

Delaware Model Unit: Health Education

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Healthy Relationships

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Agency: Delaware Coalition Against Domestic Violence

Grade Cluster: 9–12

Time Frame (Number of Lessons): Five Lessons

Summary of Unit

This unit is designed for primary prevention against interpersonal violence. The unit advocates gender respect, effective communication, and advocacy. Media influence on cultural values and social norms is explored. Students will be encouraged to define knowledge, attitudes, beliefs, and behaviors that support and promote healthy relationships, and to practice setting boundaries that show respect for themselves and others. Finally, students will experience the role of the courageous bystander who attempts to advocate for a respectful environment where healthy relationships are the norm.

This unit is based on the DELTA Developing Healthy Relationships Curriculum (DHRC) of the Delaware Coalition Against Domestic Violence with consultation by Noel Duckworth.

Stage 1 – Desired Results (What students will know, do, and understand)

Delaware Content Standards

- Include those addressed in Stage 3 and assessed in Stage 2.
- 1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed: Injury Prevention and Safety, Personal Health and Wellness, Mental Health, and Family Life and Sexuality
- 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.*
- 3. Students will demonstrate the ability to access information, products and services to enhance health.*
- 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- 8. Students will demonstrate the ability to advocate for personal, family and community health.

Big Idea

- Health is Personal Power

Unit Enduring Understanding(s)

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas (s) and/or Content Standards and that are transferable to new situations.
- Decisions and choices that we make about our behaviors directly influence our health and the health of others.
- If we understand that respect for ourselves and others is a personal responsibility, we can learn to make better decisions and choices.
- We must choose not to support abusive or disrespectful behaviors.

Essential Questions

- What is Health?
- What prevents people from practicing healthy behavior?

Unit Essential Question(s)

- Open-ended questions designed to guide student inquiry and learning.
- How do I recognize and practice healthy relationships?
- How do my decisions and choices influence my relationships and those of others?

Knowledge and Skills

Students will know...

- Respectful vs. disrespectful behaviors
- Gender stereotypes lead to discrimination
- Communication styles and types

- Behaviors based on power and based on equality
- The benefits of setting limits
- The influences of media and peer pressure on relationships
- The qualities of healthy relationships
- Clear and unclear boundaries
- Sex vs. gender
- Respect for self and others
- The relationship between disrespect and violence
- The definition of a courageous bystander
- Everyone can make a difference

Students will be able to...

- Demonstrate effective message tactics and strategies
- Recognize how gender stereotypes are limiting and/or disrespectful
- Set and respect boundaries of self and others
- Choose how they will be treated and how they will treat others
- Critically analyze media messages
- Recognize a cycle of abuse
- Identify resources to help with abusive relationships
- Practice how to communicate and set boundaries for a healthy relationship
- Resist and challenge unhealthy cultural norms

Stage 2 – Assessment Evidence
 (Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Performance/Transfer Task(s)

You are the sophomore class president in a high school where abusive behavior has been tolerated or ignored. You know it is time to become a courageous bystander! Knowing that you will want support, you ask your fellow officers and the presidents of the other classes if they will join with you in your prevention work. Together, you decide to begin a marketing campaign that will grab the attention of all the students. You are the creator and implementer of the plan. You will identify several strategies that may be part of the solution to the blatant disrespect you see every day at school.

Suggestions for your marketing campaign might be a public service announcement for the local TV or radio station, a video for the school website, a PowerPoint presentation with voice over for the student council, bumper stickers for student and teacher vehicles, an open letter to the school board or the PTA, a petition for students to sign, a role-play for the next assembly, and a poster campaign. You are not limited to these choices. You are invited to be creative and to choose the medium for your advocacy and communication skills to be showcased and your understanding of the issues to be obvious.

There will be a gallery walk for presentations to be shared with classmates. Then the teacher is encouraged to submit the presentations to www.safeandrespectful.org (see connections to other areas).

Rubric(s)

Points	
4	The student work shows excellent advocacy and communication skills, identifies the audience, and uses original and creative style to demonstrate understanding of at least one of the following topics: promoting respect and equality, gender stereotyping, media message deconstruction, or interpersonal abuse versus equality in a relationship.
3	The student work shows average advocacy or communication skills, identifies the audience, and uses original and creative style to demonstrate understanding of at least one of the following topics: promoting respect and equality, gender stereotyping, media message deconstruction, or interpersonal abuse versus equality in a relationship.
2	The student work shows minimal advocacy or communication skills, has an unclear target audience, and/or little original and creative style to demonstrate understanding of at least one of the following topics: promoting respect and equality, gender stereotyping, media message deconstruction, or interpersonal abuse versus equality in a relationship.
1	The student work has few indications of skill in advocacy or communication, an unclear target audience, and little creativity in demonstrating understanding of one of the following: promoting respect and equality, gender stereotyping, media message deconstruction, or interpersonal abuse versus equality in a relationship.

Other Evidence

Lesson Two: Five-paragraph essay deconstructing a media message.

Lesson Three: Compare/contrast statement on abuse vs. equal power in a relationship.

Student Self-Assessment and Reflection

Lesson One: Reflection on how communication style can affect a given situation.

Lesson Four: Reflection about a hurtful/disrespectful comment and the feelings evoked.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key Learning Events Needed to Achieve Unit Goals

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws.
<http://www.umuc.edu/library/copy.shtml>

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding.
- Provide ongoing opportunities for self-monitoring and self-evaluation.

[KUDs](#) (Know, Understand, and Do)

[SLM](#) (Student Learning Map)

[Word Wall](#)

[Lesson One:](#) Communication and Boundaries

- Communication (Style) Situations
- Practice Setting Boundaries

[Lesson Two:](#) Gender Stereotyping and Media

- Worksheet, Examining Media Messages

[Lesson Three:](#) Interpersonal Abuse Vs Equality

- How to Help a Friend Scenarios

[Lesson Four:](#) Respect

- Continuum of Harm Statements

[Lesson Five:](#) Courageous Bystander

- Courageous Bystander Scenarios
- Organizer, How can I be part of the solution?

Transfer Task and Rubric

Instructions and PowerPoint for optional review game



Intructions_Answers
.doc



Optional Unit Review
Game.ppt

Resources and Teaching Tips

Resources

- Includes a variety of resources (texts, print, media, and web links) that best support the unit.
- DELTA Developing Healthy Relationships Curriculum (DHRC) used by Child, Inc. and Delaware Council for Justice
- www.Safeandrespectful.org – Delaware website useful for students, parents, and teachers
- www.medialit.org – Center for Media Literacy
- www.nmmlp.org – New Mexico Literacy Project
- www.dcadv.org – website of the Delaware Center against Domestic Violence
- www.childinc.org – a nonprofit agency in Delaware that provides services for those experiencing abuse in their relationships

- www.cdc.gov/healthmarketing/pdf/AudienceInsights_teens.pdf
- www.cdc.gov/healthyyouth/ – for the Health Education Curriculum Analysis Tool (HECAT)
- www.thesafespace.org/featured-content/students-psa/ – for PSA about dating violence
- <http://teenhealth.about.com/od/relationships/a/cycleofabuse.htm> – for cycle of abuse information
- *The Teen Relationships Workbook*, Wellness Reproductions and Publishing, Inc., 2001 for worksheet adaptations

Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.

This unit can be highly charged emotionally for some students who may be embroiled in a “cycle-of-abuse” relationship. If students become upset, referral to the school nurse, wellness center, or school counselor may be needed. In addition, some students may resist the challenge of their values and beliefs by these materials.

Accommodations/Differentiation

- Describe how instruction may be varied to address differences in readiness, interest, and/or learning styles.
- Elbow partners
- Small-group activity
- Class discussion of all concepts
- Teacher reinforcement is done by using graphic organizers, board work, writing, technology, and guided practice

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- International Education** – the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- Universal Design for Learning** – the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21st Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL, 2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

Students are engaged in their learning by use of the media, scenarios for practice, and written expression of their reflections and acquisition of content. They are asked to think critically about relationships, gender stereotyping, and boundary setting for healthy relationships and draw their own conclusions. Finally, students will formulate a plan to advocate as a safe and courageous bystander.

Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate), families, and communities.

Interpersonal violence is universal and can affect all areas of society. It occurs in all socioeconomic groups, in all ethnic and religious groups, and in all races. Awareness can help those affected seek education, protection, and treatment if necessary. Families and communities can help people get the support they need. Referral to school support services (nurse, wellness center, or counselor) can facilitate the support needed for those in an abusive relationship or those who have difficulty understanding the concepts.

Special Opportunity for Students and Teachers to Share Their Best Work

The teacher is encouraged to use a process (i.e., teacher selected, student-peer selected, etc.) to choose the best three transfer task projects from each class for submission to the Prevention Subcommittee of the Delaware Domestic Violence and Victims' Rights Task Force at <http://www.safeandrespectful.org/>. Winning entries will be posted on the website and the authors will be entered in a raffle for a grand prize.

Note to teacher: Fall semester entries are due by February 1 and spring semester entries are due by May 15 of each calendar year. Please send throughout the school year at the completion of each Healthy Relationships Unit. Send an email to safeandrespectful@gmail.com with the top three projects from each class attached. If the project cannot be attached, please email a request for instructions. Please ask students for contact information so that winners can be notified even if the semester has ended. Winners will be notified by the teacher who will be notified by <http://www.safeandrespectful.org/>. Please include the teacher's address, email, and phone number for questions about the projects and notification of the winners.

Thank you for choosing to implement the Healthy Relationships Curriculum. Delaware's Domestic Violence Task Force and Victims Rights Task Force's Prevention subcommittee worked with the Department of Education to create a curriculum that meets Delaware Health Standards and to provide students the knowledge, skills and behaviors that support healthy relationships. As part of this project, we are continually looking for ways to improve the curriculum. By giving your students the pre/post tests and sending them to the address below, you can be a vital part of the evaluation and subsequent growth of this unit. Below are the procedures for the pre surveys, post surveys, and information survey form, which you will find in this curriculum. If you have any questions about our procedures as listed below, you can contact the DELTA Coordinator at safeandrespectful@gmail.com. You can also visit www.safeandrespectful.org for more information about the Healthy Relationships program in Delaware.

PRE SURVEYS

- Pre Surveys should be administered to students at the beginning of the first class period at the start of the Healthy Relationships unit (before Lesson 1 is taught).
- Instruct students to complete their anonymous survey IDs so that pre and post survey data may be matched without knowing a student's identity.
- Completed pre surveys should be collected from students and maintained by the unit instructor until all five lessons are taught.

POST SURVEYS

- Post surveys should be administered to students at the end of the class period during which the final lesson of the Healthy Relationships unit was taught.
- Instruct students to complete their same anonymous survey IDs so that pre and post survey data may be matched without knowing a student's identity.
- Completed post surveys should be collected from students and combined with the pre surveys completed and collected at the start of the unit.

SURVEY INFORMATION FORM

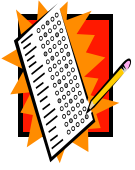
- A survey information form should be completed for each cohort (class, period, etc.) of students who receive the full Healthy Relationships unit.
- Complete all information on the form as this will be used to identify each distinct cohort of students and their related pre/post survey information.

Please send all completed Healthy Relationship unit evaluation packets (consisting of a survey information form, student pre surveys, and student post surveys) for each of your class periods who receive the unit of instruction to:

DELTA COORDINATOR
Child, Inc.
507 Philadelphia Pike
Wilmington, DE 19809

Questions and concerns can be e-mailed at any time to: safeandrespectful@gmail.com

~ THANK YOU for assisting in the evaluation of the Healthy Relationships unit! ~



HEALTHY RELATIONSHIPS ~ Pre Survey

TO HELP US MATCH TO YOUR SURVEYS WITHOUT KNOWING WHO YOU ARE, PLEASE USE YOUR SURVEY ID.
 Please write the month and the date you were born (don't put the year). Then write the first 3 letters of your mother's first name.

EXAMPLE: If you were born on July 5th and your mother's name is Mary, your ID would be:

PLEASE WRITE YOUR ID HERE

J	U	L	0	5	M	A	R
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Thank you for taking the time to complete this short survey. We are interested in what you think when it comes to healthy relationships. Please be sure to answer all of the questions in all sections. Your answers will be kept confidential. When you finish, please return the survey to your teacher.

Would you consider the following behaviors respectful?	Definitely Not Respectful	Not Respectful	Neutral	Respectful	Definitely Respectful
1. Picking on someone as long as they are not physically hurt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Your boyfriend/girlfriend threatens to do something hurtful if you broke up with him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Calling your boyfriend/girlfriend names during an argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Your boyfriend/girlfriend wants you to spend all of your time with him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Your boyfriend/girlfriend values your opinion even when you disagree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Telling a guy that he's "acting like a girl" to put him down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Your boyfriend/girlfriend shares embarrassing or private photos/videos of you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Asking your friends to watch your boyfriend/girlfriend if you don't trust him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Your boyfriend/girlfriend pressures you to do something you don't want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Rating a girl's looks on a scale of 1-10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Your boyfriend/girlfriend always checks on your whereabouts and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MOST of the time, what do you think about these statements?	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12. Both partners should have equal say in their relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Standing up for what I believe is important to me even if others don't agree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Television shows, movies, and song lyrics can have an effect on how you think or act.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. People who act aggressively deserve respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. It is better if girls do typical "girly" stuff and guys do typical "manly" stuff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continue to the next page



MOST of the time, what do you think about these statements?	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
17. As long as I don't act violently in a relationship, I am promoting safe and respectful relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. If safe to do so, people should stand up for someone being insulted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. There are things I can do to help prevent violence in my community/society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Advertising is mainly used for brand or product recognition and does not contain deeper meaning or messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. My choice of communication style can have an effect on how I make others feel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Personal boundaries can only be violated by strangers or acquaintances so it isn't necessary to have clear boundaries with good friends or my boyfriend/girlfriend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer a few questions about yourself:				
What is your gender?	<input type="checkbox"/> Male	<input type="checkbox"/> Female		
How old are you TODAY?	_____ years			
What is your current grade?	<input type="checkbox"/> 9th	<input type="checkbox"/> 10th	<input type="checkbox"/> 11th	<input type="checkbox"/> 12th

THANK YOU!!

Health Education Lesson Plan – Lesson One

Title: Communication and Boundaries

Big Idea: Health is Personal Power

9-12 Unit Cluster Enduring Understandings

- Health is important and personal actions will impact self and others in many ways.
- Internal and external factors influence personal and community health
- Choosing health resources require critical evaluation and analysis
- Refusal, negotiation, and collaboration skills will enhance the health of self and others
- There are barriers that can hinder healthy decision-making
- Several factors influence the formation, achievement and evaluation of a long-term personal health plan
- People have the power to create change

Lesson Essential Question(s)

- How do we communicate effectively with each other?
- How does a feeling of self-worth help us set and maintain our boundaries?

Delaware Health Education Standards

Health Concepts

- Tobacco, Alcohol & Drugs
- Injury Prevention & Safety
- Nutrition & Physical Activity
- Family Life & Sexuality
- Personal Health & Wellness
- Mental Health
- Community & Environmental Health

Skills

- INF
- AI
- IC
- DM
- GS
- SM
- AV

Lesson Summary

Students will examine styles and effectiveness of their interpersonal communication and will define and practice setting boundaries.

Students will know...	Students will be able to...
<ul style="list-style-type: none"> • Styles of communicating • Types of communication • Clear and unclear boundaries • Some people unintentionally or unintentionally cross our boundaries • Communication styles help us set and maintain our boundaries 	<ul style="list-style-type: none"> • Identify which style communicates respect for self and others • Make a connection between self-worth and boundaries • Practice setting of boundaries

Time

One class period.

Materials and Preparation

- Worksheet [Communication \(Styles\) Situations](#) to be copied for each student
- [Practice Boundary Setting](#) to be copied for each student
- Whiteboard or newsprint
- TV/projector to play PSAs
- Computers or hard copies of quiz: Building Blocks to Healthy Relationships

Resources and Web Links

- www.safeandrespectful.org/media/psa.html
- *The Teen Relationships Workbook* (2001). Wellness Productions and Publishing.

Teaching Steps

1. Hand out Pre Survey to students and have them fill out.
 - Make sure students fill in a ID Code they will remember (such as month/date of their birthday and first three letters of parents name).
 - Collect them, and save them to send in with the Post Tests at the end of the unit.
 - The Pre surveys are located at the end of this lesson, along with our procedures. Please follow procedures carefully.
2. Introduce unit of instruction with "Building Blocks to Healthy Relationships: Check Yourself!" Self-assessment.
 - Using a Smartboard, individual computers, or hard copies, have students take a quiz called "Building Blocks to Healthy Relationships" found on www.safeandrespectful.org under "check yourself."
 - Quiz scores are personal and do not need to be shared.
 - Review the quiz with the students and tell them the concepts found throughout the quiz will be the focus of this unit titled, "Healthy Relationships."
 - Ask if anyone has ever felt uncomfortable by the way someone talked to/about them and how they felt about it.
 - Allow a story or two to be shared.
3. Watch the one minute PSA, "Just Spray It"
<http://www.safeandrespectful.org/media/psa.html>.
 - Identify/discuss different communication styles used in the story.
 - Have students brainstorm the four communication styles: aggressive, passive, passive-aggressive, and assertive (see teacher tips at end of lesson) with teacher guidance.
 - List the four types on a whiteboard or poster board for reference.
 - Students, in small groups, will discuss the communication (styles) situations (scenarios on attached worksheet).
 - Process advantages and disadvantages of each style: Possible discussion questions.
 - Which style is most effective and why?
 - ♦ What are the advantages and disadvantages of each style?
 - ♦ Could you use one style one time and another later?

- ♦ How has your own style worked for you or not worked?
 - ♦ How could you more effectively relate to others?
4. Remind students of the four styles of communication and ask if they are aware of their personal style of communicating and whether their style makes people feel threatened.
 5. Assign students a reflection piece on how they could have handled a situation differently using a style of communication different from their favored style (aggressive, passive, passive-aggressive, and assertive). As a reflection piece, it will be given points for completion only.
 6. Ask students to discuss the definition of "boundary" with an elbow partner and to consider how the word "boundary" fits in with communication styles.
 7. Teacher-led discussion about boundaries (definition of boundary on word wall).
 - Students will fold a sheet of paper lengthwise to make two columns.
 - One column will be labeled Physical Boundaries and the other Mental/Emotional Boundaries.
 - With an elbow partner, students will generate two lists.
 - Teacher will ask for a volunteer recorder who will write the lists on the board as the pairs offer contributions, clockwise around the classroom.
 - Teacher will review the list with the class and facilitate discussion as needed (see teacher notes for examples).
 8. Handout worksheet, [Practicing Boundary Setting](#).
 - Students will complete the worksheet individually and discuss with their elbow partner.
 - Tell students that they will be sharing their information and that there is a personal section on the bottom that they are not required to complete during class.
 - Ask them to finish the last section at home if they choose not to complete it in class.

Assessment(s) for Lesson

The teacher will use formative assessment by listening to the class discussion.

Teacher Notes

Communication Styles

Aggressive

- Overpowering, controlling, bossy, or dominating
- Responds to conflict by verbally or physically attacking the other person
- Blames other people, rarely willing to admit or accept responsibility for self
- Violates other people's rights in order to get what is wanted

Passive

- Avoids dealing with problems
- Does not speak up for self
- Worries about pleasing others and does not satisfy self
- "Stuffed" anger may result in explosive anger or internalized as anxiety or depression

Passive-Aggressive

- Feelings are communicated in an indirect, dishonest, manipulative, or underhanded way

- Seems to be passive because real conflict is not directly addressed
- Actually responds by “getting back at” or “getting even with” the person

Assertive

- Clear, confident, and seemingly in control
- Stands up for rights while respecting the rights and boundaries of others
- Verbal communication is direct, honest, and respectful
- Able to say NO if uncomfortable or unwilling to compromise own values, beliefs, or boundaries

Physical Boundaries

- Physical closeness
- Touching
- Sexual behavior
- Eye contact
- Privacy mail, email, diary, doors, nudity, bathroom, bedroom, telephone, cell phone, privacy spaces, etc.
- Clothes
- Gifts
- Time and energy

Mental/Emotional Boundaries

- Beliefs
- Thoughts and ideas
- Feelings
- Decisions
- Choices
- Needs
- Interests
- Responsibilities
- Confidences
- Secrets
- Roles
- Rules
- Personal experiences

Lesson One Worksheet 1

Building Blocks for Healthy Relationships- Check Yourself!

Place a check mark after each statement to show your level of agreement or disagreement:

	Agree	Neutral	Disagree
1. If safe to do so, people should speak up for someone who is being insulted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Television shows, movies, and even song lyrics can have an effect on a person's beliefs and behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. It's no big deal to tell a guy that he's "acting like a girl" to make a joke.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Teasing others is okay as long as they are not physically hurt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. You should expect other people to figure out how you feel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Rating a girl's looks on a scale of 1-10 is disrespectful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I don't believe that there are hidden messages behind TV shows, movies, magazines, or ads/commercials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Acting aggressively always makes people respect you more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. It is better if girls do typical "girly" stuff and guys do typical "manly" stuff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. As long as I don't behave violently in a relationship, then I'm promoting safe and respectful relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. It is better just to keep my values and beliefs to myself than to stand up for them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. It is harmful to make a general statement like, "all girls gossip," or "boys don't have feelings."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To tally your score, give yourself points for A (Agree), N(Neutral), or D (Disagree) as listed in the answer key below for each statement. Total your score and then find your results in the ranges listed in the box to the right.

Score:

Tally:

- 1: A(3 pts), N(2 pts) D (1 pts) _____
- 2: A(3 pts), N(2 pts) D (1 pts) _____
- 3: A(1 pts), N(2 pts), D (3 pts) _____
- 4: A(1 pts), N(2 pts), D (3 pts) _____
- 5: A(1 pts), N(2 pts), D (3 pts) _____
- 6: A(3 pts), N(2 pts) D (1 pts) _____
- 7: A(1 pts), N(2 pts), D (3 pts) _____
- 8: A(1 pts), N(2 pts), D (3 pts) _____
- 9: A(1 pts), N(2 pts), D (3 pts) _____
- 10: A(1 pts), N(2 pts), D (3 pts) _____
- 11: A(1 pts), N(2 pts), D (3 pts) _____
- 12: A(3 pts), N(2 pts) D (1 pts) _____

TOTAL: _____

30 – 36- Wow! It seems like you have really spent some time developing healthy attitudes and beliefs. Remember to keep examining them, "checking" yourself, and learning more, so you can keep up the great work. The future is bright for you to have safe and respectful relationships!

21 – 29- You might want to take a closer look at healthy versus unhealthy attitudes you might have. The healthier beliefs you have, the better your chances are to have safe and respectful relationships. Take some time to examine your beliefs more, and learn more about the foundation for healthy relationships by surfing www.safeandrespectful.org and other links. Don't stop now- safe and respectful relationships are in your reach!

12 – 20- Hey! The time is now to work on developing healthy attitudes. Otherwise, your relationships might not work out, but YOU have the power to change that! It may take some time, but you are worth it, and so are your relationships! If you really take a closer look at examining your beliefs, learn more about the foundation for healthy relationships by surfing www.safeandrespectful.org and other links, you can look forward to great relationships!

Communication (Styles) Situations

Aggressive

- Overpowering, controlling, bossy or dominating
- Responds to conflict by verbally or physically attacking the other person
- Blames other people, rarely willing to admit or accept responsibility for own part in the conflict
- Violates other people's rights in order to get what he or she wants

Passive

- Avoids dealing with problems
- Does not speak up for his or her rights, worried instead about pleasing others (results in own needs not getting met)
- "Stuffed" anger may result in explosive anger or become internalized as anxiety and/or depression

Passive-Aggressive

- Feelings are communicated in an indirect, dishonest, manipulative, or underhanded way
- Seems to be passive because conflict is not directly addressed
- Actually responds by "getting back at" or "getting even with" the person they are angry with

Assertive

- Clear, confident, and seemingly in control
- Stands up for his or her rights while respecting the rights and boundaries of others
- Verbal communication is direct, honest, and respectful
- The ability to say "no" to something she or he is uncomfortable with or unwilling to compromise own values, beliefs, or boundaries

Can you recognize the four types of communication? In your group, discuss a situation between Kendra and Will. Read aloud each of Kendra's four possible responses. Decide what Kendra's communication style is in each response: **Aggressive, Passive, Passive-Aggressive or Assertive**. Be prepared to share your group's reasoning with the class.

The Situation: Will and Kendra made plans to meet at a party at 8 p.m. The party was given by a friend of Will's. Will was 45 minutes late. Kendra hardly knew anyone at the party, so she was very uncomfortable being there alone.

The Responses

1. When Will shows up, Kendra kisses him hello and acts like nothing is wrong. When Will says "Sorry I was late," Kendra says "It's okay." **Style used:**
2. When Will shows up, Kendra says hello and asks to speak with him alone for a minute. She says, "Will, you were 45 minutes late, and I was really uncomfortable being here alone because I don't know anyone here. What happened?" She gives him a chance to explain and after Will apologizes she says, "I accept your apology, but I don't like to be kept waiting. Next time, I want you to call if you're going to be late." **Style Used:**

3. When Kendra sees Will coming, she starts flirting with another guy, thinking that will teach him not to make her wait. **Style used:**
4. When Will shows up, Kendra goes off on him. Before he even gets a chance to say anything, she is yelling at him in front of everyone. "Where the (bleep) were you? Who do you think you are making me wait for you for 45 minutes, you inconsiderate (bleep)! Now you can forget this party, we're leaving!" **Style used:**

*Adapted from *The Teen Relationships Workbook*, Wellness Reproductions and Publishing, Inc., 2001

Practice Boundary Setting

Boundaries are the limits that we set with people. Abuse happens when one person violates another person's boundaries. That is why it is so important to know what your boundaries are and to be clear with others about them. If you have boundaries that are unclear, others may be more likely to violate them; if you have clear boundaries, you will have a better chance of staying in control of your life and keeping yourself physically and emotionally safe.

Decided whether each situation below is an example of setting clear boundaries or is an example of unclear boundaries. Write CLEAR or UNCLEAR on the line.

1. Jason and Tina started dating a few weeks ago. They are playing around when Jason smacks Tina in the head. Respectfully, but without smiling or laughing, Tina says, "I know you're only playing, but I don't like people putting their hand on me like that."

2. Niki and Tyra are at the mall. Tyra tells Niki that she is going to slip a lipstick into her purse. Niki says, "I'm not into that. Don't do it while I'm around because I don't plan on getting into trouble. If I knew you were planning this, I wouldn't have come with you."

3. Kimmie and Eric are making out. Eric starts to unbutton Kimmie's shorts, and she does not want to go any further. She shyly says, "Umm, I don't know if we should do this." Eric says, "It's okay, don't worry," and continues. Kimmie lets him even though she feels really uncomfortable. Finally, she says, "You know, it's getting late, I better get home."

Now, help the following teens set strong boundaries by writing on the line what they should say or do:

1. Rachel forgot her homework at Derek's house and snaps, "Why didn't you remind me to get my homework—now I'm going to fail!" (What can Derek say to set boundaries in terms of what he will take responsibility for?)

2. Lashonda lent Amber \$10 weeks ago, and she has not paid her back. Now she is asking to borrow money again. (What can Lashonda say to set boundaries in terms of lending and borrowing money?)

3. Becky's boyfriend wants to come over tonight, even though he knows she has been planning a "girls' night" for weeks. He is giving her a guilt trip, saying, "Nice, you're choosing your friends over me. So I guess they are more important!" (What can Becky say to set boundaries in terms of her time and her plans?)

Set your own boundary. Think!!! Is there a boundary that you need to set in a relationship that you have?

Person I need to set a boundary with: _____

Boundary I need to set: _____

What can I say or do to set this boundary? _____

*Adapted from *The Teen Relationships Workbook*, Wellness Reproductions and Publishing, Inc., 2001

Health Education Lesson Plan – Lesson Two

Title: Gender Roles and the Media

Big Idea: Health is Personal Power

9-12 Unit Cluster Enduring Understandings

- Health is important and personal actions will impact self and others in many ways.
- Internal and external factors influence personal and community health
- Choosing health resources require critical evaluation and analysis
- Refusal, negotiation, and collaboration skills will enhance the health of self and others
- There are barriers that can hinder healthy decision-making
- Several factors influence the formation, achievement and evaluation of a long term personal health plan
- People have the power to create change

Lesson Essential Question(s)

- How does gender stereotyping affect relationships?
- Can I deconstruct media messages?

Delaware Health Education Standards

Health Concepts

- Tobacco, Alcohol & Drugs**
- Injury Prevention & Safety**
- Nutrition & Physical Activity**
- Family Life & Sexuality**
- Personal Health & Wellness**
- Mental Health**
- Community & Environmental Health**

Skills

- INF**
- AI**
- IC**
- DM**
- GS**
- SM**
- AV**

Lesson Summary

Students will explore how gender stereotyping can limit relationships and can lead to abuse or violence. Students will deconstruct media messages to examine the proper meaning of how people can be influenced in their relationships.

Students will know...	Students will be able to...
<ul style="list-style-type: none"> • The difference between biological sex and gender • Gender stereotyping can result in discrimination • Media messages are constructed 	<ul style="list-style-type: none"> • Recognize how gender stereotypes are limiting and/or disrespectful • Choose to respect people for their individuality • Resist and challenge unhealthy cultural norms • Practice critically analyzing media messages

Time

One class period.

Materials and Preparation

Copy of worksheet, [Examining Media Messages](#), for each student.

Teacher-selected ads from magazines, recent newspapers, internet, or TV that depict gender stereotypes for the Examining Media Messages Worksheet. (NOTE: Good sources include Teen Cosmo magazine, www.about-face.org—Gallery of Offenders, or print the latest album covers from www.billboard.com).

Resources and Web Links

<http://www.nmmlp.org> – **New Mexico Media Literacy Project**

<http://www.medialit.org/> – **Center for Media Literacy** offers one of the most comprehensive catalogs of videos, books, and other curricular materials related to media literacy. The site also includes a reading room on media literacy issues, FAQs, and more.

<http://community.pflag.org> – **PFlag: From Our House to the Schoolhouse** offers tools for teachers and parents for creating safe schools and responding to harassment and bullying. PFlag stands for "Parents, Friends and Families of Lesbians and Gays," and they offer a host of supportive resources in addition to the safe schools resources.

<http://www.genderads.com> – **Gender Ads** on gender and advertising, featuring over 2,500 different ads showing how gender stereotypes are used in advertising.

<http://www.about-face.org> – **About Face's** mission is to equip girls and women with tools to understand and resist harmful media messages that affect self-esteem and body image.

<http://www.safeschoolscoalition.org/safe.html> – **The Safe Schools Coalition** offers a wide variety of resources for teachers and parents, including an excellent list of books that address gender stereotyping at:

http://www.safeschoolscoalition.org/RG-library_media.html.

Teaching Steps

1. Brainstorm a definition of stereotype (characterization based on conscious or unconscious assumptions that some one aspect—such as gender, age, ethnic or national identity, religion, occupation, marital status, etc.—is predictably accompanied by certain character traits, actions, even values).
 - How do we stereotype others (sex, religion, size, etc.)?
 - The term is often negative, denying others respect or legitimacy.
 - Stereotypes often form the basis of prejudice/discrimination and are often used to explain real or imaginary differences due to race, gender, religion, age, ethnicity, socioeconomic class, disability, occupation, and others.
 - Stereotypes are forms of social consensus rather than individual judgments.
2. In small groups, students will choose a recorder/reporter to think about: Are males/females or girls/boys stereotyped because of their sex?
 - All students will fold a sheet of paper in half, labeling one half GIRL and one half BOY.

- For one minute, ask students to list things associated with being a girl and then one minute to list things associated with being a boy. Then share with the group.
- On the whiteboard or Smartboard, draw a diagonal line with Girl on one side of the line and Boy on the other side.
- Have reporters write three things under each category from their list until all have shared their lists.
- Facilitate a discussion that encourages students to realize that not all girls and not all boys follow the expected behaviors and choices that some people expect of them.
- Prompts:
 - ♦ Are males and females given the same messages or treated the same when it comes to sports?
 - ♦ What are acceptable/unacceptable ways for a young man to express his feelings? For a young woman?
 - ♦ What colors are encouraged for males and females? Are they the same?
 - ♦ What kinds of toys are boys and girls given as children? Are they the same?
 - ♦ What is expected of males regarding sexual thoughts and sexual activity? What is expected of females?
 - ♦ Are certain professions more acceptable for males or females?
- Examples of stereotyping messages are:
 - ♦ Act Like a Man: be hard, don't cry, be in control, aggressive, athletic, don't play with dolls, pay the bills, have as much sex as you can (with women).
 - ♦ Act Like a Lady: have good hygiene, sit with your legs crossed, don't cuss, don't fight, be polite, be sexy (but not too sexy), think about other's feelings.

Discussion Questions

- Do all males and all females fit on one list?
 - Does everyone agree on what is listed in each column? Discuss individuality.
 - Are all gender stereotypes negative characteristics?
 - What are the dangers of stereotypes? (They tend to pressure us to fit in as males and females rather than individuals.)
 - How could some of the beliefs about males and females contribute to or support abusive behaviors in a relationship?
 - Can gender stereotypes such as these determine our expectations of our dating partners (and others in general)?
3. Summing it up: What happens when someone does not act as they are expected to act?
 - What it means to be a man or a woman is defined more by our culture than biology.
 - Current definitions of gender limit both men and women.
 - Even an open mind does not prevent people from thinking in and reinforcing stereotypes.
 - Messages come from everywhere: teachers, family, TV, music, etc.
 - Everyone chooses which messages to accept.
 - Being aware of the content of messages helps us make good choices.
 4. Students will consider how the media contributes to personal attitudes about being male and female.
 - Hand out worksheet, *Examining Media Messages*, and a media example that depicts gender stereotypes.
 - Working in pairs, students complete the worksheet.
 - Have pairs report their findings to the class.
 - Teacher-led discussion:

- ♦ Why is it important to recognize the impact of the media on our thinking, especially regarding our relationships?
 - ♦ How can the media cause us to change the humans we see into objects? (Objectification)
 - ♦ How can seeing and hearing things over and over desensitize us? (Desensitization refers to the normalization of something. The lyrics to songs where the women are referred to with derogatory names, videos that show violence as the norm, etc., reinforce stereotypes and become something that happens to THOSE people, not us).
 - ♦ How could these things change our values over time?
 - ♦ Introduce the term “media literacy” using the activity just completed and the information in Teacher Notes.
 - ♦ Tell students they have just learned an important life skill for being an independent and thoughtful consumer.
5. Students will access a media message that perpetuates gender stereotyping and write a five paragraph essay deconstructing the message. Suggest that they use today’s worksheet, Examining Media Messages, for guidance. This may be completed at home and turned in at the next class.

Assessment(s) for Lesson

- Examining [Media Messages Worksheet](#)
- Homework writing assignment deconstructing a media message

Teacher Notes

Definitions to know when talking about GENDER:

Biological sex refers to being categorized as either male or female based on our anatomical parts.

Gender is a psychosocial construct most people use to classify a person as male, female, both, or neither.

Once people are assigned a biological sex, our culture and society have created Gender Expectations around how that person should act. Females are expected to “act feminine,” and males are expected to “act masculine.” Expectations about gender may change from culture to culture, and they may also change over time. Gender Identity is a person's sense of their own gender. Since most people conform to societal gender expectations, they have a Gender Identity congruent with their Biological Sex. For some people, Gender Identity, Biological Sex, and how they outwardly communicate their gender to others do not correspond with each other or with society's gender expectations.

Transgender is an umbrella term used to describe people who have gender identities, expressions, or behaviors not traditionally associated with their Biological Sex. Transgender also can mean anyone who transcends the conventional definitions of “man” and “woman.”

Adapted from *Gender Education & Advocacy, Inc.*
<http://www.gender.org/resources/dge/gea01004.pdf>

Teachers can send healthy gender messages to their students. Here are some suggestions to help you get started.

Do:

- Make your classroom gender neutral. Have pictures of both girls and boys doing non-stereotypical activities.
- Have open discussion on gender stereotypes and work them into whatever subject you teach. Talk about gender stereotypes in the books they read or talk about male and female scientists.
- Encourage boys and girls equally to succeed. Show them that gender will not dictate who they become.
- Refrain from promoting unhealthy gender messages in and out of the classroom. For example, if you are a coach, do not use gender terms in a derogatory manner to discipline male athletes, such as "You throw like a girl!" or "Don't be such a sissy!"
- Examine your gender choices. Do you put all the girls in a group? Are boys given different projects than the girls? Do you call on more girls than boys?
- Encourage both girls and boys to explore what makes them happy whether that is sports, music, science, or videogames.
- Use language that is not gender restricted. Talk about professions in a non-gendered way. For example, use the term police officers instead of policemen and the term flight attendant instead of stewardess.

Media Literacy

Media Literacy is the ability to read, understand, and deconstruct media images and messages. Learning to question images and messages is a critical first step to becoming an active, thoughtful consumer of the media and, consequently, an independent thinker capable of resisting and challenging unhealthy cultural norms.

The five key concepts of media literacy are:

1. All media messages are "constructed."
2. Each form of media has different characteristics, strengths, and a unique "language" of construction.
3. Different people experience and interpret the same media message in different ways.
4. Media messages are produced for particular purposes, including education, profit, and to gain power.
5. Media messages have embedded values and points of view.

Basic Tools of Persuasion

The following are some strategies that the media uses to inform, entertain, attract attention, and persuade us to want what is being advertised

- **Association:** Tries to link a product, service, or idea with something already liked or desired by the target audience, such as fun, pleasure, beauty, security, intimacy, success, wealth, etc. The media message does not make explicit claims that you will get these things; the association is implied.
- **Bandwagon:** Many ads show a lot of people using the product, implying that "everyone is doing it." No one likes to be left out or left behind, and these ads urge us to "jump on the bandwagon."

- **Beautiful people:** Using good-looking models (who may also be celebrities) to attract our attention. This technique is extremely common in ads, which may also imply (but never actually promise) that we will look like the models if we use the product.
- **Fear:** This is the opposite of the Association technique. It uses something disliked or feared by the intended audience (like bad breath, failure, high taxes, or terrorism) to promote a "solution." The media often tries to make us afraid that, if we do not do or buy something, something bad could happen to us, our families and friends, or our country
- **Humor:** Many ads use humor because it grabs our attention and it is a powerful persuasion technique. When we laugh, we feel good. Advertisers make us laugh and then show us their product or logo because they are trying to connect that good feeling to their product. They hope that when we see their product in a store, we will subtly re-experience that good feeling and select their product.
- **Fun:** In these ads everyone is happy, smiling, and laughing. There are often images of people doing fun things and having a good time, which implies that, if we use the product, we too can be happy and have a good time.
- **Sexy:** The emphasis in these ads is on physical attributes of models, usually female; may wear revealing clothing and be shown flirting through attitude or body language.
- **Wealth:** The ad uses expensive and elegant places and things, such as big houses, new cars, jewelry, designer clothing, etc., to persuade.
- **Repetition:** Advertisers use repetition in two ways. Within an ad, words, sounds, or images may be repeated to reinforce the main point. And, the message itself (a TV commercial, a billboard, a website banner ad) may be displayed many times. Even unpleasant ads and political slogans work if they are repeated enough to pound their message into our minds.

Information adapted from the Center for Media Literacy www.medialit.org and the New Mexico Media Literacy Project www.nmmlp.org.

Studies show that media education is most effective when it includes:

- Both media analysis and production
- Teacher-created combinations of activities rather than off-the-shelf curricula
- Coordinated efforts across all subject areas

Therefore, to make the most of your efforts, try to work with other teachers in your school to incorporate information on media literacy into additional subject areas. For example:

- Art students can examine the use of design elements or trickery in advertising;
- Language arts students can write letters to manufacturers or specific companies explaining why messages in their advertising are disrespectful;
- Math students can analyze ratios of healthy vs. unhealthy messages in specific magazines;
- Nutrition students can examine messages around health and body image in media; and
- Social studies students can report on trends in advertising.

Retrieved from http://www.safeandrespectful.org/teachers/media_home.html

Examining Media Messages

Every media message has been constructed by someone. You can deconstruct media messages by examining them closely and carefully looking beneath the surface to understand their deeper meanings. Deconstruction is the process of examining how the media message communicates its meaning. Any piece of media can be examined this way. Answer the following questions about the advertisement you have chosen.

1. Who created the message?
2. What is the purpose of the message?
3. What are the different tools of persuasion used in this message?
4. What lifestyles, values, and points of view are represented in and/or left out of this message?
5. How are females represented in this image?
6. How are males represented in this image?
7. How might different people understand this message differently from you?
8. In what ways is the [message healthy or unhealthy](#)? How do you think that messages like this could impact relationships?

Information adapted from the Center for Media Literacy www.medialit.org and the New Mexico Media Literacy Project www.nmmlp.org

Health Education Lesson Plan – Lesson Three

Title: Interpersonal Abuse vs. Equality

Big Idea: Health is Personal Power

9-12 Unit Cluster Enduring Understandings

- Health is important and personal actions will impact self and others in many ways.
- Internal and external factors influence personal and community health
- Choosing health resources require critical evaluation and analysis
- Refusal, negotiation, and collaboration skills will enhance the health of self and others
- There are barriers that can hinder healthy decision-making
- Several factors influence the formation, achievement and evaluation of a long term personal health plan
- People have the power to create change

Lesson Essential Question(s)

How can I recognize a cycle of abuse?

Delaware Health Education Standards

Health Concepts

- Tobacco, Alcohol & Drugs
- Injury Prevention & Safety
- Nutrition & Physical Activity
- Family Life & Sexuality
- Personal Health & Wellness
- Mental Health
- Community & Environmental Health

Skills

- INF
- AI
- IC
- DM
- GS
- SM
- AV

Lesson Summary

Students will explore how gender stereotyping can limit relationships and can lead to abuse or violence. Students will deconstruct media messages to examine the proper meaning of how people can be influenced in their relationships.

Students will know...	Students will be able to...
<ul style="list-style-type: none"> • What constitutes abusive behaviors in relationships • What are respectful behaviors in relationships 	<ul style="list-style-type: none"> • Recognize a cycle of abuse • Recognize warning signs that may lead to abuse in relationships

Time

One class period.

Materials and Preparation

- Computer access for PSA.
- Worksheet, "[How to Help a Friend Scenario](#)," has four scenarios. Copy one scenario for each student.
- TV/Projector to play PSAs.

Resources and Web Links

- www.loveisrespect.org
- www.seeitandstopit.org
- www.thesafespace.org
- National Teen Dating Abuse Helpline 1-866-331-9474

Teaching Steps

1. Teacher introduction of Power and Control vs. Equality in a relationship.
 - What does interpersonal mean? (between two people)
 - How could we define interpersonal abuse? (the misuse of power in order to hurt or control another person)
 - What are the four types of abuse? (physical, verbal, emotional/mental, and sexual)
 - What are some examples of each type of abuse?
 - Why do people use these behaviors? (to gain and maintain control in a relationship)
 - **Important** – Emphasize that, although we have all used some behaviors that are considered abusive, that does not make us all abusive people. It is the frequency and intensity of abusive behaviors that indicates whether or not someone is abusive.
2. Have students write "Characteristics of Equal Power Relationships" on one side of a sheet of paper.
 - List characteristics of an equal power relationship. (respect, equality, open communication, honesty, freedom, space, acceptance, boundaries, caring feelings, support, etc.)
 - Have volunteers share with the class.
3. Draw a circle on the board to represent the cycle of abuse. (tension building, explosion, honeymoon)
 - Have students turn their papers over and write Cycle of Abuse.
 - Have students write and brainstorm warning signs of an abusive relationship. (such as: extreme jealousy, checking up on partner, telling partner what to wear, restricting partner conversations, putting down their partner's opinions and feelings, constantly calling and texting and demanding immediate response, blaming partner for own anger, violating boundaries, has history of abuse, holding rigid view of roles of men and women, etc.)
 - Emphasize paying attention to warning signs, comparing to equal power relationships, asking for help, terminating relationship early.
4. Review the following one minute Teen Dating Violence PSAs:
 - "Text Messaging" – Available on <http://www.safeandrespectful.org/media/psa.html>
 - "Girls" and "Boys" – Available on <http://seeitandstopit.org/pages/getorg/gallery.html>
5. **Activity:** "[How to Help a Friend Scenarios](#)"
 - Divide the class into small groups and distribute a scenario from the worksheet.
 - Have each group complete a different "How to Help a Friend Scenario."

- After each group has crafted their responses, have the student groups share the scenarios with the class.
6. Students will write a three-minute compare/contrast statement on Abuse vs. Equal Power in a Relationship. If there is insufficient class time, this may be assigned as home work.
 7. Post resources such as www.loveisrespect.org (the National Teen Dating Helpline) on the smartboard or on "bumper stickers.
 8. Have students consider their Support Network (group of family, friends, etc.) who could be counted on to help with their relationships).
 - Students will fold a single sheet of paper in eight sections.
 - On each section, students will list names and phone numbers of people or places they could access if a situation required guidance or help: family members, counselor, church, dating partner, crisis hotline, health clinic, team or club, coworker or boss, school teacher, youth/community center, etc.
 - Ask students to keep their information readily available but in a private place.

Assessment(s) for Lesson

Abuse vs. Equal Power in a relationship Compare/Contrast Statement

Teacher Notes

Examples for Forms of Abuse

All forms of abuse have an emotional impact.

Physical: Pushing, shoving, hitting, slapping, punching, grabbing, shaking, kicking, choking, biting, spitting, burning, pulling hair, pulling arm, bending fingers, restraining (holding someone down or holding their arm so they cannot walk away), throwing objects at another person, use of weapons to hurt or threaten someone, carrying someone against their will, trapping someone in a room or car, chasing, blocking someone from leaving a room/car, hiding keys, shoes, clothes or money so the other person can't leave, etc.

Verbal: Put downs, insults, calling names (telling them they are stupid or ugly, that they are not good enough, etc.), degrading them (making them feel ashamed), frequently cursing or yelling at another person, threatening or intimidating (making the other person feel nervous or scared), frequently criticizing or correcting the other person (the way they look, talk, act, etc.).

Mental/Emotional/Psychological: Controlling behavior (telling them who they can hang out with, what to wear, what to do, expecting to know where they are at all times, making all of the decisions, etc.), possessiveness (wishing to control somebody exclusively or to be the sole object of somebody's love and affection) playing mind games, minimizing the other person's feelings, blaming them for the abuse, using guilt trips (trying to make the other person feel guilty when you do not get your way especially by threatening to hurt yourself or commit suicide), embarrassing or humiliating the other person in public, ignoring or withholding affection as punishment, manipulating them (by threatening to break up with them if you do not get your way), accusing the other person of making them mad, cheating on them, etc., being extremely jealous and using jealousy to justify controlling behavior, etc.

Sexual: Unwanted touching or grabbing, rape (forced penetration), unwanted or forced sexual acts (of any nature including forcing them to take off their clothes, to watch others having sex , to engage in sexual acts with a third person), coerced sexual acts (like threatening to break up with someone, spread rumors about them, threatening to hurt them or someone they care about if they refuse and/or lying to or manipulation of someone to get him/her to agree to sexual behavior), purposely exposing to STDs, having sex with another person if they are too drunk/high to refuse, withholding sex as a way of manipulation someone into doing what you want, making jokes of a sexual nature that make the other person uncomfortable, comments about a person's body that make them uncomfortable, etc.

Details for Explaining the Cycle of Abuse

Relationships do not start out being abusive. The beginning of all teenage dating relationships can be characterized by spending a lot of time together, having lots of fun, doing things that are exciting, acting good to try to impress each other, with a feeling that things will last like this forever. This is considered the **HONEYMOON** stage.

What happens once we get comfortable in relationships is that we start acting a little more like ourselves—some may see this as change but really it is about starting to be real. Arguments start and things are not so fairytale like. This is considered the **TENSION BUILDING** stage.

When disagreements start, as they are inevitable, if the relationship is not equal, if one of the partners wants control over the relationship, then they would use their power to hurt or control the other person. This is considered the **ABUSE** stage. (Even if not abusive per se, could it be considered respectful? If disagreements are not settled equally or respectfully, it is considered abuse.)

After the abuse occurs, the abusive person is usually very apologetic, makes excuses for the abuse, and/or promises that it will never happen again. Since we are all susceptible to not always fighting fairly and to saying things that we really do not mean, it is usually hard to tell whether or not this person is "just having a bad day" or if they are being abusive, so they are forgiven. This is considered the **MAKE-UP** stage. (People often do not recognize abuse until it is too late because it does not start as physical; however, physical abuse is what most people think of when they think of abuse.)

This is a cyclical pattern that occurs in abusive relationships and it usually gets worse as the pattern continues, because as it goes on it takes more for the abusive person to maintain control.

How to Help a Friend

Name: _____

Date: _____

Instructions: In groups, read and discuss the scenario below and answer the questions. Write your answers and hand to teacher at the end of class.

Scenario A

Lately you have noticed that your friend, Tony, embarrasses his girlfriend whenever you are around. He makes fun of her, purposely ignores her, or threatens to break up with her if he is not getting his way. She usually ends up in tears, and he laughs about it.

Questions:

How do you feel when you see Tony act this way?

How do you think Tony's girlfriend feels?

Why do you think Tony acts this way?

As a friend, would you say or do something? To whom?

*As a friend, what **exactly** could you say or do?*

Name: _____

Date: _____

Instructions: In groups, read and discuss the scenario below and answer the questions. Write your answers and hand to teacher at the end of class.

Scenario B

Your friend Jacki has been acting strange lately, ever since her and her boyfriend Dave got more serious. She always seems to ask him if she can hang out with you and whenever you do make plans, she breaks them with some lame excuse. You have also noticed that she has stopped talking to her guy friends, even the ones she has been friends with since grade school. She gets real nervous when they try to talk to her. Today, you noticed a bruise on her thigh in gym class, and she told you some story about her dog.

Questions:

How do you feel about Jacki's behavior?

How do you think Jack feels?

Why do you think Jack acts this way?

As a friend, would you say or do something? To whom?

*As a friend, what **exactly** could you say or do?*

Name: _____

Date: _____

Instructions: In groups, read and discuss the scenario below and answer the questions. Write your answers and hand the paper to the teacher at the end of class.

Scenario C

Your friend Chris has been trying to break up with his girlfriend Tanya for weeks now, but every time he tells her he wants to break up, she threatens to kill herself. Other people have told him, "Who cares, break up with her," but he actually DOES care. He definitely wants out of the relationship, but he does not want Tanya to hurt herself. He thinks he is "trapped" with her because of her threats.

Questions

How do you feel when you hear about Tanya's threats and Chris' situation?

How do you think Chris' girlfriend feels?

Why do you think Tanya acts this way?

As a friend, would you say or do something? To whom?

*As a friend, what **exactly** could you say or do?*

Name: _____

Date: _____

Instructions: In groups, read and discuss the scenario below and answer the questions. Write your answers and hand the paper to the teacher at the end of class.

Scenario D

Your friend Shawn just found out that he got accepted into college for next year. He was really excited about it until he told his girlfriend, Hope. She said to him, "I don't know why you're getting so excited; you'll never do good in college. Anyway, college will only take time away from us." Shawn has not exactly been the best student in high school and he knows it, but he has tried really hard this past year to get his grades up. Shawn wonders if Hope is right because he thinks she knows him best.

Questions:

How do you feel when you hear what Shawn said?

How do you think Hope feels?

Why do you think Shawn acts this way?

As a friend, would you say or do something? To whom?

*As a friend, what **exactly** could you say or do?*

Health Education Lesson Plan – Lesson Four

Title: Respect

Big Idea: Health is Personal Power

9-12 Unit Cluster Enduring Understandings

- Health is important and personal actions will impact self and others in many ways.
- Internal and external factors influence personal and community health
- Choosing health resources require critical evaluation and analysis
- Refusal, negotiation, and collaboration skills will enhance the health of self and others
- There are barriers that can hinder healthy decision-making
- Several factors influence the formation, achievement and evaluation of a long term personal health plan
- People have the power to create change

Lesson Essential Question(s)

- What is respect?
- How does my respectful and disrespectful behavior influence the behavior of others towards me and other people?

Delaware Health Education Standards

Health Concepts

- Tobacco, Alcohol & Drugs
- Injury Prevention & Safety
- Nutrition & Physical Activity
- Family Life & Sexuality
- Personal Health & Wellness
- Mental Health
- Community & Environmental Health

Skills

- INF
- AI
- IC
- DM
- GS
- SM
- AV

Lesson Summary

Students will explore concepts related to respect and disrespect and recognize that showing or feeling disrespect can lead to violence.

Students will know...	Students will be able to...
<ul style="list-style-type: none"> • What is respect for self and respect for others • The relationship between disrespect and violence 	<ul style="list-style-type: none"> • Make a connection between expecting respect and showing respect for others • Decide between respectful and disrespectful behaviors

Time

One class period.

Materials and Preparation

Large print copy of individual [Continuum of Harm Statements](#) for class activity.

Resources and Web Links

- <http://www.yesinstitute.org> – **The YES Institute** works to prevent suicide and ensure the healthy development of gay, lesbian, bisexual, transgender, and all youth by initiating dialogue, providing education, and creating support systems.
- <http://www.groundspark.org> – **The “Respect for All” Project**, by GroundSpark, facilitates the development of inclusive, bias-free schools and communities by providing media resources, support, and training to youth, educators, and service providers. Their film, *Straightlaced*, features intimate interviews with teenagers about the pressure to conform to traditional gender roles.
- <http://www.tolerance.org> – **Teaching Tolerance** is a principal online destination for people interested in dismantling bigotry and creating, in hate's stead, communities that value diversity.
- <http://www.thegeenadavisinstitute.org> – **The Geena Davis Institute** educates entertainment creators and companies about the need to increase the number of girls and women in media that is aimed at kids and to reduce stereotyping of girls and women.
- http://www.endabuse.org/content/action_center/detail/806 – **Coaching Boys Into Men** is a campaign of the Family Violence Prevention Fund about the importance of teaching boys early and often how to honor and respect women.
- <http://www.acalltomen.com> – **A Call to Men** is a national men's organization addressing men and boy's violence against women and the eradication of sexism.
- <http://www.hghw.org> – **Hardy Girls Healthy Women** (HGHW) strives to create a world in which all girls and women experience equality, independence, and safety in their everyday lives.
- <http://www.nonamecallingweek.org> – **No Name-Calling Week** is an annual week of educational activities aimed at ending name-calling of all kinds and providing schools with the tools and inspiration to launch an ongoing dialogue about ways to eliminate bullying in their communities.

Teaching Steps

1. Brief review of [Lesson One](#) as a bridge to today's lesson about respect for self and others.
2. Brainstorm a definition of “respect.” (words or actions that acknowledge feelings, choices, and rights of an individual). Add a note about “treating others as you wish to be treated.”

Discussion questions:

- What are words or actions that show respect?
 - What items on your list should show up more in your life?
 - Is there ever a time that you have shown someone disrespect?
 - What are some ways that you can show respect for yourself and others?
 - How does being disrespectful relate to violence/abuse? (Teacher tip: We often show or respond to disrespect in a verbally/physically abusive way.)
3. Draw a horizontal line on the board to represent a “continuum of harm.” The line should be labeled: not harmful----- harmful-----most harmful

- Hand out the [Continuum of Harm](#) statements to volunteers who will place the statements along the continuum. Ask the volunteers to tell why they chose the placement and if they consider the statements to be very respectful, respectful, or disrespectful.
 - After all statements have been placed on the continuum, start at one end and read a statement aloud and ask the class to decide if it should be moved and for what reason.
 - Discuss important concept: disrespect is a major contributor to abuse in relationships. When someone is not honest or caring, does not have empathy, does not treat people as they wish to be treated, they are being disrespectful. Being disrespectful is when you do not acknowledge other people’s feelings, choices, and rights. A response to disrespect can be physical or verbal abuse.
4. Conclude with a short discussion of how what may seem like a funny comment may be hurtful to the receiver. Ask students to write a short reflection about a time someone made a hurtful/disrespectful comment about them and how it made them feel and act.

Assessment(s) for Lesson

Formative assessment

Teacher Notes

By promoting a respectful school climate, we are also guiding students towards a path to social justice. There are many harmful messages in society today about “respect,” confusing it with fear, intimidation, or unyielding power. The real meaning of respect has nothing to do with exerting power and control. It is important to teach our young people that respect is about celebrating differences, acknowledging validity in others’ perspectives, believing in the value of oneself and other people, assuming goodwill, and treating all people with dignity.

By embracing diversity, we are teaching young people to celebrate differences, value and others, and learn about and interact with people different than themselves. For example, since disrespect for women and girls and treating them with less value is still pervasive in our world today, it is critical that we actively provide consistent messages to boys and young men about how to value and respect girls and women.

Often the concept of promoting respect in education is discussed in reference to school climate and the issue of bullying. As educators, it is imperative that we educate ourselves around social justice issues related to homophobia, racism, and sexism, among other forms of oppression, and understand their clear connections to bullying and harassment.

Consider this research regarding the root of bullying:

- Two-thirds (65%) of teens report that they have been verbally or physically harassed or assaulted during the past year because of their perceived or actual appearance, gender, sexual orientation, gender expression, race/ethnicity, disability, or religion. Source: Harris Interactive and GLSEN (2005). From *Teasing to Torment: School Climate in America, A Survey of Students and Teachers*. New York: GLSEN.

You can promote respect in your classrooms by:

- Establishing boundaries with your students and teaching them [how to set and respect boundaries](#).
- Using [assertive communication](#) with students and teaching students to do the same.

- Engaging students in taking responsibility for naming, preventing, and responding to disrespectful words or acts. Examples include giving students assignments to observe and record acts of harassment based on gender, ability, appearance, sexual orientation, race, language, religion, or social class, or having students brainstorm ways to find solutions, change such social norms, and protect classmates from these types of harmful acts.
- Promote activities that build community and connect students across divisive lines.

Retrieved from http://www.safeandrespectful.org/teachers/respect_home.html

Lesson Four Worksheet

Continuum of Harm Statements

Not saying or doing anything when you see someone hitting someone else.

Believing that when a woman/girl says no to sex that you just have to try a little harder.

Telling a guy that he throws like a girl.

Using the expression "that's so gay" as a put-down.

Using racial slurs.

Honking or whistling at a girl walking down the street.

Using alcohol or drugs to "loosen a girl up."

Yelling at your boyfriend/girlfriend for talking to another girl/guy.

Grabbing a girl's/guy's butt as they walk down the hallway.

Expecting a guy to pay for a date.

Posting/sharing/forwarding a suggestive photo of someone.

Listening to songs with violent lyrics.

Calling a girl a sexually explicit name.

Calling a boy a sexually explicit name.

Health Education Lesson Plan – Lesson Five

Title: Courageous Bystander

Big Idea: Health is Personal Power

9-12 Unit Cluster Enduring Understandings

- Health is important and personal actions will impact self and others in many ways.
- Internal and external factors influence personal and community health
- Choosing health resources require critical evaluation and analysis
- Refusal, negotiation, and collaboration skills will enhance the health of self and others
- There are barriers that can hinder healthy decision-making
- Several factors influence the formation, achievement and evaluation of a long term personal health plan
- People have the power to create change

Lesson Essential Questions

- How can I make a difference by being a courageous bystander?
- How can I be part of the solution?

Delaware Health Education Standards

Health Concepts

- Tobacco, Alcohol & Drugs
- Injury Prevention & Safety
- Nutrition & Physical Activity
- Family Life & Sexuality
- Personal Health & Wellness
- Mental Health
- Community & Environmental Health

Skills

- INF
- AI
- IC
- DM
- GS
- SM
- AV

Lesson Summary

Students will explore the use of the “courageous bystander” as a way to end abuse in our culture. They will be advocates for change. In addition, they will create a list of people in their support network who could be accessed for help and guidance in personal relationships.

Students will know...	Students will be able to...
<ul style="list-style-type: none"> • What a courageous bystander is. • Everyone can make a difference. 	<ul style="list-style-type: none"> • Advocate for personal attitudes, beliefs, and behaviors that support healthy relationships.

Time

One class period.

Materials and Preparation

- TV/projector to play PSA
- Copies of worksheet, [Courageous Bystander Scenarios](#), for groups
- Copies of worksheet, [How Can I Be Part of the Solution](#), for groups

Resources and Web Links

- www.safeandrespectful.org/media/psa.html for PSAa advocating Courageous Bystanders
- www.youthnoise.com – **Youth Noise** is a web-based program created to motivate young people ages 13 to 26, to improve their lives and the lives of children and youth, worldwide, through volunteering, fundraising, and speaking out.
- <http://www.groundspark.org/respect/index.html> – **Groundspark's** mission is to create visionary films and dynamic educational campaigns that move individuals and communities to take action for a more just world.
- <http://www.tolerance.org> – **Tolerance.org** is an online destination for people interested in dismantling bigotry and creating, in hate's stead, communities that value diversity. It includes information on how to transform yourself, your home, your school, your workplace, or your community

Teaching Steps

1. Introduce concept of “courageous bystander” (see teacher notes) by facilitating discussion: How can you make a difference by being a courageous bystander?
 - What are some of the disrespectful language and attitudes you see and hear in school?
 - What are some of the strategies that you could use to respond in healthy ways?
 - Do you believe that you can help change the culture in which you live or is violence unstoppable?
 - How could acting as a courageous bystander help change our culture today?
2. Introduce transfer task and tie to the courageous bystander concept.
 - Assign a date for completion of task.
 - Choose whether the project will be shared with the class or displayed in a gallery walk.
3. Distribute worksheets, “[Courageous Bystander Scenarios](#)” and “[How Can I Be Part of the Solution?](#)” to groups for discussion.
 - Have each group report to the class.
 - Discussion points will include:
 - ♦ If you did not feel safe to respond as situations unfolded, you might speak to the person later on.
 - ♦ What do you think would happen if everyone stood up for their own values and beliefs?
 - ♦ Do you think people would be discouraged from using abusive language and behavior to get what they want?
 - ♦ Do you think disrespectful comments, jokes, and bad language would disappear if no one laughed?
 - ♦ How would it feel if you could make a difference in changing how a company made decisions about what products to market?

- ♦ How would it feel if you could influence policies, practices, or laws that would permit violence, discrimination, and harmful stereotypes to continue and instead would allow healthy attitudes, beliefs, and relationships to thrive?
4. To conclude watch and discuss *Challenge the Norm* PSA or *Courageous Bystander* at <http://www.safeandrespectful.org/media/psa.html>.
 5. Hand out Post Survey, and have the students fill out the survey using the same ID they used on the Pre Survey. **Collect and mail Information Survey form, Pre Survey and Post Survey to DELTA COORDINATOR, 507 PHILADELPHIA PIKE, WILMINGTON, DELAWARE 19809.**

Assessment(s) for Lesson

Teacher Notes

How Can You Make a Difference by Being a Courageous Bystander?

A **Courageous Bystander** is someone who takes an active role in promoting a respectful environment or anyone who does something to safely and responsibly interfere with abusive or disrespectful behaviors, statements, or attitudes. Courageous bystanders do not look away or remain silent when confronted with these things.

Standing up for our values and beliefs may at first feel risky, but it is likely that more people agree with us than we think. By doing the right thing, we are showing courage and leadership. Ultimately, we all have a role in eliminating violence/abuse; to do so we must choose not to support abusive or disrespectful behaviors.

There is no one, right way to take an active role in setting a respectful tone or intervening when abusive comments or behaviors are happening.

Below are some good examples of ways to be a courageous bystander.

- **Don't laugh** at inappropriate or sexist jokes, or jokes that are at someone's expense. Go even further to explain why a joke is sexist and might be offensive to others, and ask the teller to refrain from telling such jokes.
- **Use respectful language in conversations.** Challenge others when they use disrespectful language.
- **Use nonviolent means of expressing your disapproval** when others behave in disrespectful or abusive ways, for example, the "silent stare" can be very powerful or talking with the abuser about their behavior can be a powerful eye opener. Using violence to get your message across may reinforce to the abuser that violence is an acceptable way to get what you want.
- **If physical violence is occurring, call 911 for assistance.**
- **Intervene as a group.** There is power in numbers, and if many people try to intervene on behalf of the victim, the abuser will typically leave the situation.
- **Being a good listener and friend** to someone who is being abused or disrespected is a great first step. It can be powerful for the victim if you express your concerns, provide information to help them understand what abuse, and disrespect look like and assist them in utilizing helpful resources.
- **If you stand up to abuse you will role-model healthy and respectful behavior** and show people that they are worthy of being treated with respect. You will also show

people behaving disrespectfully or abusively that their behavior is socially unpopular, uncool, and unacceptable.

- Let authority figures, organizations, and companies know how you feel as a consumer, concerned citizen, or member of that organization or group. Boycott their products, write letters or emails, help change organizational policies or practices, host a peaceful protest or rally, and organize others to use nonviolent solutions to get involved and have a voice.

<http://www.safeandrespectful.org/>

“Courageous Bystander” Scenarios

You are shopping at the mall and see a new T-shirt store that is selling shirts with pictures and slogans that promote violence and harmful stereotypes.

- How do you feel when you see this?
- What do you think about it?
- How can you be part of “the solution”?

During morning announcements, the coach of your school’s football team commented on how the team “played like a bunch of girls” at last weekend’s game.

- How do you feel when you hear this?
- What do you think about it?
- How can you be part of “the solution”?

You are sitting in the cafeteria at lunch when a girl walks by your table. One of your friends yells to her, “Hey, Baby! You look hot!” She looks kind of startled and quickly walks away.

- How do you feel when you see/hear this?
- What do you think about it?
- How can you be part of “the solution”?

Lately you have noticed that your friend, Mark, embarrasses his girlfriend whenever you are around. He will make fun of her, purposely ignore her, or threaten to break up with her if he is not getting his way. She usually ends up in tears, and he laughs about it.

- How do you feel when your friend acts this way?
- What do you think about it?
- How can you be part of “the solution”?

You and your friend are hanging out for a few hours, and you notice that he or she calls her boyfriend’s house over and over “to make sure he is there.”

- How do you feel when your friend acts this way?
- What do you think about it?
- How can you be part of “the solution”?

You overhear a boy in your class talking about how his mom is in the hospital and he seems upset. Another student says to him “Man, that’s messed up, but don’t go crying like a girl.”

- How do you feel when your friend acts this way?
- What do you think about it?
- How can you be part of “the solution”?

How Can I Be Part of the Solution?

Sample Strategies

1. "I" Statements

- Three parts:

I feel _____ (state your feelings)

when _____ (name the behavior).

I want _____ (what you want that person to do).

- Example: I feel uncomfortable when you stare at my body when we are talking. I want you to look me in the face from now on.

2. Humor

- Speak up with humor. It may help cut down the tension of getting involved.
- If you are witty, this may fit your style.
- Caution: Be careful not to be so humorous that you end up mocking or making light of your own feelings or reaction. Funny does not mean unimportant.

3. Group Intervention

- Approach the person as a group with other people (friends, teachers, parents) that share your values and beliefs. Think about healthy, nonviolent ways that you can let the other person know that he/she is acting disrespectfully. There is strength in numbers!
- Best used with someone who has a clear pattern of behavior so the group can use examples of how this person has behaved like this in the past.

4. "Bring It Home"

- Say something so the person acting out realizes what it would be like to be in another person's shoes.
- Examples: "I hope no one ever talks about you like that." "What if someone said your girlfriend needed to be smacked around or called your Mom that name?"

5. "We're Friends, Right..."

- Make your point but do so in a caring, noncritical way.
- Example: "As your friend, I've gotta tell you that your ringtone calling girls all sorts of nasty names is not so popular with the ladies. Why don't you do yourself a favor and change it up?"

6. Distraction

- Say something that helps snap someone out of their "disrespectful comfort zone," like asking a person who is harassing or making fun of someone else a question to get them off-track.
- Example: "Hey—did we have homework for this class?"

7. Silent Stare

- Just looking at someone in a disapproving way when they are doing or saying something that you do not agree with or makes you feel uncomfortable can sometimes even be more powerful than words.

8. Media Boycott

- There are many ways to use your consumer power:
 - ♦ Do not buy the product.
 - ♦ Encourage friends/family not to buy the product (i.e., send out emails with information on why the product is harmful or post similar messages on social networking sites).
 - ♦ Write a letter or send an email to the company manufacturing and/or selling the product explaining to them how they are using your business by promoting harmful messages.

9. Influence Authority Figures

- There are many ways to take your concerns to people in charge:
 - ♦ Within school, talk to your teachers, coaches, administrators, and/or principal about the issue and how you would like to see the school handle it.
 - ♦ Write a letter to the editor of your school or community newspaper about your feelings on the issue.
 - ♦ Volunteer to become involved in developing policies, guidelines, or laws that address the issue.
 - ♦ Poll your classmates about their feelings on this issue and organize them to take



HEALTHY RELATIONSHIPS ~ Post Survey

TO HELP US MATCH TO YOUR SURVEYS WITHOUT KNOWING WHO YOU ARE, PLEASE USE YOUR SURVEY ID.
 Please write the month and the date you were born (don't put the year). Then write the first 3 letters of your mother's first name.

EXAMPLE: If you were born on July 5th and your mother's name is Mary, your ID would be:

PLEASE WRITE YOUR ID HERE

J	U	L	0	5	M	A	R
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Thank you for taking the time to complete this short survey. We are interested in what you think when it comes to healthy relationships. Please be sure to answer all of the questions in all sections. Your answers will be kept confidential. When you finish, please return the survey to your teacher.

Would you consider the following behaviors respectful?	Definitely Not Respectful	Not Respectful	Neutral	Respectful	Definitely Respectful
23. Picking on someone as long as they are not physically hurt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Your boyfriend/girlfriend threatens to do something hurtful if you broke up with him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Calling your boyfriend/girlfriend names during an argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Your boyfriend/girlfriend wants you to spend all of your time with him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Your boyfriend/girlfriend values your opinion even when you disagree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Telling a guy that he's "acting like a girl" to put him down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Your boyfriend/girlfriend shares embarrassing or private photos/videos of you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Asking your friends to watch your boyfriend/girlfriend if you don't trust him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Your boyfriend/girlfriend pressures you to do something you don't want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Rating a girl's looks on a scale of 1-10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Your boyfriend/girlfriend always checks on your whereabouts and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MOST of the time, what do you think about these statements?	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
34. Both partners should have equal say in their relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Standing up for what I believe is important to me even if others don't agree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Television shows, movies, and song lyrics can have an effect on how you think or act.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. People who act aggressively deserve respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. It is better if girls do typical "girly" stuff and guys do typical "manly" stuff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continue to the next page



MOST of the time, what do you think about these statements?	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
39. As long as I don't act violently in a relationship, I am promoting safe and respectful relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. If safe to do so, people should stand up for someone being insulted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. There are things I can do to help prevent violence in my community/society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Advertising is mainly used for brand or product recognition and does not contain deeper meaning or messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. My choice of communication style can have an effect on how I make others feel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Personal boundaries can only be violated by strangers or acquaintances so it isn't necessary to have clear boundaries with good friends or my boyfriend/girlfriend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please tell us how much you liked or disliked the different parts of the class.	Disliked A Lot	Disliked	Neutral	Liked	Liked A Lot
Using video clips/song clips or other media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ideas/concepts about healthy vs. unhealthy relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group/team work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ideas/concepts about gender stereotyping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Role playing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ideas/concepts presented about media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthy Relationships final project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ideas/concepts about communication styles and boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	None	A Little	A Lot
How much of the information from this class do you find useful for your current or future relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NAME (TEACHER):
SCHOOL:

			<u>COMMENTS</u>
SESSION <i>(e.g., class or period)</i>	<u>Start Date</u>	<u>End Date</u>	
# of STUDENTS ENROLLED			
# of STUDENTS COMPLETED			
Were all five lessons taught?			
If no, which lessons were not taught:			

Please return this form along with all completed pre and post surveys

to:
DELTA COORDINATOR
Child, Inc.
ADDRESS HERE

Questions or concerns may be e-mailed to: safeandrespectful@gmail.com

***K-U-Ds for Healthy Relationships Unit:
Personal Health and Wellness, Grades 9-12***

Key Learning and Unit Essential Questions
<p>Key Learning: Decisions and choices that we make about our behaviors directly influence our health and the health of others.</p>
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do I recognize and practice healthy relationships? • How do my decisions and choices influence my relationships and those of others?
Standards/GLEs/PLEs Addressed in the Unit
<ul style="list-style-type: none"> • Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. Specific core concepts to be addressed: personal health and wellness, family life and sexuality, mental health, injury prevention and safety. <ul style="list-style-type: none"> ▪ 1.1 Predict how healthy behaviors impact health status ▪ 1.2 Analyze the interrelationship of intellectual, emotional, social, and physical health • Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. <ul style="list-style-type: none"> ▪ 2.2 Analyze how culture supports and challenges health beliefs and practices ▪ 2.3 Consider how peers influence healthy and unhealthy behaviors ▪ 2.4 Evaluate the effect of media on personal and family health • Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks <ul style="list-style-type: none"> ▪ 4.3 Create strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others ▪ 4.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others • Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. <ul style="list-style-type: none"> ▪ 7.1 Exhibit individual responsibility for enhancing personal health ▪ 7.3 Advocate for practices to avoid or reduce health risks to self and others • Students will demonstrate the ability to advocate for personal, family, and community health. <ul style="list-style-type: none"> ▪ 8.1 Design accurate peer and societal norms to formulate a health-enhancing message ▪ 8.2 Invent ways to influence and support others in making positive health choices

KNOW	UNDERSTAND	DO
<ul style="list-style-type: none"> • Respectful vs. disrespectful behaviors • Communication styles and types • Gender stereotypes • Behaviors based on power and based on equality • The benefits of setting and respecting others' boundaries and limits • The influences of media, peer pressure on teen relationships • Qualities of healthy relationships • Clear and unclear boundaries • Consequences of not setting boundaries • Cycle of Abuse • Sex vs. gender 	<ul style="list-style-type: none"> • Respect for ourselves and others is a personal responsibility • The benefits of setting and respecting others boundaries • A cycle of abuse • The relationship between disrespect and violence • Decisions and choices that we make about our behaviors directly influence our health and the health of others • We must choose not to support abusive or disrespectful behaviors. • Everyone can make a difference 	<ul style="list-style-type: none"> • Recognize how gender stereotypes are limiting and/or disrespectful • Demonstrate effective media message deciphering tactics and strategies • Critically analyze media messages • Set and respect boundaries for self and others • Choose how to be treated and how to treat others • Identify resources to help with abusive relationships • Practice how to communicate and set boundaries for a healthy relationship • Resist and challenge unhealthy cultural norms • Work cooperatively when advocating for healthy individuals, families, and schools • Practice how to communicate and set boundaries for a healthy relationship

***Student Learning Map for Healthy Relationships Unit:
Personal Health and Wellness, Grades 9-12***

Key Learning and Unit Essential Questions
<p>Key Learning: Decisions and choices that we make about our behaviors directly influence our health and the health of others.</p>
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do I recognize and practice healthy relationships? • How do my decisions and choices influence my relationships and those of others?

<p>Concept: Communication and Boundaries</p>	<p>Concept: Gender roles and the Media</p>	<p>Concept: Interpersonal Abuse vs. Equality</p>	<p>Concept: Respect</p>	<p>Concept: Courageous Bystander</p>
<p>Lesson Essential Questions:</p> <ul style="list-style-type: none"> • How do we communicate effectively with each other? • How does a feeling of self-worth help us set and maintain our boundaries? 	<p>Lesson Essential Questions:</p> <ul style="list-style-type: none"> • How does gender stereotyping affect relationships? • Can I deconstruct media messages? 	<p>Lesson Essential Question:</p> <ul style="list-style-type: none"> • How can I recognize a cycle of abuse? 	<p>Lesson Essential Questions:</p> <ul style="list-style-type: none"> • What is respect? • How does my respectful and disrespectful behavior influence the behavior of others towards me and other people? 	<p>Lesson Essential Questions:</p> <ul style="list-style-type: none"> • How can I make a difference by being a courageous bystander? • How can I be part of the solution?
<p>Vocabulary: boundaries communication communication styles</p>	<p>Vocabulary: Gender Gender stereotype Biological sex Media literacy Objectification Desensitization Deconstruction Discrimination</p>	<p>Vocabulary: Interpersonal abuse equality relationship equal power (relationship)</p>	<p>Vocabulary: Respect/ disrespect power equality interpersonal abuse</p>	<p>Vocabulary: Courageous bystander consequences personal power advocacy</p>

Model from Learning-Focused Strategies. Thompson, M., Thompson, J. (2008)

Healthy Relationships Word Wall Words

Deconstruction – the process of examining the meaning behind a media message.

Stereotype – a characterization based on conscious or unconscious assumptions that one aspect (gender, age, ethnic or national identity, religion, occupation, marital status, etc.) is predictably accompanied by certain character traits, actions, even values.

Gender – being masculine or feminine.

Biological sex – male or female at birth.

Media literacy – the ability to read, understand, and deconstruct media images and messages.

Boundary – the limits people draw with other people; describe the way people allow themselves to be treated.

Relationship – a bond or connection between two people.

Respect – words or actions that acknowledge feelings, choices, and rights of an individual; there is self-respect and respect for others.

Courageous bystander – one who takes an active role in promoting a respectful environment by safely and responsibly interfering with behaviors, statements, or attitudes that promote or condone abuse or disrespect.

Interpersonal abuse – a way to get or maintain control in a relationship, a misuse of power.

Equality – the idea of treating all people, regardless of age, race, gender, sexual orientation, ability, religion, ethnicity, class, etc., with the same value and respect.