

Middle School Healthy Relationships Lesson

Time: 45-60 minutes

This presentation is designed to help participants understand the different types of relationships in their lives. Participants will explore characteristics of healthy and unhealthy relationships. They will have an opportunity to think about their own relationships and learn what to do if those relationships are unhealthy. They will also explore how to help a peer in an unhealthy relationship.

Outline

- Introduction (2 mins)
- Activity One: Brainstorm Types of Relationships (2 mins)
- Activity Two: Identifying Healthy, Unhealthy & Abusive Relationships (20 mins)
- Optional Activity: Practice with Role-Plays (20 mins)
- Closing (5 mins)



National Sexuality Education Standards

- SO.8.INF.1 Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation
- SH.8.INF.1 Analyze how alcohol and other substances can influence sexual decision-making
- CHR.8.CC.1 Compare and contrast the characteristics of healthy and unhealthy relationships*
- CHR.8.CC.2 Describe how power differences, such as age, gender, socio-economic status, immigration status, race, or unequal position (e.g. student/teacher, supervisor/employee) may impact relationships
- CHR.8.CC.3 Analyze the similarities and differences between friendships, romantic relationships and sexual relationships
- CHR.8.CC.4 Define sexual consent and sexual agency
- CHR.8.INF.2 Evaluate the impact of technology (e.g., use of smart phones, GPS tracking) and social media on relationships (e.g., consent, communication)
- CHR.8.IC.1 Demonstrate communication skills that will support healthy relationships
- CHR.8.IC.2 Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others
- CHR.8.SM.1 Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help*
- IV.8.CC.1 Define interpersonal and sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) and describe their impacts on sexual health*
- IV.8.AI.1 Identify community resources and/or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked
- IV.8.SM.1 Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone they know is perpetuating unhealthy or coercive behaviors



Colorado Comprehensive Health Standards

Sixth Grade

2.2 Identify valid and reliable resources regarding qualities of healthy family and peer relationships.

- Describe the benefits of healthy relationships.
- Determine valid and reliable resources that enhance healthy relationships.

2.3 Comprehend the relationship between feelings and actions during adolescence.

- Describe the need to have clear expectations, boundaries, and personal safety strategies.

Seventh Grade

2.2 Compare and contrast healthy and unhealthy family and peer relationships.

- Evaluate the characteristics of healthy relationships, including dating, and discuss factors that support and sustain them.
- Explain the purpose of friendship and describe how friends can support one another in making healthy decisions.
- Demonstrate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.

Eighth Grade

2.2 Describe the physical, emotional, mental, and social benefits of sexual abstinence, and develop strategies to resist pressures to become sexually active.

- Define sexual consent and explain why individuals have the right to refuse sexual contact.
- Develop personal standards for dating situations.

4.4 Analyze the factors that influence violent and nonviolent behavior.

- Recognize behaviors that are perceived as sexually coercive, and behaviors that are crimes.



New Mexico Health Education Standards

C1 Students will comprehend concepts related to health promotion and disease prevention.

- B4: describe how family and peers influence the health of adolescents (PS1 partially met).

C2 Students will demonstrate the ability to access valid health information and health-promoting products and services.

- B2: demonstrate the ability to evaluate and utilize resources from home, school and community that provide valid health information (PS4 partially met).
- B6: describe situations requiring professional health services (PS1-2 partially met).

C3 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- B3: distinguish between safe and risky or harmful behavior in relationships (PS1-2 fully met).
- B6: demonstrate ways to avoid and reduce threatening situations (PS1 fully met).

C5 Students will demonstrate the ability to use interpersonal communication skills to enhance health.

- B1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships (PS2 fully met).
- B3: demonstrate positive ways to express needs, wants and feelings (PS1-3 partially met).
- B4: demonstrate ways to communicate care, consideration and respect of self and others (PS1 partially met).
- B5: demonstrate communication skills to build and maintain relationships (PS1-2 fully met).

C6 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

- B4: apply strategies and skills needed to attain personal health goals (PS1 fully met).

C7 Students will demonstrate the ability to advocate for personal, family, peer and community health.

- B1: analyze various communication methods to accurately express health information and ideas (PS1 partially met).
- B3: identify barriers to effective communication of information, ideas, feelings and opinions about health issues (PS1 partially met).
- B4: demonstrate the ability to influence and support others in making health-enhancing choices (PS1 fully met).

