

NATIONAL COALITION AGAINST DOMESTIC VIOLENCE

NCADV

TAKE A STAND FOR HEALTHY RELATIONSHIPS

NCADV MODULE 3 | EDUCATOR GUIDE

HIGH SCHOOL

TAKE A STAND FOR HEALTHY RELATIONSHIPS

NCADV MODULE 3 | EDUCATOR GUIDE

Table of Contents

Module Three Overview.....	3
Module Three—Common Core Standards.....	5
Module Three—Lesson One.....	6
Module Three—Lesson One—Attachment A.....	9
Module Three—Lesson Two.....	10
Module Three—Lesson Two—Attachment A.....	12
Module Three—Lesson Two—Attachment B.....	13
Module Three—Lesson Two—Attachment C.....	14
Module Three—Lesson Two—Attachment D.....	15
Module Three—Lesson Three.....	16
Module Three—Lesson Three—Attachment A.....	18
Module Three—Lesson Three—Attachment B.....	20

TAKE A STAND FOR HEALTHY RELATIONSHIPS

NCADV MODULE 3 | EDUCATOR GUIDE

WARNING! SENSITIVE TOPICS AHEAD!

This is a sensitive topic so we recommend that you take a few minutes to read the following critical resources. These are designed to help you be 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 Overview

In this learning module, students consider how love is represented and depicted in a variety of relationship types, such as friendships, familial relationships, and relationships with others in their community. 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 might look like.

The Module Three Educator Guide contains background information on what love means, definitions and descriptions of key terms, additional resources for further learning, and lesson extensions.

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 participate in a definitions of love activity where they are challenged to think beyond romantic relationships and consider aspects of all types of relationships. Students will also respond to a journal prompt describing what they value in their relationships.

Lesson Two Overview

In the second lesson, students 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 and how to keep them healthy. Students will then engage in an artistic exercise depicting how they envision their current or future relationships might based on the lessons learned in the module.

Module Three Objectives

Students will:

- Explain in writing their understandings of the concepts of love and respect
- Design mutual definitions 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 based on the lessons learned from this module

TAKE A STAND FOR HEALTHY RELATIONSHIPS

NCADV MODULE 3 | EDUCATOR GUIDE

Module Three 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.

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.

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 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
- 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 Department of Health.
<https://www.health.utah.gov/vipp/pdf/DatingViolence/Healthy%20Relationships%20Toolkit.pdf>

TAKE A STAND FOR HEALTHY RELATIONSHIPS

NCADV MODULE 3 | EDUCATOR GUIDE

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.	<p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.5 Analyze how the school and community can affect personal health practices and behaviors.</p> <p>2.8.6 Analyze how messages from media influence health behaviors.</p>
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	<p>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.</p> <p>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.</p>
English Language Arts Standards: College and Career Readiness Anchor Standards for Speaking and Listening	<p>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.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>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.</p> <p>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.</p>
English Language Arts Standards: College and Career Readiness Anchor Standards for Language	<p>CCSS.ELA-LITERACY.CCRA.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
English Language Arts Standards: College and Career Readiness Anchor Standards for Writing	<p>CCSS.ELA-LITERACY.CCRA.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.CCRA.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research</p>
English Language Arts Standards: Reading: Informational Text	<p>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.</p>
English Language Arts Standards: Speaking & Listening	<p>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.</p> <p>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.</p> <p>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.</p>

TAKE A STAND FOR HEALTHY RELATIONSHIPS

NCADV MODULE 3 | EDUCATOR GUIDE

Module Three | Lesson One: Defining Love and Respect

Lesson Details

Grade Level : High School

Power Skills

Judgment
Value Clarification
Communication

Suggested Time

68 minutes

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 do I want my future relationships look like?

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 as well as their families, friendships, and romantic relationships. They will begin by brainstorming what love and respect are, then move to creating group definitions 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

Materials

- Large sticky notes– Four colors (Student– as needed)
- Chart Paper (Teacher– four)
- Definitions of Love Worksheet (Student-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:

- a) Love is...
- b) Respect is...
- c) When someone loves and respects themselves, it looks like...
- d) 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.

TAKE A STAND FOR HEALTHY RELATIONSHIPS

NCADV MODULE 3 | EDUCATOR GUIDE

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 (38 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 Definitions of Love Worksheet.
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.
4. Once students have shared their best definition of love with the class have them regroup 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.
5. Pose the question, “In your family or culture, how do individuals show affection or love toward 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. 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.

TAKE A STAND FOR HEALTHY RELATIONSHIPS

NCADV MODULE 3 | EDUCATOR GUIDE

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.

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.

- 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?**

TAKE A STAND FOR HEALTHY RELATIONSHIPS

NCADV MODULE 3 | EDUCATOR GUIDE

Module Three | Lesson One | A

Definitions of Love

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.

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.

TAKE A STAND FOR HEALTHY RELATIONSHIPS

NCADV MODULE 3 | EDUCATOR GUIDE

Module Three | Lesson Two: The Teen Equality Wheel

Lesson Details

Grade Level : High School

Power Skills

Communication
Problem Solving
Collaboration

Suggested Time

75 minutes +

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?

What do I want my future relationships look like?

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 wheel through a brainstorming session, 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

Materials:

- Blank Equality Wheel (Student– class set)
- Teen Equality Wheel (Student– class set)
- Skit Choices Worksheet (Teacher– one)
- Skit Rubric (Student– class set)
- Markers (Student)
- Pens (Student)

Procedure

Part One (20 minutes):

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

1. When students enter the room, place a blank Equality Wheel on 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 the class is 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.

TAKE A STAND FOR HEALTHY RELATIONSHIPS

NCADV MODULE 3 | EDUCATOR GUIDE

Extension Activity

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

Part Two (25 minutes):

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 real 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 using the rubric.

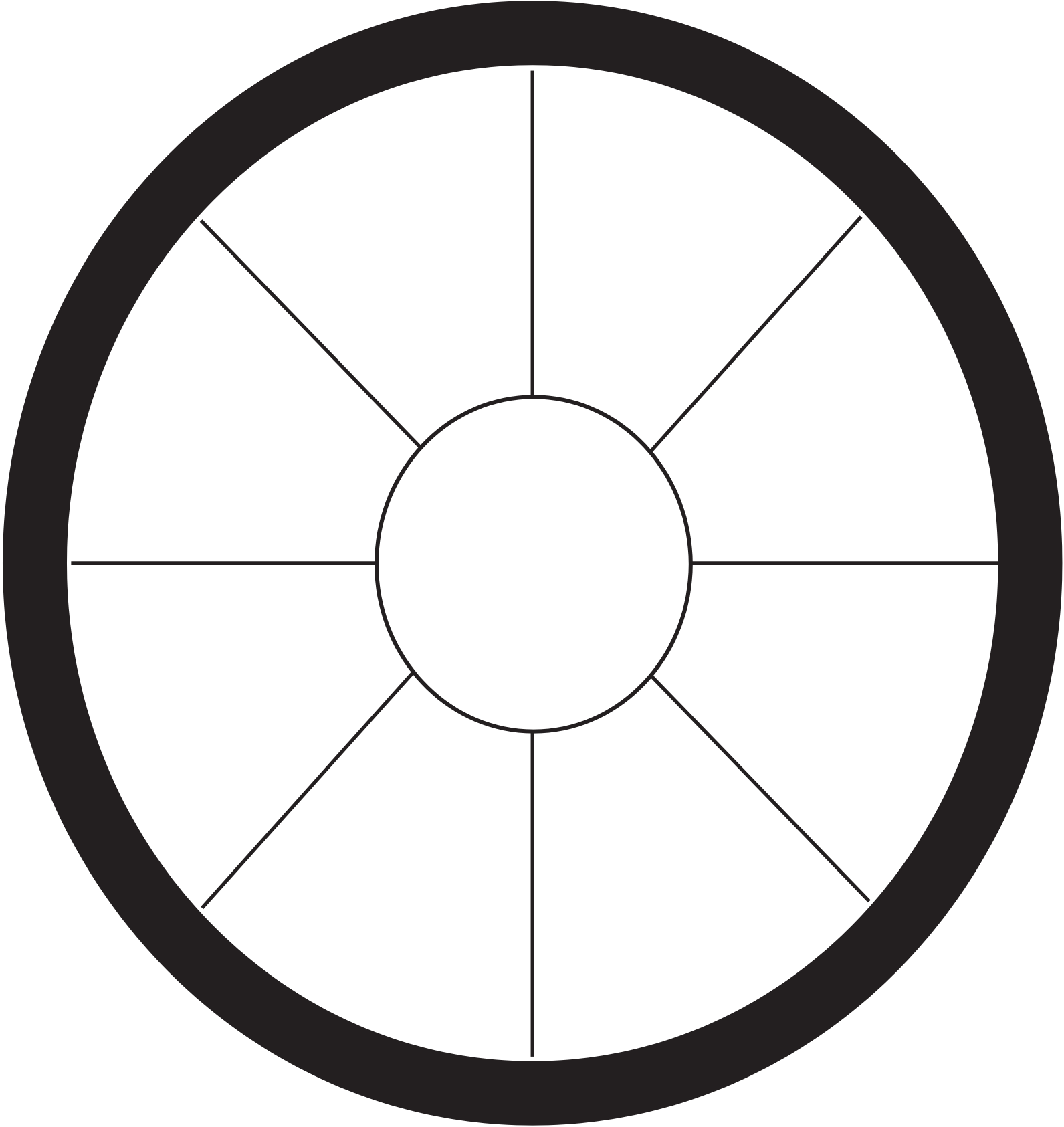
Part Four

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

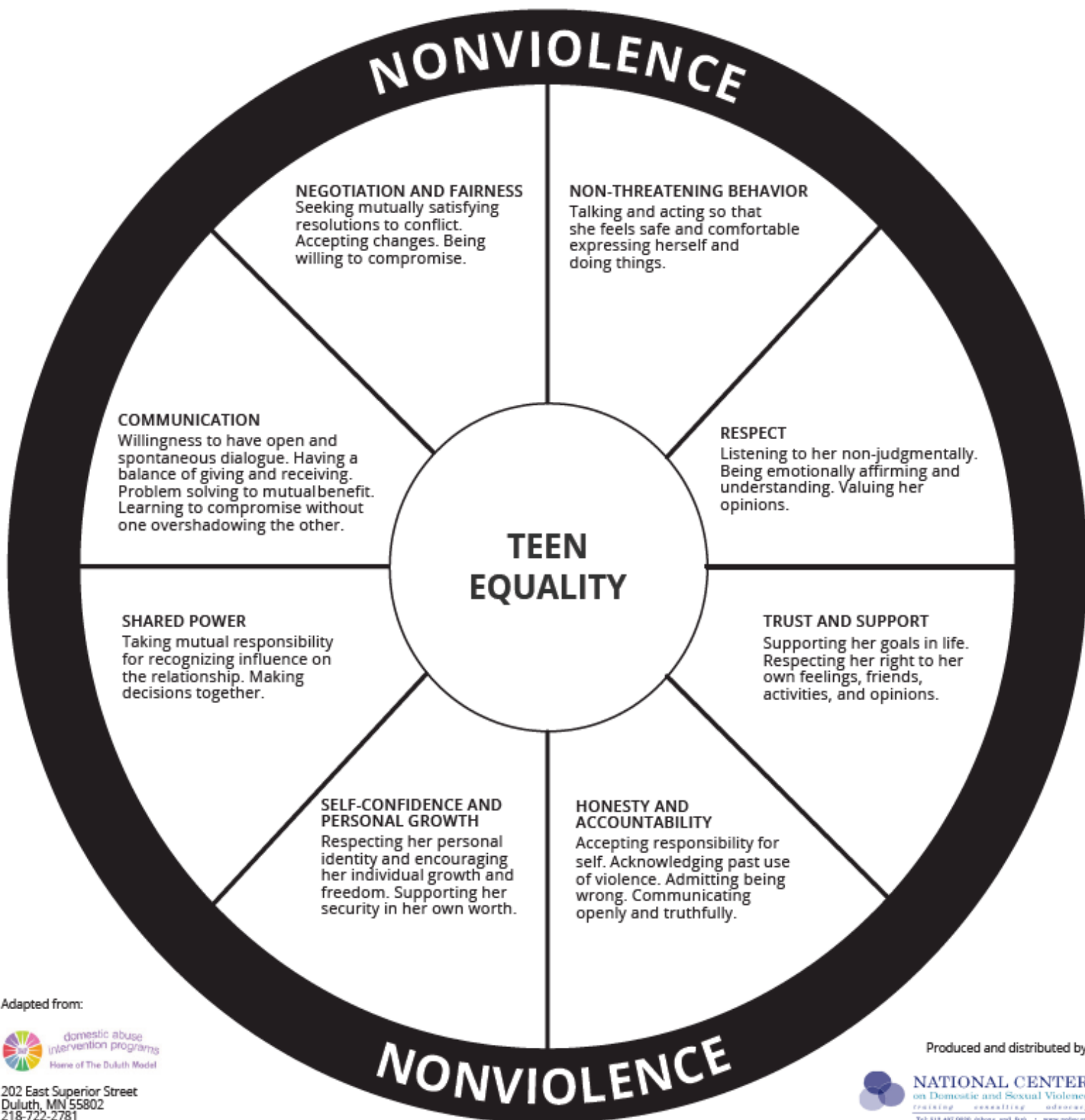


TAKE A STAND FOR HEALTHY RELATIONSHIPS

NCADV MODULE 3 | EDUCATOR GUIDE

Module Three | Lesson Two | B

Equality Wheel for Teens



Adapted from:



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

Produced and distributed by:



TAKE A STAND FOR HEALTHY RELATIONSHIPS

NCADV MODULE 3 | EDUCATOR GUIDE

Module Three | Lesson Two | C

Skit Choices

<i>Equality Wheel</i>	<i>Relationship Type</i>	<i>Location</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 POLITICALLY	AT A FAMILY FUNCTION
TRUST AND SUPPORT	TWO GUYS ON THE SAME SPORTS TEAM	AT THE MALL
HONESTLY AND ACCOUNT-ABLY	COUPLE WHO HAS DATED FOR TWO YEARS	AT A RESTURANT
SELF-CONFIDENCE AND PERSONAL GROWTH	TWO WOMEN WHO WORK WITH ONE ANOTHER	AT A PARTY

TAKE A STAND FOR HEALTHY RELATIONSHIPS

NCADV MODULE 3 | EDUCATOR GUIDE

Module Three | Lesson Two | D

SKIT RUBRIC

	1	2	3	4
Conveying the message	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.
Following Directions	Skit follows none of the directions provided.	Skit follows one of the three located in the four category.	Skit follows two out of the three located in the four category.	Skit is three minutes long, completely explains the category and uses the three pieces of information given.
Energy of Skit	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.

TAKE A STAND FOR HEALTHY RELATIONSHIPS

NCADV MODULE 3 | EDUCATOR GUIDE

Module Three | Lesson Three: 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 will 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.

Materials

- 10 Tips for Building a Healthy Relationship (Student– class set)
- Magazines (Student– at least one per student)
- Markers (Student– class set)
- Paint (Student– class set)
- Paper (Student– class set)
- Colored Pencils (Student– class set)
- Other art supplies as needed (Student)
- Creative Writing Planning Sheet (Class Set)
- Teen Equality Wheel (Teacher– For Reference)

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 and 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.

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

Lesson Details

Grade Level : High School

Power Skills

Decision Making
Communication
Problem Solving

Suggested Time

50 minutes

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?

What might my future relationships look like?

TAKE A STAND FOR HEALTHY RELATIONSHIPS

NCADV MODULE 3 | EDUCATOR GUIDE

Extension Activity

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

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 those qualities from the start. Now it is your turn to consider what you would want your ideal relationship to look like. Draw, paint, or 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.

Teacher Note: As a complement to student's art work, have 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. This adaptation can be inserted before students complete their artistic piece or after, depending on teacher preference.

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

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

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

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

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

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

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

TAKE A STAND FOR HEALTHY RELATIONSHIPS

NCADV MODULE 3 | EDUCATOR GUIDE

Module Three | Lesson Three | A

10 Tips for Building a Healthy Relationship

- 1. Start with honesty:** The beginning of a relationship can be an exciting and fun time. Everything is new and both people are 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 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, 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 longer 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, you will also have differing opinions about certain things. Conflicts will come up, and that is okay. The effort and energy you put into working with your partner to make decisions that benefit both of you is key to a healthy relationship.
- 5. Establish and maintain trust:** In the media, relationships are depicted as dramatic, and partners often don't trust each other. Put trust in your partner that they'll do the right thing, and ask them to do the same for you.
- 6. Keep it personal:** 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 same advice goes for when you like something your partner does. Feedback will allow your partner to get to know you and your relationship will get closer.

TAKE A STAND FOR HEALTHY RELATIONSHIPS

NCADV MODULE 3 | EDUCATOR GUIDE

Module Three | Lesson Three | A-2

8. Allow for growth and change: As you grow and change, so will your relationship, and that is healthy. Even though the beginning of a relationship is usually all excitement and fun, most relationships don't stay that way forever. You will have times of excitement and wonder in a relationship and other times when your relationship is simply what it is. Both phases are okay as long as you and your partner are in it together. Support your partner as they try new things and grow in different aspects of their life, hopefully they will do the same for you.

9. Check In: Sometimes in relationships, we are afraid to upset established ways of interacting, so we stay silent about things that may upset us or make us uncomfortable, even if those things seem little. Staying silent can backfire, though, leading to unnecessary bickering, or making fights bigger than they need to be. Build in time to discuss how the relationship is going and reset boundaries. Remember, communication is key to making a relationship work.

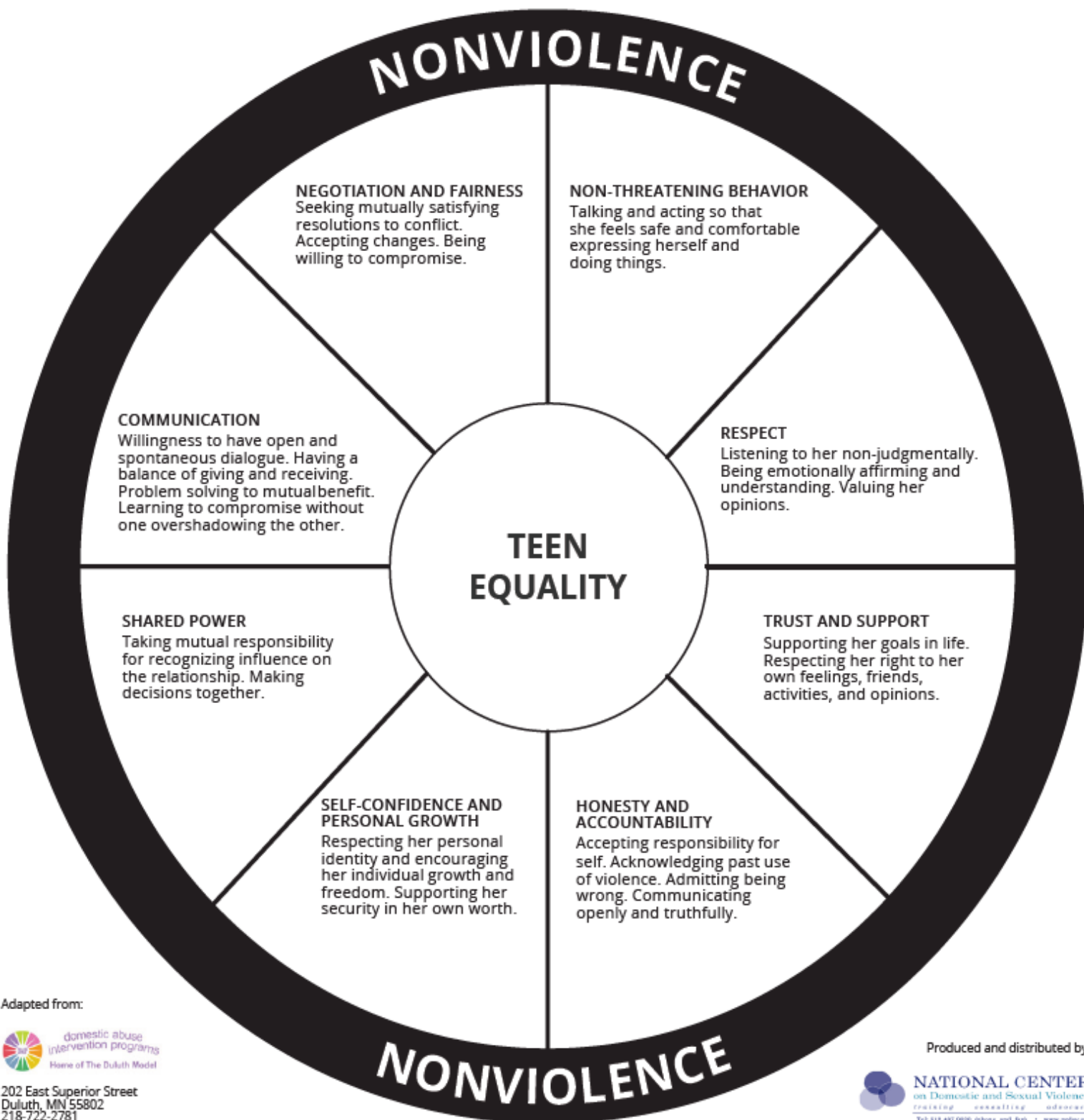
10: Have fun: Don't take yourself or your relationship too seriously. Be young and have fun. Enjoy each other's company one-on-one and in larger groups.

TAKE A STAND FOR HEALTHY RELATIONSHIPS

NCADV MODULE 3 | EDUCATOR GUIDE

Module Three | Lesson Three | B

Equality Wheel for Teens



Adapted from:



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

Produced and distributed by:

