



Students Together Against Negative Decisions

HEALTHY RELATIONSHIPS – PART 2

Activity Purpose: To recognize signs of an unhealthy relationship, practice skills to communicate about signs of abuse and setting personal boundaries, learn where to get help if needed.

Youth will:

- Identify signs of an unhealthy relationship.
- Practice skills to communicate about signs of abuse.
- Practice skills to communicate about personal boundaries and consent.
- Learn where to access additional resources for dating violence.

Activity Outline	Core Content Components	Instructional Method	Timing
1 Welcome & Introductions	<ul style="list-style-type: none"> • Welcome Youth • Question Box • Content Warning & Safety Statement • Reminder re: Confidentiality • Words of Wisdom (WOW) 	<ul style="list-style-type: none"> • Q&A • Mini-Lecture • WOW 	5 minutes
2 Today's Topic: Unhealthy Relationships	<ul style="list-style-type: none"> • Overview of Today's Lesson • Brainstorm Unhealthy Behaviors • Healthy Relationship PSA Video 	<ul style="list-style-type: none"> • Mini-Lecture • Brainstorm • Video 	10 minutes
3 What Should I Say or Do?	<ul style="list-style-type: none"> • Supporting Peers Role Play 	<ul style="list-style-type: none"> • Mini-Lecture • Small Groups 	10 minutes
4 Consent & Boundaries	<ul style="list-style-type: none"> • Practice Setting Boundaries and Getting Consent 	<ul style="list-style-type: none"> • Mini-Lecture • In-Pairs 	10 minutes
5 You Rock	<ul style="list-style-type: none"> • Peer Affirmations 	<ul style="list-style-type: none"> • Large Group Activity 	10 minutes
6 Closing	<ul style="list-style-type: none"> • Question Box • Preview Next Session • WOW • Resources Available 	<ul style="list-style-type: none"> • Q&A • Mini-Lecture • Cultural Teaching 	5 minutes

Materials:

- Question Box (QB)
- Flip paper or chalk board
- Computer, Internet, and/or Screen to Show Video

Handouts:

- Student Handout 8: What Should I Say or Do?

Preparation:

- Display Words of Wisdom
- Review Question Box questions and prepare responses
- Print Handout
- Pull up YouTube Video: <https://youtu.be/5jy-jVMi2zY>



1. Welcome & Introductions

5 minutes, Large
Group Activity

- Welcome Students
- Answer any questions in the Question Box
- Read the following Content Warning/Safety Statement:

“Today we’re going to talk about relationships and will focus on ways relationships can be unhealthy. In any relationship, there are aspects that are healthy and aspects that are unhealthy. It’s important to know how unhealthy aspects might look and feel and think about what you will do to keep yourself safe. It’s also important to think about how you will set boundaries in your relationships, respect the boundaries of others and support friends or peers who may be in an unhealthy relationship.”

“I want to acknowledge that not everyone has had positive experiences in their relationships. If some of what we are talking about today is difficult for any of you, just let me know and you can take a quick pause or do something else to take care of yourself whenever you need to. I’m also here for support if you need to talk afterwards.”

“As a reminder, I am a mandatory reporter and must adhere to the state law about reporting abuse or neglect. Feel free to share as much as you would like with me just remember that I am required to break confidentiality if you share anything with me that is considered abuse under state law.”

- Remind students of their group agreements and the importance of maintaining each other’s confidentiality. This topic can bring up intense emotions and it’s important that everyone feel comfortable interacting and sharing without worrying about what happens here being shared outside the group.
- Ask a student to read today’s WOW



*Love is something you can leave behind
when you die. It’s that powerful.”*

- John (Fire) Lame Dear, Rosebud Lakota, 1972

2. Today's Topic: Unhealthy Relationships

10 minutes, Large
Group Activity

- **Say:** In our last lesson, we talked about healthy relationships. Today, we'll discuss what dating abuse looks like. We're also going to brainstorm ways we can support friends or peers who might be in an abusive relationship. Finally, we'll talk about how to be proactive in setting boundaries and how to respect the boundaries that others set so we maintain positive and healthy relationships.
 - **Share:** People often think about physical violence when they talk about abuse, but that's not always the case. ***Dating abuse is defined as a pattern of behaviors that are used to gain or maintain power and control over a partner — physical violence is just one example.***
 - **Group discussion:** Note youth responses on a flipchart or on the board.
 - **Let's brainstorm together:** What unhealthy behaviors/examples would fit into each of these categories:
 - Physical abuse
 - Emotional or verbal abuse
 - Sexual abuse
 - Financial abuse
 - Digital abuse
 - Stalking
- Some responses may include:
- Putting you down, especially in front of others.
 - Isolating you from friends or family (physically, financially, or emotionally).
 - Extreme jealousy or insecurity.
 - Explosive outbursts, temper, or mood swings.
 - Any form of physical harm.
 - Possessiveness or controlling behavior.
- Remind students that disrespectful, abusive, or controlling behaviors are not healthy, and they are never the fault of the person being treated this way. We all deserve to be treated with respect.
 - Let students know that unhealthy behaviors can show up in all types of relationships – friendships, family dynamics, and sexual relationships – not just dating relationships.
 - Next, we're going to watch a video.
 - **Show "Healthy Relationships" video** from We R Native's YouTube Channel: <https://youtu.be/5jy-jVMi2zY> (Depicts boy playing basketball with an abusive girlfriend.)
 - **Ask:** What are some unhealthy behaviors that the characters in the video showed? Answers may include:
 - Physical Abuse – slapping partner
 - Emotional & Verbal Abuse – Embarrassing him in front of his friends; telling him what to do
 - Digital Abuse – Excessive messaging/calling
 - **Ask:** Were there any examples of healthy relationships depicted in the video? Answers may include:
 - Friends reaching out and checking-in with their friend
 - Teacher encouraging student to support their friend
 - Next, we're going to talk about how we can support our friends through unhealthy situations.



3. What Should I Say or Do?

10 minutes,
Small Groups

- **Say:** Our relationships with our friends are some of the most important in our lives. We want our friends to be treated with respect and have healthy relationships. It's not easy to see our friends in abusive situations, but there are things that we can say and do to support our friends, if needed.
- Review the tips on the student handout: **What Should I Say or Do?**
- The handout includes ideas to help you: Talk to your friends, provide support, and get help from a trusted adult, if needed.
- **Break students into small groups of 3-4.** Assign each group a scenario and ask them to use the handout to come up with ideas for what they would say or do to help a friend. They can come up with a role play or dialogue that they write on flip chart paper. They should keep their dialogue appropriate and keep physical contact safe. Provide a range of art supplies and materials for youth to use.
- **Role Play Scenario Ideas:**
 1. A friend is in a new relationship and you don't know their partner. What would you say and do to check in about how their relationship is going?
 2. Your friend has been dating their partner for several weeks and you notice they are spending less time with your friend group. They are getting in arguments and getting a lot of text messages even when they are with their friends. What would you say or do to provide support for your friend?
 3. You notice your friend's partner always seems sad after being with them. Your friend tells their partner what to do, how to dress and calls them unkind names. What would you say and do to support your friend in getting help? Who would you reach out to?
- If time allows and students want to share what they came up with, ask if any groups would like to volunteer to share their work.
- **Ask:** What are your thoughts or reflections on the role plays you came up with? Why would a "pattern of behavior" be an important warning sign? What strategies did you see groups use that helped open up dialogue between friends? What would you do if a friend seems hesitant or resistant to talking about a concern that you've noticed?
- Thank students for their work.
- **Remind them:** They can support a friend dealing with dating abuse by texting: LOVEIS to 22522

Student Handout 8: What Should I Say or Do?

See Something? Say Something!

When you see abuse happening to a friend the best thing to do — believe it or not — is to SAY SOMETHING. One of the reasons abusers continue to abuse is because they can get away with it — most of the time no one says anything to them. The simple act of saying something and naming the behavior as “abuse” is enough to get people thinking about it.

How do you know when to speak up?

Relationships aren't perfect. Everyone has fights, miscommunication, and rough times, so how do you know when a relationship is on the road to being abusive? The key is to know the warning signs, watch for patterns, and then be willing to speak up if necessary. Trust your instincts.

If you see or hear something that makes you feel uncomfortable, chances are it's a warning sign. That's a great time to let them know that you're there for them, willing to listen and help get them support, and enlist the help of a trusted adult.

Role Play Scenario Ideas:

1. A friend is in a new relationship and you don't know their partner. What would you say and do to check in about how their relationship is going?
2. Your friend has been dating their partner for several weeks and you notice they are spending less time with your friend group. They are getting in arguments and getting a lot of text messages even when they are with their friends. What would you say or do to provide support for your friend?
3. You notice your friend's partner always seems sad after being with them. Your friend tells their partner what to do, how to dress and calls them unkind names. What would you say and do to support your friend in getting help? Who would you reach out to?

Get Support:

Learn more ways to support a friend dealing with dating abuse.

Love Is Respect

Text LOVEIS to 22522
www.loveisrespect.org

StrongHearts Native Helpline

Call, text, or chat 24/7
1-844-7-NATIVE (762-8483)
www.strongheartshelpline.org



4. Consent & Boundaries

10 minutes,
in Pairs

- **Say:** Now we're going to talk about setting healthy boundaries for ourselves and keeping our relationships safe. Part of maintaining a healthy relationship is knowing and respecting each other's boundaries and asking for consent. Consent should be a part of all healthy relationships, including with our friends, relatives, dates and sexual partners.
- **Ask:** What does setting healthy boundaries in a relationship mean to you? Responses may include:
 - Understanding your deal-breakers – the things you will not accept in a relationship
 - Knowing what is important to you, what you want from relationships, what you don't want
 - Knowing your goals and what steps you need to take to achieve them
 - Being confident communicating about your boundaries and desires
 - Being in touch with your values and doing your best to live by them
- **Ask students to get into pairs of 2 and come up with ideas** for how to communicate with and maintain healthy boundaries with our dating and sexual partners. Give students 3 minutes to discuss and remind them at the midpoint to make sure both partners have had an opportunity to share. Once time is up, ask for any volunteers that want to share their ideas with the rest of the group. Take a few responses and note them on a flip chart or on the board.
- Keep students in their pairs and ask them to come up with ideas for how to ask for consent and respect other's healthy boundaries. Give students 3 minutes to discuss and remind them at the midpoint to make sure both partners have had an opportunity to share. Once time is up, ask for any volunteers that want to share their ideas with the rest of the group. Take a few responses and note them on a flip chart or on the board.
- Thank the students for sharing their ideas.

- **Say:** When asking for consent and respecting other's boundaries, there's a helpful acronym we can remember – consent should be:

Freely given. Consenting is a choice you make without pressure, manipulation, or under the influence of drugs or alcohol.

Reversible. Anyone can change their mind about what they feel like doing, anytime. Even if you've done it before, and even if you're both naked in bed.

Informed. You can only consent to something if you have the full story. For example, if someone says they'll use a condom and then they don't, there isn't full consent.

Enthusiastic. When it comes to sex, you should only do stuff you WANT to do, not things that you feel you're expected to do.

Specific. Saying yes to one thing (like going to the bedroom to make out) doesn't mean you've said yes to others (like having sex).

CONSENT



Freely Given
Reversible
Informed
Enthusiastic
Specific



5. You Rock

10 minutes, Large
Group Activity

- **Circle the Class up and Say:** Before we go, I would like to take a couple minutes and have each of us go around and give a shout-out to someone in the group who either did something you thought was awesome or did something that was challenging. I will start. I want to give a shout-out to (insert) for (insert). You Rock! Thank you for being you.
- If there is time, go around the circle again and give a shout-out to the person on your left.



6. Closing

5 minutes

- Remind students they can add questions to the Question Box.
- Ask a student to read the WOW again and how it connects to the lesson.



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- John (Fire) Lame Dear, Rosebud Lakota, 1972

- Preview Next Session: Setting Goals
- Remind students there are additional resources on their handout, or that you are available to talk anytime.

**Native
STAND**

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