

Weiler Health Education Center

Toxic Relationships
Character Education
Grades 9-12

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Program Objectives



Program Description:

Students evaluate the characteristics of healthy and unhealthy relationships and analyze how dating, friendships, and interpersonal communication can impact their lives. Sexual harassment concepts are also discussed.

Standards:

PA Standards 10.1.9a

NJ Standards 2.1.12a, 2.1.8f, 2.2.8b

Objectives:

1. Students will define relationship.
2. Students will list three qualities of a healthy relationship.
3. Students will recognize three warning signs of an unhealthy (toxic) relationship.

Terms:

Communication– communication is the passage of a message from one person to another

Quid pro Quo– “this for that”, the trading of sexual favors for something of value

Relationship– emotional connections and interactions between individuals

Respect– willingness to show consideration or appreciation

Sexual Harassment– unwelcome sexual advances that create a hostile environment



Relationship Journal

Objective:

To define and integrate the desirable characteristics of a healthy relationship into your daily lives through a daily reflection in a relationship journal.

Directions:

1. Create a notebook to be brought to class everyday and handed in periodically for a grade.
2. Put name, class number and instructors name on front cover.
3. Every day, for the first ten minutes of class, there will be a reflection topic on the board for you to journal about.
4. Every journal entry should be at least one page long and describe the following:
 - i. Give your definition of that characteristic
 - ii. Describe a past experience with that characteristic
 - iii. Outline a plan to further integrate that characteristic into your life
5. Journals will be collected periodically and checked for completeness.

Sample Topics:

Dating

Hooking Up

Intimacy

Love

Respect/Disrespect

Honesty

Tension

Conflict

Inexperience



Friendship Recipe Activity

Objectives: This activity will help students identify ingredients needed in healthy and responsible friendships.

Materials: Index cards, colored markers, sample recipe, and file box.

Directions: Begin discussion “What is a recipe?” Discuss that a recipe needs ingredients and directions. Explain to students that they are to write a *friendship recipe* using ingredients and directions. Use a sample recipe as a guideline. Students are to tell the amount of each ingredient that is needed. Students must put the ingredient they value **most** in the largest amount. In addition, students should include a few directions for putting the ingredients for friendship together. Collect the completed recipes and put them in the file box. Have students select recipes and discuss as a class.

Friendship Recipe

Ingredients:

Dash of Humor
1/3 cup Honesty
1 cup Loyalty
2 Tsp. Cheerfulness
1 Tbs. Manners

Directions:

Blend humor with cheerfulness.
Fold in honesty and loyalty, Allow to simmer for two months. Top with manners.

1. How many **total cups** did you use for your recipe? _____
2. The total number of **teaspoons you used is?** _____
3. Is 1 teaspoon greater than or less than 1 tablespoon? _____
4. How many ounces equal 1 **cup?** _____
5. How many ounces equal 1 **pint?** _____



Communication Taboo

Objective:

To identify poor communication skills, breakdown in communication, barriers to communication, and factors that may affect communication through role-play.

Directions:

1. Choose a partner. (Can be Boy-Girl, Girl-Girl, or Boy-Boy)
2. One person in the group will pick what kind of relationship they have out of a hat.
i.e. friendship, romantic, family, professional
3. The other partner should pick their communication deficiency out of a hat.
4. The pair will perform with a deficiency to the best of their ability for one minute.
5. When one minute is up, the class will try to figure out what the deficiency was.
6. The student that guesses correctly receives five extra-credit points.

Example Communication Barriers:

1. Jealousy
2. Name-Calling (Cursing)
3. Low Self-Esteem
4. Fear
5. Denial

Note to teacher- the following letter is intended for your students to take home as a follow-up for the days program. Please copy and distribute as you see fit in order to enable caregivers of students to reinforce the lesson of this program effectively.



Weller Health Education Center

Dear Caregiver,

Your student has participated in a program titled “Toxic Relationships” presented by the Weller Health Education Center. This program addresses components of a healthy relationship, including trust, respect and communication, and compares that with an unhealthy relationship. The program purpose is to make students aware of the types of relationships they have, make the best of a relationship with others and to recognize a relationship that is unhealthy for an individual.

Students engage in different forms of relationships with people every day. By taking cues of how others interact around them, students generalize the kind of appropriate behavior that is acceptable in a partnership. Depending on those around them, students may see positive or negative representations of a relationship. Students may also be experiencing or have had a romantic relationship with others. As parents, your job is to teach your children how to engage in a healthy relationship

Advocates for Youth have found that more than 20 percent of all adolescents report having experienced either psychological or physical violence from an intimate partner. Local schools found that thirteen percent of eighth-eleventh graders report ever being physically hurt by a boyfriend or girlfriend. Dating violence and abuse can also lead to negative sexual health outcomes. The Advocates for Youth found that the rates of sexually-transmitted infections (STIs) and pregnancy are higher for young people who have a history of abuse. Those who have experienced dating violence are also more likely to suffer from mental illness and suicidal thoughts and to be involved in binge drinking, smoking, and/or fighting. One study found that a young person is more likely to report abuse if they have been on five or fewer dates with the perpetrator. The longer the young person has been in the relationship, the less likely it is that he or she will report the abuse.

Below you will find some sample activities to guide you in taking steps to improve family health and continue the message started today in our program. For additional resources you are welcome to utilize the parent, teacher and student resource links found on our website at www.wellercenter.org.

Sample Activities:

1. Encourage open communication with your children.
 - a. Be aware of who they are with and how they are treated.
2. Teach students about the different kinds of dating violence that can occur, power control, and aspects of healthy and unhealthy relationships.
3. Teach students about the importance of identifying early warning signs in relationships.
4. Teach children also how to determine if a friend is in an unhealthy relationship and who they can turn to in a relationship.

Yours in good health,
Weller Health Education Center