

or other trusted adults by discussing issues related to reproductive and sexual health

4.2 Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and unintended pregnancy

4.3 Use healthy and respectful ways to express friendship, attraction, and affection

4.5 Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.

5.2 Use a decision-making process to examine the characteristics of healthy relationships.

5.4 Analyze the responsibilities and privileges of becoming a young adult.

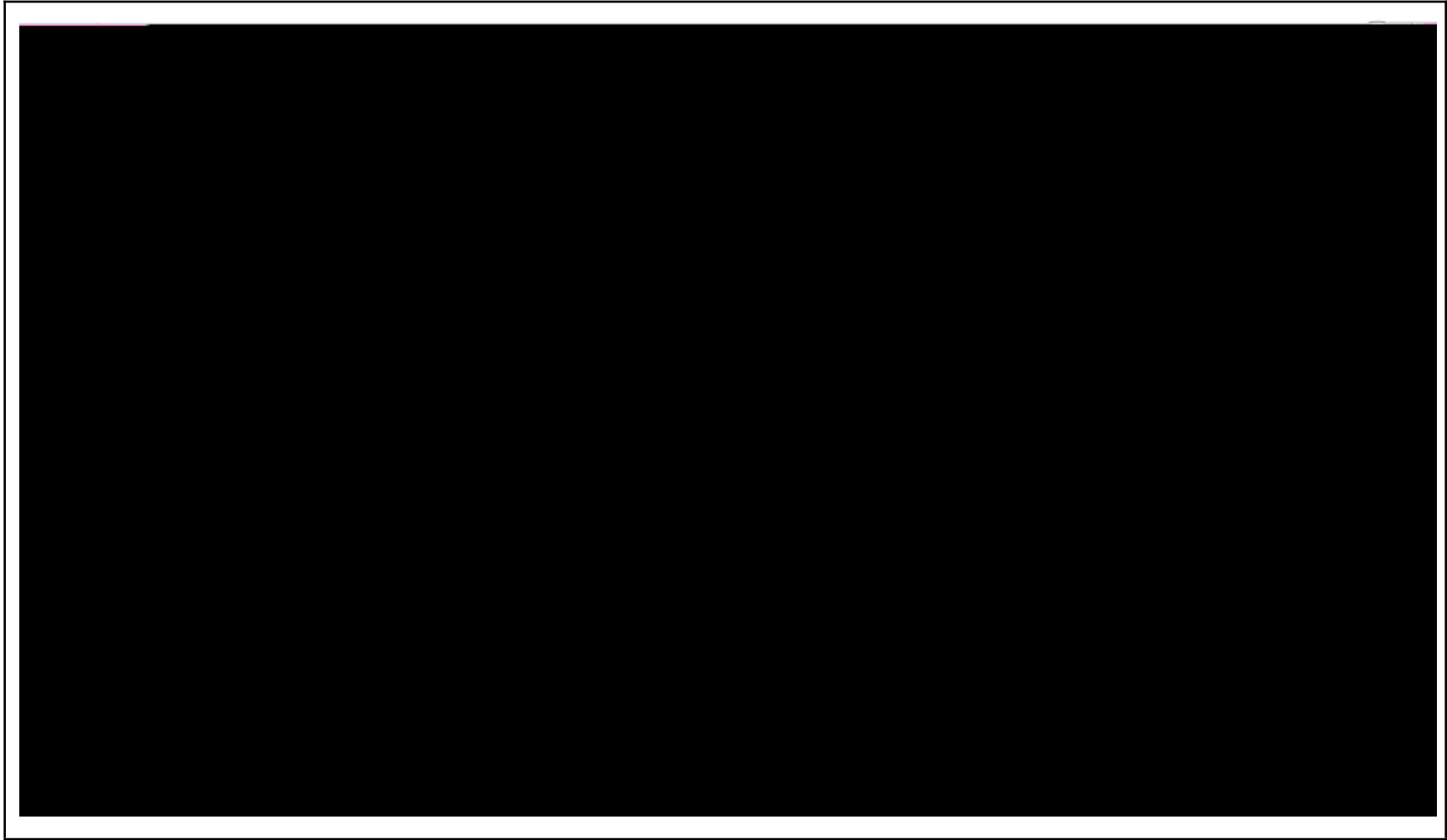
5.5 Identify how good health practices in adolescence affect lifelong health and the health of future children

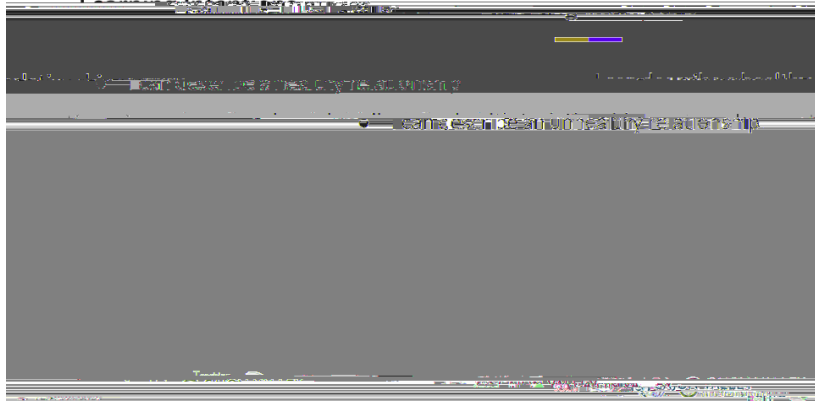
5.6 Explain the immediate physical, social, and emotional risks and consequences associated with sexual activity

7.1 Describe strategies for refusing unwanted sexual activity

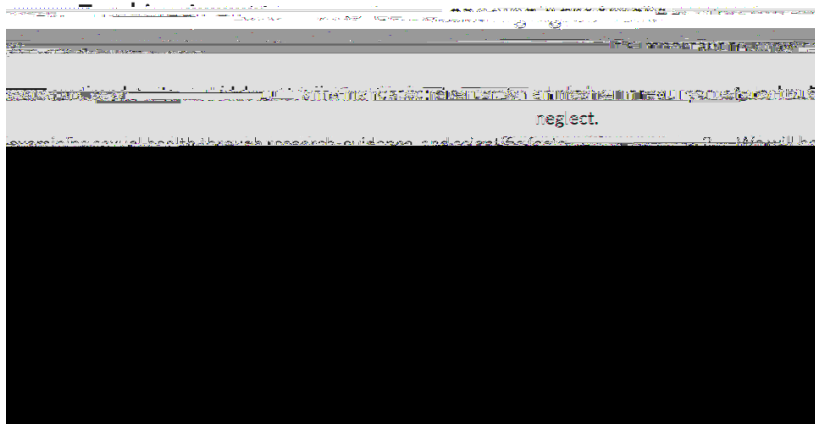
7.2 Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health

8.1 Support and encourage safe, respectful, and responsible relationships.





Share the Learning Intentions for this lesson with students.
Clarify any information.

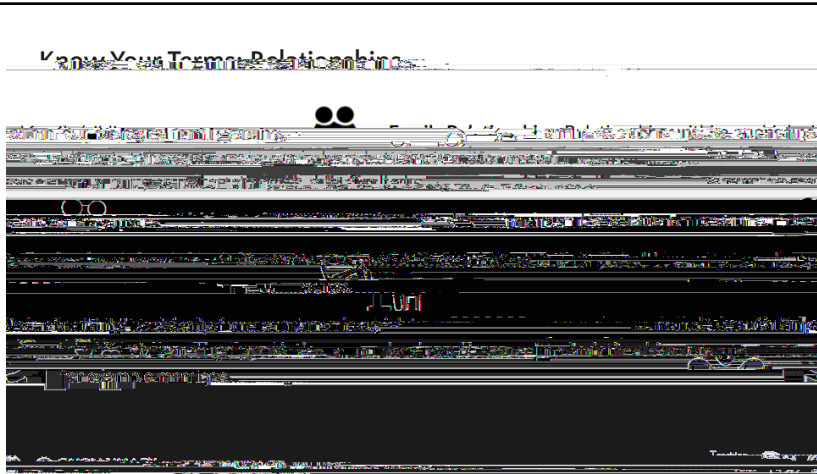


Teaching agreement is shared in each lesson. Int/

relationships?



Share these statements with students as a way to introduce the idea of relationships



Introduce students to these four types of relationships. Students have a "fill-in-the-blank" section in their workbook for these terms.

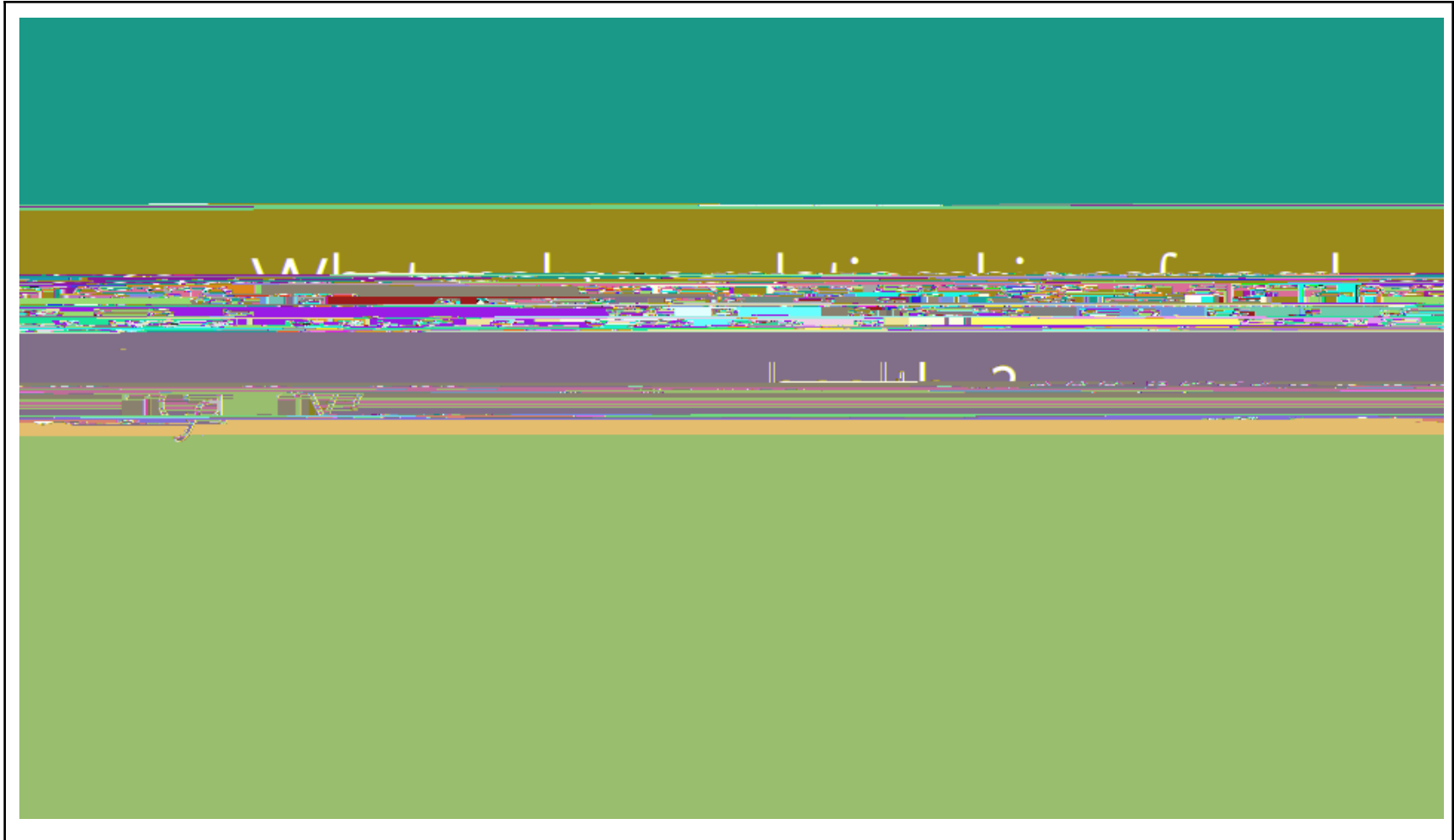


Introduce students to some common characteristics of a quality relationship, regardless of the relationship type.



Have students independently review their "What do you value in a friend?" notes, and then add any additional characteristics from this list.

Allow students time to identify which one or two characteristics they feel most describes them. Option to have students share examples with a partner.





Video introduces the differences between healthy and unhealthy relationships.



Have students work in pairs to list 3-5 characteristics for both healthy and unhealthy relationships. You can have students share out to create a Class T-Chart. Here are some examples

Healthy relationships

Mutual respect. Respect means that each person values wh

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their opinions without forcing their own opinions on them.

Being a role model. By embodying what respect means, partners can inspire each other, friends, and family to also behave in a respectful way.

Healthy sexual relationship. Dating partners engage in a sexual relationship that both are comfortable with, and neither partner feels pressured or forced to engage in sexual activity that is outside his or her comfort zone or without consent.

Unhealthy Relationships

Control. One dating partner makes all the decisions and tells the other what to do, what to wear, or who to spend time with. He or she is unreasonably jealous, and/or tries to isolate the other partner from his or her friends and family.

Hostility. One dating partner picks a fight with or antagonizes the other dating partner. This may lead to one dating partner changing his or her behavior in order to avoid upsetting the other.

Dishonesty. One dating partner lies to or keeps information from the other. One dating partner steals from the other.

Disrespect. One dating partner makes fun of the opinions and interests of the other partner or destroys something that belongs to the partner.

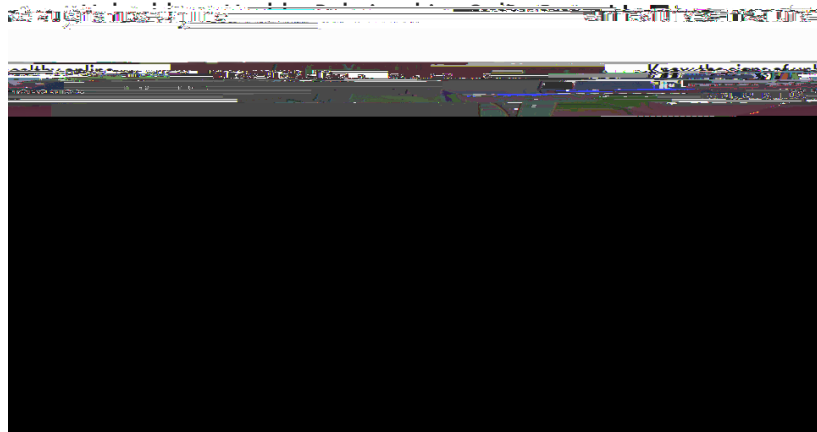
Dependence. One dating partner feels that he or she "cannot live without" the other. He or she may

threaten to do something drastic if the relationship ends.

Intimidation. One dating partner tries to control aspects of the other's life by making the other partner fearful or timid. One dating partner may attempt to keep his or her partner from friends and family or threaten violence or a break-up.

Physical violence. One partner uses force to get his or her way (such as hitting, slapping, grabbing, or shoving).

Sexual violence. One dating partner pressures or forces the other into sexual activity against his or her will or without consent.



Introduce students to these 4 signs of an unhealthy online relationship.

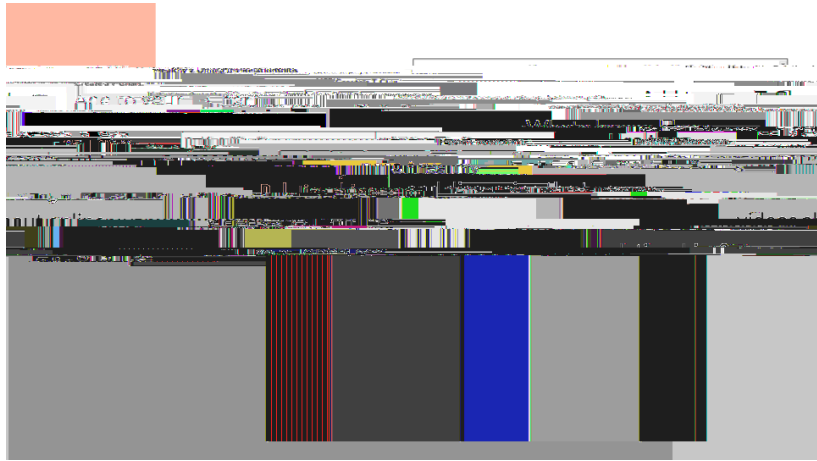
Share the video

Review the 4 signs and lead a discussion on where students saw examples of these signs in the video.



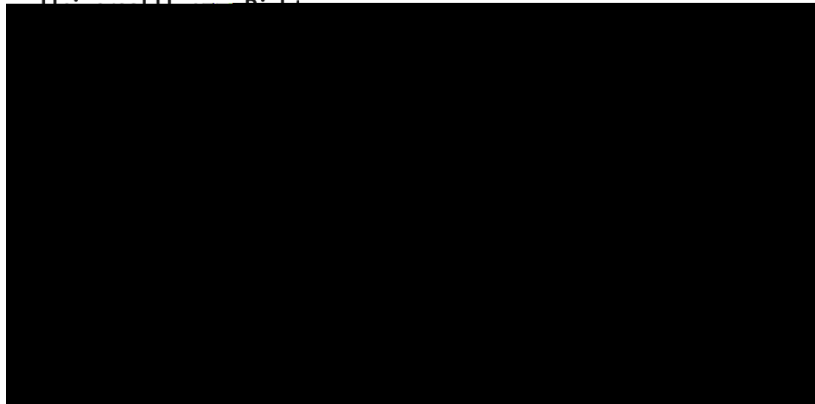
Remind students that having a trusted adult support them will be important if they are ever in an unhealthy online relationship.

Share this second part of the video with students.



Have students return to their T-Chart to add any additional characteristics after watching the two videos about online relationships.

Have students share any additions for the Class T-Chart.



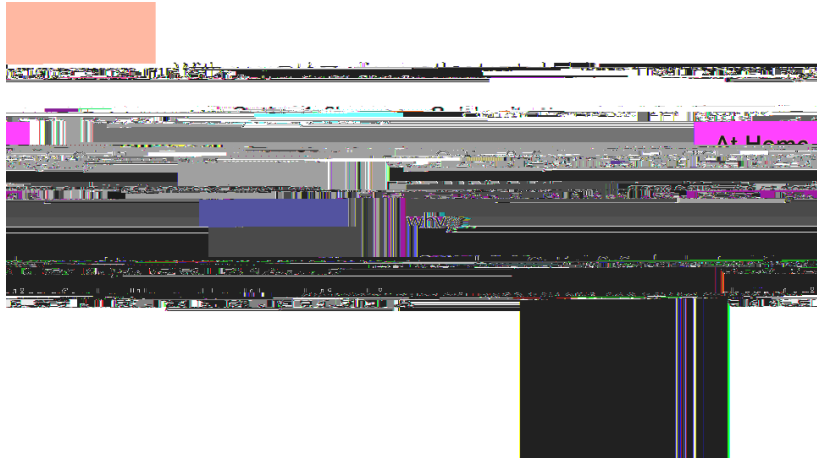
Share with students that in all relationships, every human being deserves to be treated:

- Fairly
- Respectfully
- Safely

If you feel a person is not treating you this way, it is best to talk to an adult you trust. You can also connect with resources for support through [San Diego 211](#).



Have students write about ways they can make sure their friendships, or other relationships, are healthy and happy from what they've learned in this lesson.



Share with students that at home they should continue their conversations and learning about sexual health. Remind students to take this information home to their parent/guardian or other trusted adults and complete one, or more of these three options.

[What Are the Different Types of Attraction?](#)

[Building Healthy Relationships \(For Teens\)](#)

[Characteristics of Healthy & Unhealthy Relationships](#)

