within the context of their culture.

## Module Three | Lesson Three

### Lesson Details

**Grade Level : 6–8**

(Option for High School students is included at end of lesson.)

**Power Skills**

Decision Making  
Communication  
Problem Solving

**Suggested Time**

50 minutes

\*80 minutes for High School Option

### Building Healthy Romantic Relationships

**Lesson Overview**

Understanding the components of a healthy relationship is one thing but building a strong relationship from the start is another, especially when you consider the pressures of social media and peer groups. In this activity students will explore how to build strong, healthy relationships from the beginning and keep them healthy. Students will then engage in an artistic exercise depicting what they hope their current or future relationship might look like based on the lessons learned in the module.

**Learning Objectives**

Students will:

- Discuss the components of building a healthy relationship
- Create an artistic piece representing what they would like their current or future relationship to look like based on the lesson learned from this module.

**Essential Questions**

- What beliefs do we carry about the concepts of love and respect?
- What characteristics do I value in relationships; including romantic relationships and platonic relationships?
- What are common attributes found in most healthy relationships?
- In the quest of building healthy relationships what could my future relationships look like?

**Materials**

- Building a healthy relationship worksheet (Class Set)
- Magazines
- Markers
- Paint
- Paper
- Colored Pencils
- Other art supplies as needed
- Creative Writing Planning Sheet (High School- Class Set)

**Procedure**

**Part One:** (20 minutes)

1) As students enter the classroom count them off into groups of five with all of the ones sitting together, all the twos sitting together as so on.

2) Pass out the Building A Healthy Relationship Worksheet and have group read it round robin style with each student reading a full tip and its explanation.

**Teacher Note:** Depending on your class size some students may end up reading more than one tip before the end of the worksheet.



## Extension Activity

### Grade Level : 6–8

#### Extension Activity:

Have students share out their artistic pieces with their peers in a coffee shop setting with snaps, claps and snacks.

### Grade Level : 9–12

Have students share out their artistic and writing pieces with their peers in a coffee shop setting with snaps, claps and snacks.

3) Once students have read the document have a short discussion having students react to the ten tips. Is there anything they would add? Delete? Do the tips seem reasonable? Be sure that students explain their reasoning behind their perspectives.

#### Part Two (30 minutes)

1) Once students have had time to discuss how to build a healthy relationship, display the equality wheel at the front of the class and issue the following challenge:

**Through this module you have learned about how to have a fair and equal relationship and how to build that relationship from the start. Now it is your turn to consider what you would want your ideal relationship to look like. Draw, paint, write a song depicting what your ideal relationship might look like keeping the equality wheel and tips to a healthy relationship in mind. Be ready to share this with the rest of the class.**

2) Allow a good amount of time for this exercise. Encourage students to brainstorm their ideas in their healthy relationship journal before they begin the final project.

#### High School Adaptation (30 minutes)

**Teacher Note:** As a complement to student's artistic piece, have high school students develop a creative writing piece that corresponds with the story they are attempting to tell through their art. A planning worksheet is available in the resources below. This adaptation can be inserted before students complete their artistic or after depending on teacher preference.

1. Hand out the High School Creative Writing Piece Planning Sheet. Remind students that healthy relationships take time and planning and so when considering what the ideal relationship might consist of, it is important to take time and plan as well.

2. Go through the directions of the writing piece and answer any questions students may have about the requirements.

**Teacher Note:** It is helpful to use your school's creative writing rubric to assess this assignment in order to maintain previously set expectations.

3. Allow 10 minutes for students to answer the questions on the planning sheet.

4. Have students exchange planning sheets and comment on anything they find confusing or need clarification for on their partner's sheet.

5. Once students have received feedback on their planning sheet, allow time in class or assign the writing piece as work outside of class.

6. Display artistic pieces and creative writing pieces side by side outside of the classroom so that other students can enjoy them.

## Module Three | Lesson Three | A

### 10 Tips to Building a Healthy Relationship

- 1. Start with honesty:** The beginning of a relationship can be an exciting and fun time. Everything is new and each person is often trying to put their best self forward. While it is great to share the best of who you are, it is also important to build the foundation of your relationship on truth. Don't pretend to like things you really don't. Is there an important aspect of you as a person that is essential to who you are? Share it early so your partner can get to know the real you.
- 2. Appreciation and Respect:** As you get to know your partner it is a fun time to explore each other's interests and try new things. It doesn't mean you have to like all the same things but you can appreciate the things that your partner cares about. If you both try new things you can decide what activities you want to share and what activities you want to keep just for yourself. By doing so you learn to respect your partner, their time and yours as well.
- 3. Don't rush it:** It is easy to want to jump into a relationship head first when it is new and fun and they are just so cute, but don't be afraid to slow it down and take your time. A relationship tends to last if you are able to maintain relationships outside of it so keep hanging with your friends and family on your own and establish boundaries early.
- 4. Effort and Compromise:** As much as you and your partner like each other conflict will happen and that is okay. The important part is how you deal with the conflict. Compromise is key and has to be performed by BOTH partners. Having differing opinions is healthy and so work with your partner to make decisions that benefit the both of you.
- 5. Establish and maintain trust:** In the media, relationships are depicted as dramatic and that drama is often centered on trust or lack thereof. There is an assumption that you can trust no one in a relationship but the truth is distrust breeds distrust. If you want to be trusted in a relationship you need to trust yourself.
- 6. Keep it personal:** We all know that social media is a blessing and a curse. Relationships are often judged on how visible the relationship is on Facebook, SnapChat and the like. Sharing your happiness on social media is fine but keep some parts of your relationship just for yourself. Remember that your relationship is just yours and no one else's.
- 7. Express yourself:** Don't be afraid to express your emotions, wants and desires in a relationship. If you are unhappy about something, let your partner know in a calm manner. Remember that they can not change their behavior if they don't know what they have done to upset you. The truth is that yelling rarely helps and usually makes things worse. The same advice goes for when you like something your partner does. Feedback will allow your partner to get to know you and for your relationship will get closer.
- 8. Allow for growth and change:** As you grow and change, so will your relationship and that is healthy. Even though the beginning of the relationship is usually all excitement and fun, most relationship cannot sustain that pace forever. You will have times of excitement and wonder in a rela-

## Module Three | Lesson Three | A-2

### How Parents Express Love in Different Parts of the World

[https://www.huffingtonpost.com/paula-vasan/how-parents-express-love-in-different-parts-of-the-world\\_b\\_6511164.html](https://www.huffingtonpost.com/paula-vasan/how-parents-express-love-in-different-parts-of-the-world_b_6511164.html)

tionship and other times when your relationship is simply maintaining. Both phases are okay as long as you and your partner are in it together. Support your partner as they try new things and move on in different aspects of their life, hopefully they will do the same for you.

**9. Check In:** Sometimes in relationships we are afraid to break what has already been established and going well so we stay silent on the little things that may upset us or make us uncomfortable. If this tendency continues flights usually blow up unnecessarily and become bigger than they need to be. Build in time to discuss boundaries and how the relationship is going. Remember that communication is key to making a relationship work.

**10: Have fun:** Don't take yourself or your relationship too seriously. Be young and have fun. Enjoy each other's company one on one and in larger groups.

## Module Three | Lesson Three | B

### High School Creative Writing Piece Planning Sheet

**Student Directions:** Today you will be doing a creative writing piece to compliment your art piece which centers around what you would want your ideal relationship to look like while keeping in mind the Teen Equality Wheel and Tips to a Healthy Relationship resource. For this writing piece focus on developing a narrative around your art. What kind of relationship are you focusing on? Are you thinking about a relationship currently or one in the future? Fill out the questions below before you begin writing your 2-3 page piece.

When considering this ideal relationship, how old are you?

What kind of relationship are you focusing on? Romantic? Platonic? A relationship with a family member?

In this ideal situation in what ways are you different?

For your writing piece will you focus on a snapshot ( a date, a lunch, a day, etc) of the relationship or an overview of the relationship (a long term view of the relationship over time)?

How can you highlight your relationship values in your writing?

What do you want your reader to walk away with after reading your story?