

# Lesson 13: Safe and Healthy Relationships

## Teacher Notes

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### Objectives

1. Students will explain the importance of safe and healthy relationships.
2. Students will name some characteristics of a healthy romantic relationship.
3. Students will describe some additional challenges immigrants and refugees may face in creating safe and healthy relationships in the U.S.
4. Students will describe some additional challenges LGBTQ individuals may face in creating safe and healthy relationships.
5. Students will recognize signs that a relationship is unhealthy or unsafe, and will identify steps they can take to address the situation.
6. Students will identify some sources of support for families and parents in the U.S.

### Pre-lesson

#### **K-W-L Chart about Safe and Healthy Relationships (15 minutes)**

1. Ask students what they know about safe and healthy relationships and have them write it down in the graphic organizer.
2. Then ask students what they want to know about safe and healthy relationships and have them write it down in the graphic organizer.
3. Discuss students' responses in small groups or as a class.

### Lesson – choose from any of the following activities

#### **Reading Comprehension (15-45 minutes per reading)**

1. Read one of the readings to the class.
2. Have students read a passage silently.
3. Have students read a passage aloud with a partner, taking turns.
4. Discuss as a class any questions that the students have.

#### **True / False, Complete the Sentence and Definitions Match Activities (10-20 minutes per activity)**

1. After students finish a reading, have them complete the accompanying activities.
2. Have students compare answers in pairs or small groups.
3. Another option is to complete an activity together as a class.
4. Ask students to write sentences on the board. For true / false activities, they can write a true sentence by modifying the existing sentence as needed. They can write the full sentences from the complete the sentence activities. Students can also make sentences by linking terms to their definitions from the matching activity (for example, "Values are ideas about how you want to live your life").

#### **Conversation (15-20 minutes per conversation)**

1. Have students work in pairs and read aloud one of the conversations.
2. Invite one pair of students to act out the conversation in front of the class.
3. Discuss students' thoughts and questions about the conversation.

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### Writing Activities (10-20 minutes per writing activity)

1. Have students complete the short answer and longer writing activities.
2. Students can discuss their responses in pairs or small groups, or as a whole class.
3. Ask students to write sentences on the board.

### Revisit the K-W-L Chart (10 minutes)

1. Have students fill in the last column about what they learned about safe and healthy relationships.
2. Use the additional resources and share websites with students to let them know how they can find more information about safe and healthy relationships.

## Assessment

### Informal

1. Give informal feedback to students as you circulate. Listen to them read, and check their responses to activities.

### Quiz (10 minutes)

1. As a formal assessment, give the quiz at the end of the lesson.
2. Check the quiz individually or as a class.

## Extension

### Glossary (10 minutes)

1. Have students write a variety of sentences about what makes relationships safe and healthy, as well as signs of an unhealthy or abusive relationship.

### Additional Resources (can be used for computer lab activities)

- <https://www.thehotline.org/>
- <https://www.thehotline.org/is-this-abuse/abuse-and-immigrants-2/>
- <https://www.thehotline.org/is-this-abuse/lgbt-abuse>
- <https://casadeesperanza.org/>
- <https://dayoneservices.org/>
- <https://www.veaw.org/>
- <https://www.outfront.org/support-counseling-organizations>
- <https://www.211unitedway.org/>

### References

- [https://www.canr.msu.edu/news/traits\\_of\\_a\\_healthy\\_family](https://www.canr.msu.edu/news/traits_of_a_healthy_family)
- <https://www.healthychildren.org/English/family-life/family-dynamics/Pages/Normal-Family-Functioning.aspx>
- <https://www.aap.org/en/patient-care/mental-health-initiatives/>
- <https://www.womenshealth.gov/relationships-and-safety/domestic-violence/leaving-abusive-relationship>
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2475652/>