

# Healthy Relationships

Grades 6-8 & 9-12



For more information, resources, and  
technical support, go to:  
[www.safeandrespectful.org](http://www.safeandrespectful.org)

**SAFE & RESPECTFUL**  
RELATIONSHIPS FOR ALL

# Acknowledgments

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The following organizations have been instrumental in the development of the materials in this booklet:

Delaware Coalition Against Domestic Violence  
CHILD, Inc.

Delaware Center for Justice  
Prevention Subcommittee

Delaware Intimate Partner Violence Prevention Consortium

Delaware Domestic Violence Task Force

Delaware Victims' Rights Task Force

Delaware Department of Education

Special thanks also go to Libby Thomas, School Health Consulting, and Lauren Camphausen, Camphausen Consulting.

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## SAFE & RESPECTFUL RELATIONSHIPS FOR ALL

DELTA Safe &  
Respectful  
507 Philadelphia Pike  
Wilmington, DE 19809  
302-762-8989

Dear Community Partners,

What do bicycle helmets, sobriety checks and the CDC's national DELTA Program to prevent intimate partner violence have in common? As described in the *Journal of Safety Research*, they are all on the *Top 20 List of Practice Innovations in Violence and Injury Prevention* since the founding of the CDC's National Center for Violence and Injury Prevention and Control. Since 2002, Delaware has been one of 14 states to participate in the DELTA program and we are pleased to share our results with you:

- **Healthy Relationships Curricula**- This standards-based curricula is learning focused and includes units for grades 6-8 and 9-12. The units and evaluation tools provided in this packet can also be accessed on the Health Education *Model Units of Instruction* section of the Delaware Department of Education (DDOE) website: [http://www.doe.k12.de.us/infosuites/staff/ci/content\\_areas/health.shtml](http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/health.shtml)
- **Health Education Regulations**- The Healthy Relationships Curricula is designed to meet health education regulations that now require interpersonal violence prevention programming, and help schools comply with S.B. 206, *Delaware's Teen Dating and Sexual Assault Act*, which requires comprehensive healthy relationships programming in schools for grades 7-12.
- **Social Media Tools**- Join the conversation on-line! Visit [www.safeandrespectful.org](http://www.safeandrespectful.org), with pages for teens, parents and teachers, and follow us on Facebook and Twitter (@safe\_respectful).

The vision for Delaware's DELTA Program is, "*Safe and Respectful Relationships for All.*" With a focus on primary prevention, stopping the violence before it starts, we aim to create conditions where healthy relationships can thrive. However, the science of violence prevention, particularly intimate partner violence prevention, is still emerging. The DELTA Program has helped us implement and evaluate strategies to create a foundation for the development of practice-based evidence in Delaware and the field of violence prevention. We welcome your input so that our efforts are grounded in practitioner and community wisdom.

People learn disrespect, power, control and use of violence from countless surroundings and messengers in their lives; we know that prevention efforts must be equally comprehensive and span sectors and settings. To become more involved in Delaware's coordinated efforts and learn how the tools in this booklet are part of a larger, strategic initiative, please visit [www.dcadv.org](http://www.dcadv.org).

'Till Healthy Relationships are the Only Kind,

Noël Sincere Duckworth,  
DELTA Project Coordinator and Director of Training and Prevention,  
Delaware Coalition Against Domestic Violence

## ***Delaware Model Unit: Health Education***

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title: Healthy Relationships**

**Designed by: Libby Thomas**

School Health Consulting

DELTA Project, Delaware Coalition Against Domestic Violence

**Lessons Designed by: Lauren Camphausen, Noel Duckworth, Lauren Gibson,**

**Tya Pope, Mary Post & Kristen Herman**

DELTA Project, Delaware Coalition Against Domestic Violence

**Grade Cluster: 6-8**

**Time Frame (Number of Lessons): Five**

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### **Summary of Unit:**

Middle school students will be challenged to reflect on how their attitudes, beliefs, behaviors, comments, and values shape their relationships with peers, friends, family, and the school community. This unit is designed as a primary prevention approach to interpersonal violence, teen dating violence, and domestic violence.

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**Stage 1 – Desired Results**  
(What students will know, do, and understand)

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**Delaware Content Standards**

- 1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Core concepts to be addressed: Personal Health and Wellness
- 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.
- 3. Students will demonstrate the ability to access information, products and services to enhance health.
- 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- 8. Students will demonstrate the ability to advocate for personal, family and community health.

**Big Idea**

- Health is Personal Power

**Unit Enduring Understanding(s)**

- Outside influences could influence my behavior.
- The actions of our community influence my health and the health of others.
- My actions influence the health of others and my community.

**Essential Questions**

- What are healthy relationships?
- How can I convey respect for myself and others?

**Lesson Essential Question(s):**

- How can I move beyond stereotypes to value the uniqueness of myself and others?
- Why is it important to think critically when viewing media messages?
- How does understanding oneself help us set and maintain our personal boundaries?

- How does respect affect relationships and influence the health of my community?
- How can I make a difference by being a courageous bystander?

## **Knowledge and Skills**

### **Students will know...**

- Stereotypes can include negative, but also positive, characteristics
- Stereotypes can be accurate or inaccurate
- Impact of media messages on reinforcing stereotypes
- How media messages are constructed
- There are different types of boundaries
- Boundaries can change
- What is self-respect and respect for others
- The relationship between disrespect and power and control
- A courageous bystander can make a difference
- Ways to act as a courageous bystander

### **Students will be able to:**

- Practice overcoming stereotypes
- Set goals for creating a school and community culture that dismantles stereotypes
- Deconstruct different media messages
- Identify personal boundaries
- Make the connection between respect and healthy relationships and healthy schools and communities
- Choose respectful over disrespectful behaviors
- Advocate for personal attitudes, beliefs, and behaviors that promote respect and equality

## Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

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### Unit Evidence of Learning: “What will you Do?” Poster Project

Students will create a poster for fellow students advocating the importance of healthy relationships. Students will include problem-solution statements influenced by the Healthy Relationships lessons to include on a poster. Poster should include one or more of the following topics: gender, stereotyping, media message deconstruction, boundaries, promoting respect, or courageous bystander.

Examples of possible statements are:

- I used to laugh when I saw other students being picked on. Now I will speak up for the student.
- I used to make jokes about boys who wore pink. Now I will know that it is ok for everyone to wear pink.
- I used to just turn away if statements were made about someone’s weight. Now I will ask the speaker to stop saying mean things.

Students will include at least three problem-solution statements on their poster, advocating to other students how their attitudes and behaviors have positively changed as a result of this unit. Statements should be accompanied by pictures, graphics, etc. and must have “Safe and Respectful Relationships” written somewhere on the poster.

On a separate sheet of paper, students will then choose one of their statements and write a paragraph describing what that statement means to them and why it is important. The paragraph is to include the student’s name, grade, class, and date; and must be attached to the back of the student’s poster.

Date due: \_\_\_\_\_

The student rubric is attached. Please be sure your poster follows the information written on the rubric!

**Rubric for Healthy Relationships Unit Poster: Topics may include gender stereotyping, media message deconstruction, boundaries, promoting respect, OR being a courageous bystander.**

	<b>Great!</b>	<b>Good</b>	<b>Needs Work</b>
<b>Originality</b>	<b>Student is very creative and uses original statements</b>	<b>Student uses some creativity and may use 1 or 2 example statements</b>	<b>Student copies statements and uses no creativity on their poster</b>
<b>Problem/solution identification</b>	<b>Student writes strong, clear, &amp; relevant problem-solution statements</b>	<b>Student's statements may not be easy to understand or relevant</b>	<b>Student's statements are not understood, or relevant</b>
<b>Rationale for ideas</b>	<b>Clear demonstration of understanding of concepts</b>	<b>Limited demonstration of understanding of concepts</b>	<b>Little or no demonstration of understanding of concepts</b>
<b>Statements/ grammar/spelling</b>	<b>At least three appropriate statements with excellent grammar and spelling-no more than three errors</b>	<b>At least two appropriate statements with minimal grammar and spelling errors-no more than six errors</b>	<b>One or no appropriate statement with some errors in grammar and spelling-more than six errors</b>

**\*\*Outstanding posters will be displayed on the Safe and Respectful website and entered into a statewide poster competition. At the end of the school year, three grand prize winners will be chosen and awarded a prize. For more details, visit: [www.safeandrespectful.org](http://www.safeandrespectful.org).**



**Student Self-Assessment, Reflection and Other Evidence:**

- 1. Lesson one - Exit Ticket: Three must-haves for school behavior manual**
- 2. Lesson two - Exit ticket: I'm smarter than a marketer!**
- 3. Lesson three - Exit ticket: Five minutes to write about Boundaries**
- 4. Lesson four - Exit ticket: Advice to a kindergartner**
- 5. Lesson five – Unit Evidence of Learning: Poster Project**

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**POST SURVEY**

This unit also includes an end-of-unit post survey. Survey is to be completed *after* completion of Lesson 5 (can be done before or after poster project). Students are not to include their names anywhere on the survey, to keep results anonymous. After all surveys are completed, teachers are asked to mail the results to:

**CHILD, Inc  
Attn: DELTA Project Coordinator  
507 Philadelphia Pike  
Wilmington, DE 19809**

You may choose to return the surveys after every class, or hold them until the end of the year.

Please contact the DELTA coordinator at: **302-762-8989** with any questions or if you need assistance with postage.

**Your help the continuous improvement of our program is greatly appreciated!!**

# HEALTHY RELATIONSHIPS ~ Middle School Survey

Thank you for taking the time to complete this short survey. Your answers will tell us what you learned from this unit and how you feel about the information and issues you discussed. Please be sure to answer all of the questions in all sections. Please do not put your name on the survey so your answers can be anonymous. When you finish, please return the survey to your teacher.

What do you think about....	<u>OKAY!</u>	<u>okay</u>	<u>not okay</u>	<u>NOT OKAY!</u>
Picking on someone if you aren't physically hurting them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone posting/sharing embarrassing or private photos/videos of you online as long as they're just joking around	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A friend telling you who you can hang out with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Saying things like "that's so gay" or "you throw like a girl"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening to music, watching tv or movies that put down other people because of their gender, race, religion or personal choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Girls playing football	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Boys being cheerleaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing your mind after you've already communicated your boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please circle whether these statements are <i>true</i> or <i>false</i> .	<b>True</b>	<b>False</b>
Social constructs are ideas or concepts that are created by our culture.	<input type="radio"/>	<input type="radio"/>
Personal boundaries are the laws that are created to protect us from harm.	<input type="radio"/>	<input type="radio"/>
TV or advertisements contain hidden messages about how men and women are expected to act.	<input type="radio"/>	<input type="radio"/>
Stereotypes are accurate or true labels that are used to describe a group of people.	<input type="radio"/>	<input type="radio"/>
Being a Courageous Bystander means telling on friends or other students when they do something wrong.	<input type="radio"/>	<input type="radio"/>

Please answer the following questions thinking about how you felt BEFORE this unit and how you feel AFTER this unit.	<u>A LOT</u>	<u>A Little</u>	<u>NOT AT ALL</u>
Before this unit, how comfortable were you with setting and communicating your personal boundaries?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After this unit, how comfortable are you with setting and communicating your personal boundaries?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before this unit how confident were you in standing up to a classmate picking on someone else even when that student is not your friend?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After this unit how confident are you in standing up to a classmate picking on someone else even when that student is not your friend?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before this unit, how much did you feel you could help prevent violence in your school or community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After this unit, how much do you feel you can help prevent violence in your school or community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now, we'd like to get your opinion on what you think about this unit.				
	<u>YES!</u>	<u>yes</u>	<u>no</u>	<u>NO!</u>
These topics/issues are very important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned ways to improve my relationships with my friends and classmates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This unit helped me understand how the way we treat others can affect our school/community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students should learn about the issues in this unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/Adults should talk about these issues with youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because of this unit, I want to do more in my school or community to change the way people act and/or treat each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now, we'd like your opinion on what you think about your school.				
	<u>Very Respectful</u>	<u>Respectful</u>	<u>Dis-respectful</u>	<u>Very Disrespectful</u>
Overall, how do you think the students treat each other at your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, how do you think the adults treat the students at your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is your school a place where students feel it's okay to be unique, different, or to be themselves? <i>(circle your answer)</i>	ALWAYS	SOMETIMES	NEVER	

Finally, please answer a few questions about yourself.			
Have you ever been taught about healthy relationships in school <i>(not including this unit)?</i>	<b>YES</b>	<b>NO</b>	<b>NOT SURE</b>
Have your parents or other trusted adults ever talked with you about healthy relationships or the topics in this unit?	<b>YES</b>	<b>NO</b>	<b>NOT SURE</b>
How old are you TODAY?	_____ years		
What is your current grade?	<input type="checkbox"/> 6th	<input type="checkbox"/> 7th	<input type="checkbox"/> 8th <input type="checkbox"/> Other _____

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

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### **Key Lessons Needed to Achieve Unit Goals**

- Lesson plans follow the end of the unit after the K-U-D, the Student Learning Map and the Word Wall.
- It is suggested that the teacher announce the end of unit poster project at the start of the unit. Students should be given a copy of the assignment and rubric. Students should be reminded of the poster due date at the end of each lesson and if time allows, be encouraged to work on their statements. Time should be allotted for student questions.

### Lesson Titles

1. Stereotypes and Gender
2. Media Messages
3. Boundary Setting
4. Respect and Healthy Relationships
5. Being a Courageous Bystander

## Resources and Teaching Tips

### Overall Background and Unit Resources

(more specific resources included with lessons)

American Cancer Society. (2007). *National Health Education Standards, 2<sup>nd</sup> edition*.  
Author: Athens, GA.

[www.cdc.gov/healthyyouth/HECAT/](http://www.cdc.gov/healthyyouth/HECAT/) the Health Education Curriculum Analysis Tool

### Dating Violence & Healthy Relationship Resources:

[www.safeandrespectful.org](http://www.safeandrespectful.org)

Additional lessons, local PSAs , and an online student health assessment. Information about upcoming related conferences and trainings for DE educators under “News & Events.” Also good resource for students and parents.

[www.dcadv.org](http://www.dcadv.org)

Statewide domestic violence coalition of DE. Includes basic information on domestic violence, available trainings, and local resources.

[www.childinc.com](http://www.childinc.com)

Local nonprofit offering crisis hotlines, counseling, parenting classes, and a host of other resources.

[www.loveisrespect.org](http://www.loveisrespect.org)

Includes teen dating tips, resources, and 24/7 online chats.

[www.cdc.gov/violenceprevention/datingmatters.html](http://www.cdc.gov/violenceprevention/datingmatters.html)

Free interactive training for professionals working with teens to help understand the dynamics of teen dating violence, risk factors, and warning signs.

## Word Wall for Healthy Relationships Middle School Unit

**Biological sex** - being male or female based on reproductive parts

**Boundaries** - the emotional and physical space between people; established limits that you expect others to respect in their relationship with you

**Courageous bystander** - a person who observes an unsafe situation or unacceptable behavior situation and finds a safe and effective way to intervene. Someone who embraces safety and respect in their own relationships, and actively encourages others to do the same.

**Deconstruct** – to take something apart in order to find a deeper meaning or message

**Disrespect** - the act of putting someone down. Placing value on the differences between people and because of this, treating someone as though they are less of a person than you are

**Equality** - the idea of treating all people, regardless of age, race, gender, sexual orientation, ability, religion, class, etc. with the same value and respect

**Equal power** - In a relationship: both have a say in what occurs, both are treated equally and respectfully

**Gender** - can be masculine, feminine, or unique expression of oneself

**Gender expectations** - societal messages around how a person should act. These expectations can change culture to culture and over time.

**Gender identity**- a person's inner sense of own gender; does not necessarily match their biological sex

**"I" messages** (I think, I feel, I need) - a way to tell someone else about your needs

**Interpersonal** - between two people

**Interpersonal abuse** - when one person attempts to get or maintain control in a relationship

**Media Literacy** - the ability to read, understand, and break down media images and messages

**Relationship** - a bond or connection between two people

**Respect** - to treat others how you wish to be treated. To show consideration for another person's feelings and interests, demonstrating that you value other points of view. To accept people as they are without trying to change them. Not to be confused with fear

**Social Construct** - an idea or concept that people have "built" (or constructed), organizing their thoughts and actions around that construction

**Stereotype** - stereotypes are labels or categories that describe a group of people based on some characteristic

**Violence** - can be verbal, emotional, physical, sexual, or psychological

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### **“Social Construction” Disclaimer:**

The theme of “social construction” will pervade throughout the entirety of this unit. “Social construction,” being defined as: an idea or concept that people have “built” (or constructed), organizing their thoughts and actions around that construction; is the underlying logic beneath each of these lessons.

Our goal is to raise students’ awareness of the use of stereotypes, media messages, violence, and social norms- and help them to realize their harmful potential. By helping our students to “deconstruct,” in a sense, all of society’s social norms, we are thereby affecting their conscious use, participation, and promotion of these daily and oppressive tools.

The more we educate our students on the *root* of our social norms, the better a chance we stand to breaking down those demanding and unrealistic ideals.

### **Teaching Tips:**

- The introduction of some of these concepts may trigger some discomfort among students who experience abusive relationships or see them at home or in the community.
- It is important that students have the opportunity to process this information. Be careful that private information is not shared in the classroom setting.
- In cases where students want to disclose information, arrange for a private conversation or refer to the counselor or school nurse. Tell students what information can and cannot be kept private and what must be reported to the proper authorities.
- Be sure to follow-up on a referral to the counselor or school nurse.

### **Accommodations/Differentiation:**

- Use collaborative pairs and small groups during lessons.
- Use formative evaluation throughout to determine need for re-teaching, further explanation of key concepts or to add more sophisticated concepts.
- Students with special needs must be accommodated according to their IEPs or 504 Plans.

## Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- International Education** – the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- Universal Design for Learning** – the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21<sup>st</sup> Century Learning** – the ability to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge; (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge; (3) Share knowledge and participate ethically and productively as members of our democratic society; (4) Pursue personal and aesthetic growth.(AASL, 2007)

\*Students will think critically about gender stereotyping and media messages. They will explore the setting of boundaries in healthy relationships with an underpinning of respect. As an extended thinking activity, they will practice advocacy skills in a safe environment where teacher input can encourage deeper thoughts and expression of ideas. Students will use writing skills throughout the unit to demonstrate their conclusions based on information from the classroom discussions and lessons. Finally, students will set a goal for positive responses to negative statements made by others.



### Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate), families, and communities.

It is suggested that creative and accurate posters are displayed in hallways and at parent-teacher meetings as a way to promote a healthy school culture.

Teachers are invited and encouraged to submit student work to be published on the Safe and Respectful website. Creative, accurate posters and other projects advocating safe and healthy relationships are welcome to the website. To enter student work for consideration, teachers may access [www.safeandrespectful.org](http://www.safeandrespectful.org) for instructions about submission of student work. Entries chosen for display on the website will need both parent and student signed permission forms (forms on the website). Schools and teachers will be recognized for outstanding submissions used on the Safe and Respectful website.

In addition to [www.safeandrespectful.org](http://www.safeandrespectful.org), teachers may contact the DELTA Coordinator at [safeandrespectful@gmail.com](mailto:safeandrespectful@gmail.com) for assistance and support. The DELTA Coordinator may assist in many ways including answering questions, co-facilitating a lesson, observing a lesson, and offering feedback, as well as sharing additional resources. The DELTA Coordinator can also assist in spreading the Healthy Relationships message throughout the school to support a healthy school climate.

Teachers may consider “Liking” the Facebook page, “Safe and Respectful Relationships for All” for more information about current events, ways to be involved in the promotion of healthy relationships, and additional teaching aids.

## **TITLE IX Information for Teachers:**

Content in this unit is relevant to provisions under Title IX. Title IX of the Educational Amendments of 1972 is the landmark legislation that bans sex discrimination in schools, whether it is in academics or athletics. Title IX states: "No person in the U.S. shall, on the basis of sex be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal aid."

According to the U.S. Department of Education's Office for Civil Rights, "Title IX prohibits harassment of both male and female students regardless of the sex of the harasser—*i.e.*, even if the harasser and target are members of the same sex. It also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping. Thus, it can be sex discrimination if students are harassed either for exhibiting what is perceived as a stereotypical characteristic for their sex, or for failing to conform to stereotypical notions of masculinity and femininity. Title IX also prohibits sexual harassment and gender-based harassment of all students, regardless of the actual or perceived sexual orientation or gender identity of the harasser or target."

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html>

Districts must designate persons responsible for coordinating compliance with Title IX, Section 504, and Title II, including the investigation of any complaints of sexual, gender-based, or disability harassment. See 28 C.F.R. § 35.107(a); 34 C.F.R. § 104.7(a); 34 C.F.R. § 106.8(a). Teachers should be aware of the designated Title IX Administrator in their district who is responsible for handling complaints of harassment and overseeing implementation, training and compliance with Title IX.

Student Learning Map for Health Unit: Healthy Relationships, Grades 6-8
<p><b>Key Learning(s):</b> Health is personal power. We can harness this power when we make healthy, informed choices.</p>
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What are healthy relationships?</li> <li>• How can I convey respect for myself and for others?</li> </ul>

<b>Concept:</b> Stereotypes and Gender	<b>Concept:</b> Media messages	<b>Concept:</b> Boundary Setting	<b>Concept:</b> Respect and Healthy Relationships	<b>Concept:</b> Courageous Bystander
<b>Lesson Essential Question:</b>  How can I move beyond stereotypes to value the uniqueness of myself and others?	<b>Lesson Essential Question:</b>  Why is it important to think critically when viewing media messages?	<b>Lesson Essential Question:</b>  How does understanding oneself help us set and maintain our personal boundaries?	<b>Lesson Essential Question:</b>  How does respect affect relationships and influence the health of my community?	<b>Lesson Essential Question:</b>  How can I make a difference by being a courageous bystander?
<b>Vocabulary:</b> Stereotype/ stereotyping Gender Biological sex Gender expectations Gender identity Relationship	<b>Vocabulary:</b> Media literacy Construct/ Deconstruct Violence	<b>Vocabulary:</b> Boundaries Personal power	<b>Vocabulary:</b> Respect Disrespect Equality Equal power Interpersonal Interpersonal abuse	<b>Vocabulary:</b> Consequences Personal power Courageous bystander "I" messages

**K-U-Ds (Know-Understand-DO) for Health Unit: Healthy Relationships, Grades 6-8**

<b>Key Learning and Unit Essential Question(s)</b>
<p><b>Key Learning(s):</b> Health is personal power. We can harness this power when we make healthy informed choices.</p>
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"><li>• What are healthy relationships?</li><li>• How can I convey respect for myself and others?</li></ul>
<b>Standards/GLEs/PLEs Addressed in the Unit</b>
<ol style="list-style-type: none"><li>1. Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. Specify core concepts to be addressed: Personal Health and Wellness.<ol style="list-style-type: none"><li>1.1 Analyze the relationship between healthy behaviors and personal health.</li><li>1.7 Describe the benefits of and barriers to practicing a healthy behavior.</li></ol></li><li>2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behaviors.<ol style="list-style-type: none"><li>2.3 Describe how peers influence healthy and unhealthy behaviors.</li><li>2.4 Analyze how messages from media influence health behaviors.</li><li>2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</li><li>2.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.</li></ol></li><li>3. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.<ol style="list-style-type: none"><li>3.1 Apply effective verbal and non-verbal communication skills to enhance health.</li></ol></li><li>4. Students will demonstrate the ability to use decision-making skills to enhance health.<ol style="list-style-type: none"><li>4.6 Choose healthy alternatives over unhealthy alternatives when making a decision.</li></ol></li><li>5. Students will demonstrate the ability to use goal-setting skills to enhance health.<ol style="list-style-type: none"><li>5.2 Develop a goal to adopt, maintain, or improve a personal health practice.</li></ol></li><li>6. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.<ol style="list-style-type: none"><li>6.1 Explain the importance of assuming responsibility for personal health behaviors.</li><li>6.3 Demonstrate behaviors that avoid or reduce health risks to self and others.</li></ol></li></ol>

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

7.2 Demonstrate how to influence and support others to make positive health choices.

<b>KNOW</b>	<b>UNDERSTAND</b>	<b>DO</b>
<ul style="list-style-type: none"> <li>• Stereotypes can have negative and positive characteristics.</li> <li>• Stereotypes can be accurate or inaccurate.</li> <li>• Media messages have an impact on reinforcing stereotypes.</li> <li>• There are different types of boundaries.</li> <li>• Boundaries can change.</li> <li>• What is self-respect and respect for others.</li> <li>• A courageous bystander can make a difference.</li> <li>• Ways to act as a courageous bystander.</li> </ul>	<ul style="list-style-type: none"> <li>• Outside influences could influence my behavior.</li> <li>• The actions of our community influence my health and the health of others.</li> <li>• Respect for self and others is a personal responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice overcoming stereotypes.</li> <li>• Set goals for creating a school and community culture that dismantles stereotypes.</li> <li>• Deconstruct different media messages.</li> <li>• Identify personal boundaries.</li> <li>• Make the connection between respect and healthy relationships and healthy schools and communities.</li> <li>• Choose respectful over disrespectful behaviors.</li> <li>• Advocate for personal attitudes, beliefs, and behaviors that promote respect and equality.</li> </ul>

## Health Education Lesson Plan

Title: Stereotypes and Gender

Lesson 1

Key Learning: The healthiest option is to help oneself and others overcome limiting stereotypes.

### 6-8 Unit Cluster Enduring Understandings

- Knowledge of essential health information impacts the adoption of healthy behaviors
- What I believe and what others believe influence my health
- There are criteria to determine the validity of health information, products, and services
- Peer mediation and negotiation are effective ways to resolve conflicts
- Predicting and analyzing outcomes impact decisions about health
- My personal goals may need adjustment because of changing abilities, priorities and outside influences (e.g. friends, family, etc.)
- The actions of our community affect my health and the health of others.

### Lesson Essential Question(s)

- How can I move beyond stereotypes to value the uniqueness of myself and others?

### Delaware Health Education Standards

Health Concepts	Skills
<input type="checkbox"/> Tobacco, Alcohol & Drugs	<input checked="" type="checkbox"/> INF
<input type="checkbox"/> Injury Prevention & Safety	<input type="checkbox"/> AI
<input type="checkbox"/> Nutrition & Physical Activity	<input type="checkbox"/> IC
<input type="checkbox"/> Family Life & Sexuality	<input type="checkbox"/> DM
<input checked="" type="checkbox"/> Personal Health & Wellness	<input type="checkbox"/> GS
<input type="checkbox"/> Mental Health	<input type="checkbox"/> SM
<input type="checkbox"/> Community & Environmental Health	<input type="checkbox"/> AV

### Lesson Summary

Stereotyping is pervasive in society and is particularly prevalent in how we socialize girls/women and boys/men. Students will be challenged to imagine a world without gender stereotypes, recognize how stereotypes might affect them and develop skills to describe themselves without using labels or stereotypes.

Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>• Stereotypes can include negative, but also positive, characteristics.</li> <li>• Stereotypes can be accurate or inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice overcoming stereotypes</li> <li>• Set goals for creating a school and family culture that dismantles stereotypes</li> </ul>

**Time:**

One class period

**Materials and Preparation**

- Board/Whiteboard
- Word wall definitions posted visibly in classroom
- Copies of edited and paraphrased version of “X: A Fabulous Child’s Story” by Louis Gould to distribute to class: <http://coe.k-state.edu/about/download/profdev/X%20story.pdf>
- Copies of “Story of X” Worksheet

**Resources and Web Links**

[http://www.safeandrespectful.org/teachers/gender\\_home.html](http://www.safeandrespectful.org/teachers/gender_home.html) - includes definitions and links on gender stereotyping for teacher education

[www.TeachingTolerance.org](http://www.TeachingTolerance.org)- Teaching Tolerance is a project of the Southern Poverty Law Center. The website contains classroom resources and professional support.

## Teaching Steps

Activating strategy:

1. Write “stereotypes” on the board.
  - Read aloud the following definition: “Stereotypes are labels or categories, to describe a group of people based on some characteristic.”
  - In collaborative pairs, ask students to discuss this definition of stereotypes.
2. **Labels Exercise** - Instruct students to work individually and brainstorm a list of labels that either they apply to themselves or that others have applied to them (ex. student, loner, athlete, gamer, drama queen).
  - Ask them to try to come up with at least 10 labels.
  - Then, ask students to think about whether these labels are positive or negative. Have students to put a plus sign (+) for positive, a minus sign (-) for negative, or a question mark “?” for unsure next to each label.
3. Point out additional vocabulary words on posted word wall around the topic of gender (biological sex, gender, gender expectations, and gender identity).
  - Introduce to students the definition of “social construct”
    - i. Ask students to reflect on this definition, what it means to them, and ask if they can think of any examples of something that is socially constructed.
4. **Story Discussion**- Read the paraphrased version of the story “X: A Fabulous Child’s Story” by Louis Gould

*TEACHER’S NOTE: Optional activities can include reading the story as a class; having the teacher as narrator, or assigning “cast roles” to students.*

  - In collaborative pairs, have students write answers to the “Story of X” Worksheet.
  - Ask student volunteers to share their answers.
5. **Teacher-led discussion**- Ask students how stereotypes are formed and reinforced.
  - Provide students with current examples and lead reflection on how this perpetuates stereotypes about women, men, etc.

*TEACHER’S NOTE: Prompt students to discuss the limitations that even positive or “neutral” stereotypes can impose (i.e. rigid expectations can leave people feeling “boxed” in, such as boys who feel like they might have to act like they enjoy watching football even if they don’t.)*
  - Additional discussion content on the social construction of stereotypes is offered in the “Teacher’s Notes”



6. **Label-Free Exercise**-In collaborative pairs, have students individually list five attributes or characteristics describing themselves and then share with their partner. They are not to use any of the labels that they had previously listed as part of the “Labels” exercise.
  - As a class, ask students to imagine a world without limiting stereotypes and reflect individually and quietly on the feelings they had in preparing their descriptions.
  - Challenge students to get to know people before applying any labels or stereotypes.
7. **Exit Ticket** (see below)
8. **Poster Project**
  - Remind students of final poster project requirements and due date
  - Time permitting, allow students time to work on their problem-solution statements

#### Assessment for Lesson

Exit Ticket: Have students answer the following question: If our school was working on an ‘Official Instruction Manual’ that included instructions on how to treat or interact with people beyond a “label,” what 3 things would you include in this manual? You may write your instructions for teachers, students, or parents.

#### Teacher’s Notes

Key considerations about stereotypes:

- Categorizing things or people is human inclination, as people tend to sort themselves into groups and, therefore, might share similarities with other people in the group. These similarities may be reflected in a stereotype of the group. However, every stereotype is inaccurate when it is viewed as applying to every group member.
  - (Ex.) Amazon.com-“People who buy this book/movie might also like this...” Occasionally, you might see some similarities but it doesn’t mean you’d want to buy everything they ever recommended just based on what they think they know about you from prior purchases.
- Other stereotypes to consider and discuss include those around race, ethnicity, class, intellect, sexual orientation, ability, religion, and age.
- People can get information about stereotypes first hand or second hand. First-hand information is the best source, but caution students to be aware of where they’re getting information from.

Additional group or pair discussion questions:

- What other types of labels do we put on people besides gender stereotypes?
- How can stereotypes affect people's lives?
- Can you think of any events in history that were influenced by stereotypes and biases? Do you think certain groups are more subject to stereotyping than others? If so, why?
- Why might stereotypes make it easier to put down or ignore someone you really don't know?
- How can we challenge ourselves to think differently?

### **\*Social Construction Discussion\***

Ask students if they can determine the root of all stereotypes. Can they identify different ways in which society upholds these stereotypes (i.e. jokes, tv shows, ads, etc.)? Remind students of the definition of "social construction" and ask them how they can start breaking down the social construction of stereotypes.

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### **\*\*Teachers can send healthy gender messages to their students\*\***

Here are some suggestions to help get started:

- Make your classroom gender neutral. Have pictures of both girls and boys doing non-stereotypical activities.
- Have open discussion on gender stereotypes and work them into whatever subject you teach.
- Encourage boys and girls equally to succeed. Show them that gender will not dictate who they become.
- Encourage both girls and boys to explore what makes them happy whether that is sports, music, science or video games.
- Refrain from promoting unhealthy gender messages in and out of the classroom.
- Examine your personal gender choices. Do you put all the girls in a group? Are boys given different projects than girls? Do you call on more girls than boys?
- Use language that is not gender restricted. Talk about professions in a non-gendered way. For example, use the term police officers instead of policemen and flight attendant instead of stewardess.

## **X: A Fabulous Child's Story**

By Louis Gould

(edited and paraphrased by Linda Thurston)

[Taken from: <http://coe.k-state.edu/about/download/profdev/X%20story.pdf>]

Once upon a time, a baby named X was born. This baby was named X so that nobody could tell whether it was a boy or a girl.

Long before Baby X was born, all the smartest scientist in the world worked out the details of the Official Instruction Manual for Baby X's parents and, most important of all, to find the right set of parents to bring up Baby X. These parents had to be selected very carefully. But, finally, the scientists found the Joneses, who really wanted to raise an X more than any other kind of baby---no matter how much trouble it would be. Ms. and Mr. Jones had to promise they would take equal turns caring for X, and feeding it, and singing it lullabies.

The day the Joneses brought their baby home, lots of friends and relatives came over to see it. So the first thing they asked was what kind of a baby X was. When the Joneses smiled and said, "It's an X!" nobody knew what to say. They couldn't say, "Look at her cute little dimples!" And they couldn't say, "Look at his husky little biceps!" They didn't know how to play with the baby or what to say to it.

Ms. And Mr. Jones had to be Xtra careful about how they played with little X. They knew that if they kept bouncing it up in the air and saying how *strong* and *active* it was, they'd be treating it more like a boy than an X. But if all they did was cuddle it and kiss it and tell it how *sweet* and *dainty* it was, they'd be treating it more like a girl than an X. The Official Instruction Manual said "plenty of bouncing and plenty of cuddling, *both*. X ought to be strong and sweet and active.

On his first shopping trip, Mr. Jones told the store clerk, "I need some clothes and toys for my new baby." The clerk smiled and said, "Well, now, is it a boy or a girl?" "It's an X," Mr. Jones said, smiling back. But the clerk couldn't help. Everything in the store was in sections marked "Boys" or "Girls." There were "Boys' Pajamas" and "Girls' Underwear" and "Boys' Fire Engines" and "Girls' Tea Sets." Mr. Jones remembered that the Official Instruction Manual said "Buy plenty of everything!"

So they bought plenty of fluffy pink pajamas in the Girls' Department and Spiderman underwear in the Boys' Department. And they bought all kinds of toys. Tractors and trucks and a girl doll that talked in three languages and said, "I am the Pres-i-dent of Gen-er-al Mo-tors."

The *Manual* said, "Never make Baby X feel *embarrassed* or *ashamed* about what it wants to play with. And if X gets dirty climbing rocks, never say 'Nice little Xes don't get dirty climbing rocks.'" "Likewise, it said, "if X

falls down and cries, never say 'Brave little Xes don't cry.' Because of course, nice little Xes *do* get dirty, and brave little Xes *do* cry."

Then it was time for X to start school. The Joneses were really worried about this, because school was even more full of rules for boys and girls, and there were no rules for Xes. The teacher would tell boys to form one line, and girls to form another line. There would be boys' games and girls' games, and boys' secrets and girls' secrets. The school library would have a list of recommended books for girls, and a different list of recommended books for boys. There would even be a bathroom marked BOYS and another one marked GIRLS. Pretty soon boys and girls would hardly talk to each other. What would happen to poor little X?

The scientists had to make sure that X's mother had taught X how to throw and catch a ball properly, and that X's father had seen sure to teach X what to serve at a doll's tea party.

Finally, X was ready. The Joneses helped X button on a nice new pair of red-and-white checked overalls, and sharpened six pencils for X's nice new pencilbox, and its nice new bookbag.

The Joneses had asked X's teacher if the class could line up alphabetically, instead of forming separate lines for boys and girls. And they had asked if X could use the principal's bathroom, because it wasn't marked anything except BATHROOM. X's teacher promised to take care of all those problems. But nobody could help X with the biggest problem of all—Other Children.

They couldn't tell what X was by its clothes or haircut. And it was very hard to tell by the games X liked to play. Either X played ball very well for a girl or played house very well for a boy.

Some of the children tried to find out by asking X tricky questions. Like its favorite book, which was *Lassie*. When X said that its favorite toy was a doll, everyone decided that X must be a girl. But then X said that the doll was really a robot, and that X had computerized it, and that it was programmed to bake fudge brownies and then clean up the kitchen. After X told them that, the other children gave up guessing what X was. All they knew was they'd sure like to see X's doll.

There was a seven-letter-word spelling bee in class that day. And a seven-lap boys' relay race in the gym. And a seven-layer-cake baking contest in the girls' kitchen corner. X won the spelling bee. X also won the relay race. And X almost won the baking contest, except it forgot to light the oven.

The Other Children noticed something else, too. X seemed to have fun being good at boys' skills *and* girls' skills. "Maybe X is having twice as much fun as we are!", they said.

From then on, some really funny things began to happen. Susie, who sat next to X in class, suddenly refused to wear pink dresses to school anymore. She insisted on wearing read-and-white checked overalls—just

like X's. Overalls, she told her parents, were much better for climbing monkey bars.

Susie's parents were horrified by her behavior. But the worst came when the twins, Joe and Peggy, decided to share everything with each other. Peggy used Joe's hockey skates, and his microscope, and took half his newspaper route. Joe used Peggy's needlepoint kit, and her cookbooks, and took two of her three baby-sitting jobs.

Their parents weren't one bit pleased with Peggy's wonderful biology experiments, or with Joe's terrific needlepoint pillows. In fact, they were furious. It's all that little X's fault, they agreed. Just because X doesn't know what it is, or what it's supposed to be, it wants to get everybody else mixed up, too!

But the other children wanted to have twice the fun like X. So they were mixed up and happy and free, and refused to go back to the way they'd been before X.

Finally, the parents decided to call an emergency meeting of the school's Parents' Association, to discuss "The X Problem." They demanded immediate action. The Joneses, they said, should be *forced* to tell whether X was a boy or a girl. And then X should be *forced* to behave like whichever it was.

The principal was very upset. Disruptive influence? Mixed-up misfit? But X was an Xcellent student. All the teachers said it was a delight to have X in their class. X was a very good student. X had won first prize in the talent show, and second prize in the art show, and honorable mention in the science fair, and six athletic events on field day.

Nevertheless, insisted the Parents' Association, X was the Biggest Problem Child they had ever seen!

So the principal reluctantly notified X's parents that numerous complaints about X's behavior had come to the school's attention. And that an Xamination by the school psychologist was requested. Then the school would decide what to do about X.

All through the examination, you could hear the psychologist's low voice, asking hundreds of questions, and X's higher voice, answering hundreds of answers.

At last, the door opened.

Wiping his eyes and clearing his throat, the psychologist began: "In my opinion," he said, "in my opinion, young X here is just about the least mixed-up child I've ever Xamined!"

The Parents' Committee was angry and bewildered. Didn't X have an *identity* problem? Wasn't X mixed up at *all*? Wasn't X *any* kind of misfit? How could it *not* be, when it didn't even *know* to act like either a boy or a girl?

The psychologist whispered to X's parents. "If I ever have an X of my own," he whispered, "I sure hope you'll lend me your instruction manual."

Later that day, all X's friends put on their red-and-white checked overalls and went over to see X. They found X in the back yard, playing with a very tiny baby that none of them had ever seen before. The baby was wearing very tiny red-and-white checked overalls.

"How do you like our new baby?" X asked the Other Children proudly.

"It's got cute dimples," said Jim.

"It's got husky biceps, too," said Susie.

"What kind of baby is it?" asked Joe and Peggy.

"Can't you tell?" said X with a big, grin. "It's a Y!"

## “Story of X” Worksheet

With a partner, write answers to the following questions on the Story of X. Be prepared to share your answers with the class.

1. What stood out for you as “different” in this story?

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2. What was hard to understand about the story? What was easy?

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3. Why do you think people treated “X” the way they did?

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4. What does this story tell you about how we stereotype others? What are some common stereotypes about gender?

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5. What might the world look like if gender stereotypes didn’t exist at all? How would that affect your life?

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## Health Education Lesson Plan

Title: Media Messages

Lesson Two

Key Learning: Media messages are marketing tools.

### 6-8 Unit Cluster Enduring Understandings

- Knowledge of essential health information impacts the adoption of healthy behaviors
- What I believe and what others believe influence my health
- There are criteria to determine the validity of health information, products, and services
- Peer mediation and negotiation are effective ways to resolve conflicts
- Predicting and analyzing outcomes impact decisions about health
- My personal goals may need adjustment because of changing abilities, priorities and outside influences (e.g. friends, family, etc.)
- The actions of our community affect my health and the health of others.

### Lesson Essential Question(s)

- Why is it important to think critically when viewing media messages?

### Delaware Health Education Standards

Health Concepts	Skills
<input type="checkbox"/> Tobacco, Alcohol & Drugs	<input checked="" type="checkbox"/> INF
<input type="checkbox"/> Injury Prevention & Safety	<input type="checkbox"/> AI
<input type="checkbox"/> Nutrition & Physical Activity	<input type="checkbox"/> IC
<input type="checkbox"/> Family Life & Sexuality	<input type="checkbox"/> DM
<input checked="" type="checkbox"/> Personal Health & Wellness	<input type="checkbox"/> GS
<input type="checkbox"/> Mental Health	<input type="checkbox"/> SM
<input type="checkbox"/> Community & Environmental Health	<input type="checkbox"/> AV

### Lesson Summary

Recognizing how media messages are constructed is essential to developing positive and healthy relationships. Students will learn how media uses stereotypes in marketing and how to critically think about the messages they are receiving when viewing media.



Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>• Impact of media messages on reinforcing stereotypes</li> <li>• How media messages are constructed</li> </ul>	<ul style="list-style-type: none"> <li>• Deconstruct different media messages</li> </ul>

Time:

One class period

Materials and Preparation

- Board/Whiteboard
- “Basic Tools of Persuasion” Definitions
- “Tools of Persuasion” worksheet
- Media Ads: Cropped and Un-cropped (See Teacher’s Notes)

Resources and Web Links

[www.genderads.com](http://www.genderads.com): features over 3,000 different ads showing how gender stereotypes are used in advertising

<http://medialiteracyproject.org>: Media Literacy Project is a nationally recognized leader in media literacy resources and education.

<http://www.medialit.org/>: offers one of the most comprehensive catalogs of videos, books, and other curricular materials related to media literacy.

<http://community.pflag.org>: offer tools for teachers and parents for creating safe schools and responding to harassment and bullying. PFlag stands for "Parents, Friends and Families of Lesbians and Gays," and they offer a host of supportive resources in addition to the safe schools resources.

<http://www.about-face.org>: About Face's mission is to equip girls and women with tools to understand and resist harmful media messages that affect self-esteem and body image

<http://www.poweredbygirl.org>: A media activism site maintained by the Girls Advisory Board of Hardy Girls Healthy Women and Women’s Gender and Sexuality Studies students at Colby College in Maine. There are ads on this site that are relevant to this lesson plan, as well as a blog and resources for more information

[www.girlzone.com/femediablog](http://www.girlzone.com/femediablog): A blog that addresses a variety of media, image, and current events. May be a good tool for additional discussion topics and further information.

## Teaching Steps

Activating strategy:

1. **Media Ads Guessing Game**- display cropped media ads on the board. Try and have each type of media persuasion represented (See Page 31).
  - Have students break into two teams. Tell students the images are from marketing ads. Have the teams make guesses about what the marketer was trying to sell. The team with the most correct guesses wins.
    - **Discussion**- Ask students which ads surprised them the most, or if any of the ads offended them. Ask students why they think these types of images are commonly used in advertisements? Do they work? Do you feel as though these types of ads affect your attitudes and beliefs?
2. Have students write down what their favorite toys were as kids. Ask some students to share, and write responses on board.
  - **Discussion**- Ask students what made them want that toy. Was it because everyone had them? Was it because it looked cool in the commercials? Which toys were usually for girls? Boys? What happened if you played with a toy meant for the opposite gender?
    - *TEACHER'S NOTE: Tell students the main goal of the media is to sell products. Media messages have a purpose and are embedded with specific points of view. Mention that the messages don't have a lot to do with what product they are selling, but what the marketer wants you to think, feel, act.*
3. Hand out "Basic Tools of Persuasion" definitions and "Tools of Persuasion" worksheet.
  - Review the "Basic Tools of Persuasion" definitions as a class, using the cropped media ads from the game as examples
  - In pairs, have students complete the "Tools of Persuasion" worksheet
    - **Discussion**- Ask students to reflect on how media messages are constructed and why. Which tools seem to be effective? Ineffective? Are different tools used for different age groups? If so, what are some examples? How do these tools of persuasion help you? How do they help the company? How can these tools of persuasion be harmful?
    - Remind students they are now more independent and thoughtful consumers.
4. **Exit Ticket** (see below)
5. **Poster Project**
  - a. Remind students of final poster project requirements and due date
  - b. Time permitting, allow students time to work on their problem-solution statements

## Assessment(s) for Lesson

Exit Ticket: "I'm smarter than a marketer!" Give students ads that are relevant to them, but show inequality, discrimination, or unhealthy relationships, and have them recreate the ads using healthy language, equality, and respect. This could either be a healthy message or pointing out how ridiculous the ad is.

## Teacher Notes

- ✓ Email [safeandrespectful@gmail.com](mailto:safeandrespectful@gmail.com) to get a free copy of already cropped media ads as well as sample deconstruction. Ads may also be found in magazines. There are some links to websites that have ads that would be good for this activity under the Resources section of this lesson.
- ✓ Alternative to activating strategy: Show students the ad in small groups or collaborative pairs, and have them come together as a class to come up with the answer. After they choose what they are selling, show them the answer and have a brief discussion about their reactions to the ad. Note to teachers: This is meant to be a quick activity to energize your students and get them engaged in the topic. The most important part is the analysis piece.

### **\*Social Construction Discussion\***

Ask students to identify WHY media uses the specific tools mentioned on their definition sheet. Is it solely the media that is responsible for the images that are placed out there? Or do our own interests and demands as consumers fuel what is "desirable" and "acceptable?"

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\*\*Media Literacy is the ability to interpret and create meaning from verbal and visual cues on the radio, television, internet, magazines and newspapers. It requires the ability to read, understand and deconstruct media images and messages. Learning to question images and messages is a critical first step to becoming an active, thoughtful consumer of the media, and, consequently, an independent thinker capable of resisting and challenging unhealthy cultural norms.

The 5 key concepts of media literacy are:

1. All media messages are "constructed."
2. Each form of media has different characteristics, strengths, and a unique "language" of construction.
3. Different people experience and interpret the same media message in different ways.
4. Media messages are produced for particular purposes, including education, profit and to gain power.
5. Media messages have embedded values and points of view.

Studies show that media education is most effective when it includes:

- Both media analysis and production
- Teacher-created combinations of activities, rather than off-the-shelf curricula
- Coordinated efforts across all subject areas

Therefore, it is suggested that teachers work with other teachers in teams in the school to incorporate information on media literacy into additional subject areas. For example:

- Art students can examine the use of design elements or trickery in advertising;
- Language Arts students can write letters to manufacturers or specific companies explaining why messages in their advertising are disrespectful;
- Math students can analyze ratios of healthy vs. unhealthy messages in specific magazines;
- Nutrition students can examine messages around health and body image in media; and
- Social Studies students can report on trends in advertising.

Retrieved from [http://www.safeandrespectful.org/teachers/media\\_home.html](http://www.safeandrespectful.org/teachers/media_home.html)

## Basic Tools of Persuasion

The following are some strategies the media uses to persuade us to want what is being advertised:

**Association:** tries to link a product, service, or idea with something already liked or desired by the target audience. The media message doesn't make explicit claims that you'll get these things; the association is implied.

**Bandwagon:** show lots of people using the product, implying that "everyone is doing it". No one likes to be left out or left behind, and these ads urge us to "jump on the bandwagon."

**Beautiful people:** using good-looking models (who may also be celebrities) to attract our attention. This technique is extremely common in ads, and implies that we'll look like the models if we use their product.

**Fear:** This is the opposite of the Association technique. It uses something disliked or feared by the intended audience (like bad breath, failure, high taxes or terrorism) to promote a "solution." The media often tries to make us afraid that if we don't do or buy something, something bad could happen to us, our families and friends, or our country.

**Humor:** When we laugh, we feel good. Advertisers make us laugh and then show us their product or logo because they're trying to connect that good feeling to their product.

**Fun:** in these ads everyone is happy, smiling and laughing. There are often images of people doing fun things and having a good time, which implies that if we use the product we too can be happy and have a good time.

**Sexy:** the emphasis in these ads is on physical attributes of models, usually female; may wear revealing clothing and be shown flirting through attitude or body language.

**Wealth:** the ad uses expensive and elegant places and things such as big houses, new cars, jewelry, designer clothing, etc. to persuade.

**Repetition:** Advertisers use repetition in two ways: Within an ad, words, sounds or images may be repeated to reinforce the main point. And the message itself (a TV commercial, a billboard, a website banner ad) may be displayed many times. Even unpleasant ads and political slogans work if they are repeated enough to pound their message into our minds.

Information adapted from the Center for Media Literacy [www.medialit.org](http://www.medialit.org) and the New Mexico Media Literacy Project [www.nmmlp.org](http://www.nmmlp.org)

## Tools of Persuasion Worksheet

Based on the description of the ad, write which tool(s) of persuasion these companies are using to promote their product. More than one tool may be used in some ads.

- 1.) A Diet Soda company has an ad that shows women on a beach in bikinis playing volleyball. During a break from the game, the girls go to a cooler and grab a bunch of the diet sodas. Males come up to the cooler and the viewers see the girls laughing and handing the men the diet soda.
- \_\_\_\_\_

- 2.) A Security Alarm company shows a woman at home with her child in a big house. As she is putting the child to sleep, she hears a crashing noise that comes from downstairs. She looks frightened, and the child starts crying. An alarm sounds and the viewer sees the burglar leaving the house. The woman looks relieved when the phone rings and it is the security company.
- \_\_\_\_\_

- 3.) As you are driving down the highway with your parents and you see numerous billboards for a person running for office. Each sign has the slogan "Are you tired of the debt? So Am I. Vote for me". \_\_\_\_\_

- 4.) A TV commercial shows a bunch of strong, muscular, young men playing video games. There are numerous controllers so many people can join in. There are other men attempting to play the game too. \_\_\_\_\_

- 5.) A body spray company has a commercial where an average looking man is alone on an island and sprays body spray on himself. Within seconds, hundreds of skinny blonde women wearing bikinis come out of nowhere and start running towards the man, suddenly attracted to him because he smells so good.
- \_\_\_\_\_

## Health Education Lesson Plan

Title: Boundary Setting

Lesson 3

Key Learning: Boundaries are key to healthy relationships.

### 6-8 Unit Cluster Enduring Understandings

- Knowledge of essential health information impacts the adoption of healthy behaviors
- What I believe and what others believe influence my health
- There are criteria to determine the validity of health information, products, and services
- Peer mediation and negotiation are effective ways to resolve conflicts
- Predicting and analyzing outcomes impact decisions about health
- My personal goals may need adjustment because of changing abilities, priorities and outside influences (e.g. friends, family, etc.)
- The actions of our community affect my health and the health of others

### Lesson Essential Question(s)

- How does understanding oneself help us set and maintain our personal boundaries?

### Delaware Health Education Standards

Health Concepts	Skills
<input type="checkbox"/> Tobacco, Alcohol & Drugs	<input type="checkbox"/> INF
<input type="checkbox"/> Injury Prevention & Safety	<input type="checkbox"/> AI
<input type="checkbox"/> Nutrition & Physical Activity	<input checked="" type="checkbox"/> IC
<input type="checkbox"/> Family Life & Sexuality	<input checked="" type="checkbox"/> DM
<input checked="" type="checkbox"/> Personal Health & Wellness	<input type="checkbox"/> GS
<input type="checkbox"/> Mental Health	<input type="checkbox"/> SM
<input type="checkbox"/> Community & Environmental Health	<input type="checkbox"/> AV

### Lesson Summary

Setting personal boundaries in any relationships is essential to the positive health of a relationship. Students will define boundaries for themselves and discover how their boundaries are different from other students', as well as situational.

Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>• There are different types of boundaries</li> <li>• Boundaries can change</li> </ul>	<ul style="list-style-type: none"> <li>• Identify personal boundaries.</li> </ul>

Time:

One class period

#### Materials and Preparation

- Board/Whiteboard
- “Different Boundaries with Different People” worksheet for each student
- Copies of “Putting it into Practice” worksheet (time permitting)

#### Resources and Web Links

<http://www.tolerance.org/activity/social-boundaries-activity-map-it-out> - Teachers and students draw maps showing where they think social divisions exist at school and compare views of the community as a whole. This is a great activity and there are several other activities that deal with Healthy Relationships on the tolerance.org website.

<http://www.safeandrespectful.org> - A website useful for additional lessons about healthy relationships, PSAs done locally to promote healthy relationships, and a student self-assessment that can be done on-line. You will also find information about upcoming related conferences and trainings for Delaware educators under our News and Events section on the website.



## Teaching Steps

### Activating Strategy:

1. Write the words “boundaries” on the board
  - **Discussion:** Talk about what boundaries are, and discuss the different types of boundaries (mental/emotional, physical, cyber). Tell students that boundaries are a lot like “personal space”
2. In pairs, students will write their own definitions for the different types of boundaries
  - The papers will be passed to the front of the classroom and redistributed so that each pair of students has a different paper
3. Make a chart on the board with the headings: “Mental/emotional Boundaries,” “Physical Boundaries,” and “Cyber Boundaries”
  - Ask each pair to read aloud the definitions on their papers
  - As the definitions are read, make a list on the board of descriptors of the various types of boundaries including emotional and social behavior, and note the importance of honesty and dignity in a relationship.
  - **Discussion:** Ask the students to consider which types of boundaries are the easiest to understand and why
4. Introduce student handout “Different Boundaries with Different People” worksheet
  - Give students time to complete the worksheet on their own
  - **Discussion:** How did you decide how to place people on the circle? Is there room for movement between the circles (i.e. is it possible for your boundaries with someone to change?)
    - Are boundaries different if they are from texting, facebook, etc. than if they are in person?
  - Could you see yourself moving someone in circle 1 to circle 3 – what would have to happen to move that person to a different circle?
5. **Discussion:** Read to students the common “myths” surrounding boundaries (see *Teacher Notes*), and follow up with the social construction discussion.
6. Time permitting: See “Putting it into Practice” worksheet
  - Have students work in pairs or small groups to solve the scenario. Assign each group one scenario and have them share with the class. Students can also make up their own scenario to share with the class (please use discretion).
  - Have the students fill out the chart based on the scenario.

7. **Exit Ticket** (see below)

8. **Poster Project**

- Remind students of final poster project requirements and due date
- Time permitting, allow students time to work on their problem-solution statements

Assessment(s) for Lesson

Exit ticket: All students will write for five minutes about the following -

- Boundaries
- How they will communicate their boundaries to others.
- How they feel when their boundaries are respected and/or not respected.

Teacher Notes

Some examples of physical boundaries and mental/emotional boundaries are found below:

Physical Boundaries

Physical closeness  
Touching  
Sexual behavior  
Eye contact  
Privacy - mail, email, diary, doors, nudity,  
bathroom, bedroom, telephone, cell phone,  
privacy spaces, etc  
Clothes  
Gifts  
Time and energy

Mental/Emotional Boundaries

Beliefs  
Thoughts and ideas  
Feelings  
Decisions  
Choices  
Needs  
Interests  
Responsibilities  
Confidences and Secrets  
Personal experiences  
Roles, Rules

## Common Boundary Myths

Discuss with students some common myths regarding boundaries:

1. If I set boundaries, I am being selfish.
  - a. FACT: setting boundaries for yourself will help you take care of yourself. You cannot take care of others until you first take care of yourself, therefore boundaries are not selfish.
2. Boundaries are a sign of disobedience.
  - a. FACT: people who set boundaries for themselves are only trying to protect themselves, not act disobedient
3. If I begin setting boundaries, I will be hurt by others.
  - a. FACT: when you set a boundary, others may attack or withdrawal; but we cannot (and have no right to) control their actions or reactions. Your responsibility must first be to yourself.
4. If I set boundaries, I will hurt others.
  - a. FACT: Boundaries are not *offensive* tools, they are *defensive*. They do no harm, and are only meant to protect their owner.
5. Boundaries mean that I am angry.
  - a. FACT: Anger means that something is wrong or upsetting. Boundaries decrease anger by helping us solve problems and move forward.
6. **\*\*Boundaries are permanent. \*\***
  - a. FACT: You own your own boundaries, and you can change them at any time.

Adapted from:  
*Boundaries: When to say YES,  
when to say NO, to take control of your life*  
By: Henry Cloud & John Townsend

### **\*Social Construction Discussion\***

Ask students where these common myths come from. Ask specifically about myth #6 and why they think society tells people that they cannot change their boundaries.

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Some students may disclose personal stories that may need to be reported to the appropriate authorities. Follow your school policy regarding reporting abuse.

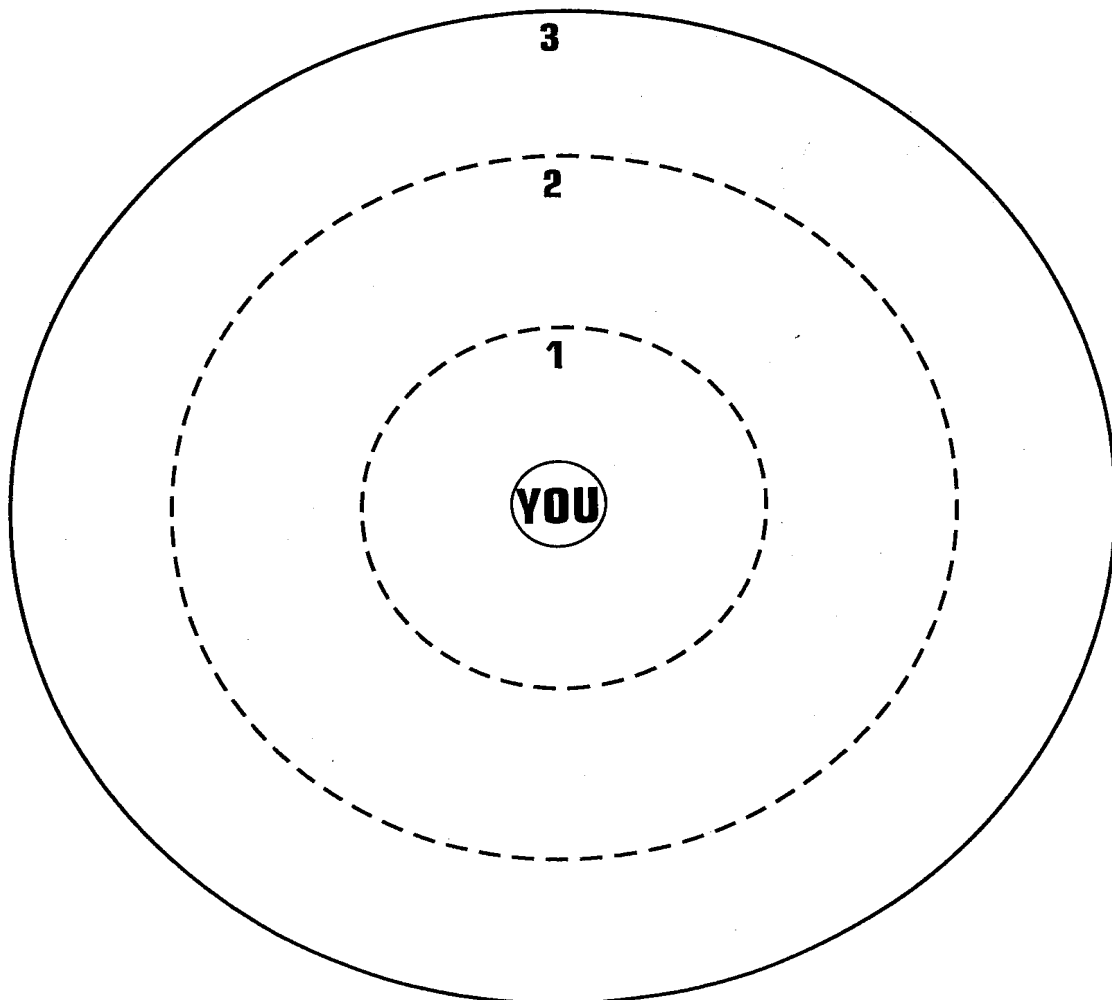
## DIFFERENT BOUNDARIES WITH DIFFERENT RELATIONSHIPS

Before starting this exercise, what do you notice about the circle?

Notice how the **YOU** in the middle has a solid line around it. This is to represent that **YOU** can have strong boundaries.

Notice the other circles that don't have solid lines. This is to represent the way that boundaries change throughout our lives.

1. For each circle, use names, initials, or symbols to represent the people described for you
  2. While doing this exercise, think of all the different types of boundaries including "cyber" boundaries
- Circle 1: people who are closest to you, for whom you open your boundaries.
  - Circle 2: people who you have good relationships with but are not as close as the people in the inner circle.
  - Circle 3: people who you have relationships with that are not very personal.
  - Outside Circle 3: is a solid line- where your boundaries are very strong: people with whom you have to protect yourself from, you don't trust them.



## Putting it into practice – Boundaries

For each scenario, have students fill out chart below.

### Key Chart:

Item	Definition
Options	What options do you have to solve the scenario?
Consequences	What may happen if you choose each option? Can be a good or bad consequence.
Support	Why do you think this consequence would happen?
Decision	What is your final decision and why?

Options	Consequence (s)	Support	Decision

## Putting it into practice – Boundary Scenarios

### **Scenario 1**

You are standing in a line at school. Someone you don't know comes up to you and says, "Hey, I heard that you kissed somebody." You do not know this person and you wonder how they got this information because the only person you told was your best friend. How would you handle this with your best friend and the person who just approached you?

### **Scenario 2**

You keep getting texts from one of your friends at all hours of the day and even late into the night. You like this friend and enjoy spending time with her but she is starting to get on your nerves. What are your options for solving this?

### **Scenario 3**

One of your teachers always seems to get into your personal space by walking by and patting you on the back or talking really close to you. How would handle this?

### **Scenario 4**

You are dating a person who expects you to spend all of your free time with him/her. You have other friends and activities but you really like this person. The relationship didn't start out this way but has become almost suffocating. You don't want to hurt his/her feelings. What can you do?

## Health Education Lesson Plan

Title: Respect and Healthy Relationships

Lesson Four

Key Learning: Respect is the foundation for healthy relationships.

### 6-8 Unit Cluster Enduring Understandings

- Knowledge of essential health information impacts the adoption of healthy behaviors
- What I believe and what others believe influence my health
- There are criteria to determine the validity of health information, products, and services
- Peer mediation and negotiation are effective ways to resolve conflicts
- Predicting and analyzing outcomes impact decisions about health
- My personal goals may need adjustment because of changing abilities, priorities and outside influences (e.g. friends, family, etc.)
- The actions of our community affect my health and the health of others

### Lesson Essential Question(s)

- How does respect affect relationships and influence the health of our community?

### Delaware Health Education Standards

Health Concepts	Skills
<input type="checkbox"/> Tobacco, Alcohol & Drugs	<input type="checkbox"/> INF
<input type="checkbox"/> Injury Prevention & Safety	<input type="checkbox"/> AI
<input type="checkbox"/> Nutrition & Physical Activity	<input checked="" type="checkbox"/> IC
<input type="checkbox"/> Family Life & Sexuality	<input type="checkbox"/> DM
<input checked="" type="checkbox"/> Personal Health & Wellness	<input type="checkbox"/> GS
<input type="checkbox"/> Mental Health	<input checked="" type="checkbox"/> SM
<input type="checkbox"/> Community & Environmental Health	<input type="checkbox"/> AV

### Lesson Summary

Students will explore concepts related to respect and disrespect. Students will also recognize that showing and feeling respect can lead to healthy relationships and healthy schools and communities.

Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>• What is self-respect and respect for others</li> <li>• The relationship between disrespect and power and control</li> </ul>	<ul style="list-style-type: none"> <li>• Make the connection between respect and healthy relationships and healthy schools and communities</li> <li>• Choose respectful over disrespectful behaviors</li> </ul>

Time:

One class period

#### Materials and Preparation

- Board/White board
- Tape (or something to draw line on the floor)
- 8-15 physical characteristic statements (see *Teachers Notes* for examples/instructions)

#### Resources and Web Links

<http://groundspark.org> – The “Respect for All” project by GroundSpark, facilitates the development of inclusive, biased-free schools and communities by providing media resources, support and training to youth, educators and service providers.

[www.knowyourpeace.org](http://www.knowyourpeace.org) – The Know Your Peace website is part of the Florida Sunrise Primary Prevention Education and Awareness Initiative to create social change by promoting healthy relationships and gender equality. It provides information and resources for youth, educators and other caring adults related to P.A.R.K. (peace, acceptance, respect, knowledge).

[www.stopbullying.gov](http://www.stopbullying.gov) – This website provides information from various government agencies on how kids, teens, young adults, parents, educators and the community can prevent or stop bullying.

[www.thinkb4youspeak.com](http://www.thinkb4youspeak.com) – The “Think Before You Speak” campaign aims to raise awareness about the prevalence and consequences of anti-LGBT bias and behavior in America’s schools.

[www.teachingtolerance.org](http://www.teachingtolerance.org) – Teaching Tolerance is a project of the Southern Poverty Law Center. The website contains information, professional development resources, classroom activities, teaching kits and publications topics and subjects related to teaching tolerance, respect and diversity.



Activating strategy:

1. **“Stepping Forward” Activity**

- \*\*Prior to class, place line in the middle of the classroom floor using tape or other material
- Tell the students they are going to play a game and ask them to stand side-by-side on the line
- Tell the students that you will read a variety of statements and that each statement describes a random characteristic
- Explain to the students that if they have the characteristic described, to step forward; and if they do not, to take a step backward
- The student who takes the most steps forward is the winner
- Continue the game until you are out of statements
- **Discussion:**
  - Ask students how they felt about the activity. What did they think about the characteristics that were called? Did they feel the game was fair to all the students?
  - For students who made it to the front: How did they feel taking steps forward? Why do they think they got the farthest?
  - For students in the back: How did they feel taking steps backwards? Why do they think they weren't in the front?

2. **Relating** the activity to respect and bullying in real life

- In our daily lives, do we find that some people are treated better than others (i.e. at the front)?
- What are some of the real reasons people “make it to the front” or are “left behind?”
- Who decides who is allowed to be in the front and who is not? What are some actions we use to put people “in the front” or “in the back?”
  - See *Teacher's Notes* for added discussion on the social construction of respect and bullying
- Do you feel you have any control over who's in the front and who's in the back? How can you change your actions to make sure everyone is in the front (or equal)?

3. Write “respect” and “disrespect” on the board
  - In a large group, discuss the following definition of “respect”:
    - **RESPECT** means to treat others how you wish to be treated. To show consideration for another person’s feelings and interests, demonstrating that you value other points of view. To accept people as they are without trying to change them.
    - \*Not to be confused with fear\*
  - In small groups, ask students to discuss this definition of respect in relation to the “Stepping Forward” activity.
    - Then, direct each group to brainstorm examples of actions or behaviors that demonstrate this definition of respect.
    - After each group has had time to discuss, ask groups to share their brainstorming examples. List examples on the board.
  - Introduce Healthy Vs. Unhealthy Relationships.
    - **Discussion:**
      - i. In healthy relationships – (friendships, families, classmates, romantic/dating partners) there is respect, honesty and trust between both people.
      - ii. Although they may disagree or argue occasionally, they should be able to talk things out and solve problems.
      - iii. Each person should have equal power in the relationship.
4. **Exit Ticket** (see below)
5. **Poster Project**
  - Remind students of final poster project requirements and due date
  - Time permitting, allow students time to work on their problem-solution statements

Assessment(s) for Lesson
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Exit Ticket: Students will write a letter of advice to a kindergarten student. Tell the students that the kindergartener will open the letter when he or she reaches the age they are now. Ask them to tell that kindergarten student about the way kids in your school treat each other at this age and how you hope he/she will treat people.

## **Teacher Notes**

### “Stepping Forward” Activity (examples and instructions)

- Some good examples to use for this activity may include:
  - Birthdays (pick a few random months to step forward, and all others step back)
  - Shoes w/ laces v. shoes w/o laces
  - Red shirts v. all other colored shirts
  - Long hair v. short hair
  - Jeans v. no jeans
- These examples can be used or edited. However, we do ask that you keep in mind the object of the game is to frustrate the students, not offend them. Please try to avoid using examples that involve race, economic status, sexual orientation, etc. If you have any questions, feel free to contact the DELTA Coordinator at: 302-762-8989 or at [safeandrespectful@gmail.com](mailto:safeandrespectful@gmail.com). Good luck!

### **\*Social Construction Discussion\***

Ask students to again reflect on the definition of “social construction:”

An idea or concept that people have “built” (or constructed),  
organizing their thoughts and actions around that construction

Tell students that all of the “criteria” for respecting or disrespecting people was at some point “constructed” by other people. Ask students if they can determine the source or reasoning behind this construction and if these answers make any sense. Then ask students what it would take to break down the social constructions and “reconstruct” them in a more positive manner.

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By promoting a respectful school community climate students are guided toward a path of social justice. There are many harmful messages in society today about “respect” confusing it with fear, intimidation, or unyielding power. The real meaning of respect has nothing to do with exerting power and control. It is important to teach that respect is about celebrating differences, acknowledging other peoples’ perspectives, believing in the value of one’s self and other people and treating other people with dignity.

Promoting respect in reference to school climate and bullying is an important concept for this lesson. Underlying root causes related to bullying such as: homophobia, racism, sexism and other forms of oppression have clear connections to bullying and harassment.

Ways respect can be promoted in the classroom can be found at:

[www.safeandrespectful.org](http://www.safeandrespectful.org).

Prepare for the possibility of disclosure of abuse during the bullying power and control discussion. Follow the reporting protocol at the school and seek assistance of administration, if needed, on how to support a student who discloses private information that must be reported.

## Health Education Lesson Plan

Title: Being a Courageous Bystander  
Five

Lesson

Key learning: Being a courageous bystander can make a difference.

### 6-8 Unit Cluster Enduring Understandings

- Knowledge of essential health information impacts the adoption of healthy behaviors
- What I believe and what others believe influence my health
- There are criteria to determine the validity of health information, products, and services
- Peer mediation and negotiation are effective ways to resolve conflicts
- Predicting and analyzing outcomes impact decisions about health
- My personal goals may need adjustment because of changing abilities, priorities and outside influences (e.g. friends, family, etc.)
- The actions of our community affect my health and the health of others.

### Lesson Essential Question(s)

- How can I make a difference by being a courageous bystander?

### Delaware Health Education Standards

Health Concepts	Skills
<input type="checkbox"/> Tobacco, Alcohol & Drugs	<input type="checkbox"/> INF
<input type="checkbox"/> Injury Prevention & Safety	<input type="checkbox"/> AI
<input type="checkbox"/> Nutrition & Physical Activity	<input type="checkbox"/> IC
<input type="checkbox"/> Family Life & Sexuality	<input type="checkbox"/> DM
<input checked="" type="checkbox"/> Personal Health & Wellness	<input checked="" type="checkbox"/> GS
<input type="checkbox"/> Mental Health	<input type="checkbox"/> SM
<input type="checkbox"/> Community & Environmental Health	<input checked="" type="checkbox"/> AV

### Lesson Summary

Students will explore the concept of “courageous bystander” and consider how they could assume that role safely in order to improve their own school/community.

Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>• A courageous bystander can make a difference.</li> <li>• Ways to act as a courageous bystander</li> </ul>	<ul style="list-style-type: none"> <li>• Advocate for attitudes, beliefs, and behaviors that promote respect and equality</li> </ul>

Time:

One class period

#### Materials and Preparation

- Board/White board
- Copies of “Courageous Bystander Scenarios” worksheets
- Copies of “How Can I Be Part of the Solution?” worksheets

#### Resources and Web Links

[www.tolerance.org](http://www.tolerance.org) Tolerance.org is an online tool for people interested in dismantling bigotry and creating, in hate's stead, communities that value diversity. It includes information on how to transform yourself, your home, your school, your workplace, or your community.

[www.nonamecallingweek.org](http://www.nonamecallingweek.org) – No Name-Calling Week is an annual week of educational activities aimed at ending name-calling of all kinds and providing schools with the tools and inspiration to launch an ongoing dialogue about ways to eliminate bullying in their communities.

[www.groundspark.org/respect/index.html](http://www.groundspark.org/respect/index.html) – Groundspark's mission is to create visionary films and dynamic educational campaigns that move individuals and communities to take action for a more just world.

## Teaching Steps

Activating strategy:

1. Write “courageous bystander” on the board
  - In collaborative pairs, with number ones as assigned leader, ask students to write a definition of courageous bystander.
    - (\*Note: Remind students this does not require a student to intervene in an unsafe situation)
  - As each leader reads the definition, write the important concepts of the term on the board. See Teacher’s Notes for examples!
  - Tell students: A courageous bystander is a person who observes an unsafe situation or unacceptable behavior and finds a safe and effective way to intervene. Someone who embraces safety and respect in their own relationships, and actively encourages others to do the same.
2. Hand out the “Courageous Bystander Scenarios” worksheet
  - In pairs, have students review the scenarios and discuss how they would respond
    - \*\*Note: the idea is that students from each pair will help others come up with ways to resolve the problems. Peers are reinforcing the answers that the students may not have been comfortable asking.
3. Hand out “How Can I Be Part of the Solution?” worksheet, which provides strategies for being a courageous bystander and discuss as a large group.
  - Ask students to form a group of 4, think of times they could have been a courageous bystander and create a scenario.
    - This scenario will describe a situation when someone intervened as a courageous bystander or how the situation would have worked out differently had someone stepped in. Students should also state why they did or did not step in as a bystander.
    - Group rules:
      - Only events they have experienced may be identified.
      - Student or teacher names must not be used.
  - Select one or two groups to act out their scenario. The remaining groups may volunteer to describe the occasion. See Teacher’s Notes for examples!
    1. See *Teacher Notes* for discussion on social constructions and courageous bystanders.
4. **Exit Ticket** (see below)

**5. Poster Project**

- Remind students of final poster project requirements and due date
- Time permitting, allow students time to work on their problem-solution statements

**6. End-of-unit Survey**

- Distribute surveys out to students. Encourage them to take their time and answer all questions to the best of their ability. Remind students not to write their names anywhere on the survey, and have them return the surveys to you once they are completed.
- Please send completed surveys to the DELTA Coordinator (see pg 5).



## Assessment(s) for Lesson

- Exit Ticket: Ask students to reflect on their problem-solution statements and write a 2-3 sentence personal goal to put to use in their personal life. Goals may include: how they will change personal actions, attitudes, or behaviors; how they will encourage others to change their behaviors; ways they plan to change their school environment; etc. Students are encouraged to be creative.

## Teacher Notes

Examples of what it means to be a courageous bystander: needs to show courage by speaking out, can influence policy and practice change, empowers others to join in to stop negative behaviors, etc.

Examples of situations in which a courageous bystander could be helpful: someone was bullied, jokes in bad taste were told and made some uncomfortable, sexual innuendos were made, sexual taunts happened, girls were teased about size or shape, boys/girls were bullied about perceived gender identity or sexual orientation, etc.

### **\*Social Construction Discussion\***

Another scenario example: Ask a group of students to create a scenario in which an example of a social construction (reflect on previous lessons) is deconstructed by a courageous bystander.

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Visuals and statements for the posters are to be varied to ensure that multiple issues are covered. If necessary randomly assign lessons to the students to ensure that all lessons are represented in the posters.

The posters created can be submitted for the Solution Showcase! Please visit [http://www.safeandrespectful.org/teachers/showcase\\_home.html](http://www.safeandrespectful.org/teachers/showcase_home.html) for additional information.

## **“Courageous Bystander” Scenarios**

During morning announcements, the coach of your school’s basketball team commented on how the team “played like a bunch of girls” at last weekend’s game.

- How do you feel when you hear this?
- How can you be part of “the solution”?

You are sitting in the cafeteria at lunch when a boy walks by your table. One of your friends yells to him, “Hey, you’re hot!” He looks startled and quickly walks away.

- How do you feel when you see/hear this?
- How can you be part of “the solution”?

Lately you have noticed that your friend, Mark, embarrasses his girlfriend whenever you are around. He will make fun of her, purposely ignore her, or threaten to break up with her if he is not getting his way. She usually ends up in tears and he laughs about it.

- How do you feel when your friend acts this way?
- How can you be part of “the solution”?
- 

You and your friend are hanging out for a few hours. You notice that she keeps getting text messages from her boyfriend “to find out what she is doing.”

- How do you feel when you see this?
- How can you be part of “the solution”?

You overhear a boy in your class talking about how his mom is in the hospital and he seems upset. Another student says to him “Man up dude. That’s messed up, but don’t go crying like a girl.”

- How do you feel when your friend acts this way?
- How can you be part of “the solution”?

As the bell rings for your next class, your teacher announces that in addition to reading for homework, you must also write a one page summary. Everyone groans on their way out. You are walking with a group of friends and you hear one of your friend’s say “I hate that teacher. He is so gay.”

- How do you feel when you hear this?
- How can you be part of “the solution”?

## How Can I Be Part of the Solution?

### Sample Strategies

#### 1. "I" Statements

- Three parts:

I feel \_\_\_\_\_ (state your feelings)

when \_\_\_\_\_ (name the behavior).

I want \_\_\_\_\_ (what you want that person to do).

- ❖ Example: I feel uncomfortable when you stare at my body when we are talking. I want you to look me in the face from now on.

#### 1. Humor

- Speak up with humor. It may help cut down the tension of getting involved. If you are witty, this may fit your style. Caution: Be careful not to be so humorous that you end up mocking or making light of your own feelings or reaction.
- Example: "When you talk like that, your parents must be so proud."

#### 2. Group Intervention

- Approach the person as a group with other people (friends, teachers, parents). Think about healthy, nonviolent ways that you can let the other person know that he/she is acting disrespectfully. There is strength in numbers!
- Best used with someone who has a clear pattern of behavior so the group can use examples of how this person has behaved like this in the past.

#### 3. "Bring It Home"

- Say something so the person acting out realizes what it would be like to be in another person's shoes.
- Examples: "I hope no one ever talks about you like that." "What if someone said your girlfriend needed to be smacked around or called your Mom that name?"

#### 4. "We're Friends, Right..."

- Make your point but do so in a caring, noncritical way.
- Example: "As your friend, I've gotta tell you that your ringtone calling girls all sorts of nasty names is not so popular with the ladies. Why don't you do yourself a favor and change it up?"

#### 5. Distraction

- Say something that helps snap someone out of their "disrespectful comfort zone," like asking a person who is harassing or making fun of someone else a question to get them off-track.
- Example: "Hey—did we have homework for this class?"

## 6. Silent Stare

- In some situations, just looking at someone in a disapproving way when they are doing or saying something you do not agree with or makes you feel uncomfortable can be more powerful than words.
- Example: Think of the look you get from an adult when you are doing something wrong. You know that look!

## 7. Media Boycott

- There are many ways to use your consumer power:
  - Do not buy the product.
  - Encourage friends/family not to buy the product (i.e., send out emails with information on why the product is harmful or post similar messages on social networking sites).
  - Write a letter or send an email to the company manufacturing and/or selling the product explaining to them how they are using your business by promoting harmful messages.

## 8. Influence Authority Figures

- There are many ways to take your concerns to people in charge:
  - Within school, talk to your teachers, coaches, administrators, and/or principal about the issue and how you would like to see the school handle it.
  - Write a letter to the editor of your school or community newspaper about your feelings on the issue.
  - Volunteer to become involved in developing policies, guidelines, or laws that address the issue.
  - Poll your classmates about their feelings on this issue and organize them to take their concerns to authority figures as a group. Use your collective power to encourage action.



## ***Delaware Model Unit: Health Education***

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title:** Healthy Relationships

**Designed by:** Libby Thomas, School Health Consulting  
Jennifer Sellitto-Penzoza, Child, Inc.

**Agency:** Delaware Coalition Against Domestic Violence

**Grade Cluster:** 9–12

**Time Frame (Number of Lessons):** Five Lessons

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### **Summary of Unit**

This unit is designed for primary prevention against interpersonal violence. The unit advocates gender respect, effective communication, and advocacy. Media influence on cultural values and social norms is explored. Students will be encouraged to define knowledge, attitudes, beliefs, and behaviors that support and promote healthy relationships, and to practice setting boundaries that show respect for themselves and others. Finally, students will experience the role of the courageous bystander who attempts to advocate for a respectful environment where healthy relationships are the norm.

This unit is based on the DELTA Developing Healthy Relationships Curriculum (DHRC) of the Delaware Coalition Against Domestic Violence with consultation by Noel Duckworth.

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## Stage 1 – Desired Results

(What students will know, do, and understand)

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### Delaware Content Standards

- Include those addressed in Stage 3 and assessed in Stage 2.
- 1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed: Injury Prevention and Safety, Personal Health and Wellness, Mental Health, and Family Life and Sexuality
- 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.\*
- 3. Students will demonstrate the ability to access information, products and services to enhance health.\*
- 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- 8. Students will demonstrate the ability to advocate for personal, family and community health.

### Big Idea

- Health is Personal Power

### Unit Enduring Understanding(s)

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas (s) and/or Content Standards and that are transferable to new situations.
- Decisions and choices that we make about our behaviors directly influence our health and the health of others.
- If we understand that respect for ourselves and others is a personal responsibility, we can learn to make better decisions and choices.
- We must choose not to support abusive or disrespectful behaviors.

### Essential Questions

- What is Health?
- What prevents people from practicing healthy behavior?

### Unit Essential Question(s)

- Open-ended questions designed to guide student inquiry and learning.
- How do I recognize and practice healthy relationships?
- How do my decisions and choices influence my relationships and those of others?

## **Knowledge and Skills**

### **Students will know...**

- Respectful vs. disrespectful behaviors
- Gender stereotypes lead to discrimination
- Communication styles and types
- Behaviors based on power and based on equality
- The benefits of setting limits
- The influences of media and peer pressure on relationships
- The qualities of healthy relationships
- Clear and unclear boundaries
- Sex vs. gender
- Respect for self and others
- The relationship between disrespect and violence
- The definition of a courageous bystander
- Everyone can make a difference

### **Students will be able to...**

- Demonstrate effective message tactics and strategies
- Recognize how gender stereotypes are limiting and/or disrespectful
- Set and respect boundaries of self and others
- Choose how they will be treated and how they will treat others
- Critically analyze media messages
- Recognize a cycle of abuse
- Identify resources to help with abusive relationships
- Practice how to communicate and set boundaries for a healthy relationship
- Resist and challenge unhealthy cultural norms



## Stage 2 – Assessment Evidence

### Suggested Performance/Transfer Task(s)

You are the sophomore class president in a high school where abusive behavior has been tolerated or ignored. You know it is time to become a courageous bystander! Knowing that you will want support, you ask your fellow officers and the presidents of the other classes if they will join with you in your prevention work. Together, you decide to begin a marketing campaign that will grab the attention of all the students. You are the creator and implementer of the plan. You will identify several strategies that may be part of the solution to the blatant disrespect you see every day at school.

Suggestions for your marketing campaign might be a public service announcement for the local TV or radio station, a video for the school website, a PowerPoint presentation with voice over for the student council, bumper stickers for student and teacher vehicles, an open letter to the school board or the PTA, a petition for students to sign, a role-play for the next assembly, and a poster campaign. You are not limited to these choices. You are invited to be creative and to choose the medium for your advocacy and communication skills to be showcased and your understanding of the issues to be obvious.

There will be a gallery walk for presentations to be shared with classmates. Then the teacher is encouraged to submit the presentations to [www.safeandrespectful.org](http://www.safeandrespectful.org) (see connections to other areas).

### Rubric(s)

Points	
4	The student work shows excellent advocacy and communication skills, identifies the audience, and uses original and creative style to demonstrate understanding of at least one of the following topics: promoting respect and equality, gender stereotyping, media message deconstruction, or interpersonal abuse versus equality in a relationship.
3	The student work shows average advocacy or communication skills, identifies the audience, and uses original and creative style to demonstrate understanding of at least one of the following topics: promoting respect and equality, gender stereotyping, media message deconstruction, or interpersonal abuse versus equality in a relationship.
2	The student work shows minimal advocacy or communication skills, has an unclear target audience, and/or little original and creative style to demonstrate understanding of at least one of the following topics: promoting respect and equality, gender stereotyping, media message deconstruction, or interpersonal abuse versus equality in a relationship.
1	The student work has few indications of skill in advocacy or communication, an unclear target audience, and little creativity in demonstrating understanding of one of the following: promoting respect and equality, gender stereotyping, media message deconstruction, or interpersonal abuse versus equality in a relationship.

### **Other Evidence**

Lesson Two: Five-paragraph essay deconstructing a media message.

Lesson Three: Compare/contrast statement on abuse vs. equal power in a relationship.

### **Student Self-Assessment and Reflection**

Lesson Four: Reflection about a hurtful/disrespectful comment and the feelings evoked.

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### **POST SURVEY**

This unit also includes an end-of-unit post survey. Survey is to be completed *after* completion of Lesson 5 (can be done before or after poster project). Students are not to include their names anywhere on the survey, to keep results anonymous. After all surveys are completed, teachers are asked to mail the results to:

**CHILD, Inc**  
**Attn: DELTA Project Coordinator**  
**507 Philadelphia Pike**  
**Wilmington, DE 19809**

You may choose to return the surveys after every class, or hold them until the end of the year.

Please contact the DELTA coordinator at: **302-762-8989** with any questions or if you need assistance with postage.

**Your help the continuous improvement of our program is greatly appreciated!!**

# HEALTHY RELATIONSHIPS ~ Survey

Thank you for taking the time to complete this short survey. We are interested in what you think when it comes to healthy relationships. Please be sure to answer all of the questions in all sections. Your answers will be kept confidential. When you finish, please return the survey to your teacher.

How do you feel about the following behaviors?	Definitely Not Okay	Not Okay	Okay	Definitely Okay
1. Picking on someone as long as they are not physically hurt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Girls playing football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Calling your boyfriend/girlfriend names during an argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Your boyfriend/girlfriend wants you to spend all of your time with him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Your boyfriend/girlfriend values your opinion even when you disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Saying things like "that's so gay" or "you throw like a girl"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Someone posting/sharing embarrassing or private photos/videos of you online as long as they're just joking around	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Asking your friends to watch your boyfriend/girlfriend if you don't trust him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Your boyfriend/girlfriend pressures you to do something you don't want to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Rating a girl's looks on a scale of 1-10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Boys being cheerleaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you think about these statements?	Agree	Disagree
12. Both partners should have equal say in their relationship.	<input type="checkbox"/>	<input type="checkbox"/>
13. Standing up for what I believe is important to me even if others don't agree.	<input type="checkbox"/>	<input type="checkbox"/>
14. TV, movies, song lyrics or advertisements contain messages about how men and women are expected to act.	<input type="checkbox"/>	<input type="checkbox"/>
15. People who act aggressively deserve respect.	<input type="checkbox"/>	<input type="checkbox"/>
16. As long as I don't act violently in my relationships, I am promoting safe and respectful relationships.	<input type="checkbox"/>	<input type="checkbox"/>
17. Being a Courageous Bystander means telling on friends or other people when they do something wrong.	<input type="checkbox"/>	<input type="checkbox"/>

Please answer the following questions thinking about how you felt BEFORE this unit and how you feel AFTER this unit.	A LOT	A Little	NOT AT ALL
Before this unit, how comfortable were you with setting and communicating your personal boundaries?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After this unit, how comfortable are you with setting and communicating your personal boundaries?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before this unit how confident were you in standing up to someone who makes offensive jokes or comments?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After this unit how confident are you in standing up to someone who makes offensive jokes or comments?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before this unit, how much did you feel you could help prevent violence in your school or community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After this unit, how much do you feel you can help prevent violence in your school or community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now, we'd like to get your opinion on what you think about this unit.				
	<u>YES!</u>	<u>yes</u>	<u>no</u>	<u>NO!</u>
These topics/issues are very important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information from this class will help me with current or future relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This unit helped me understand how the way we treat others can affect our school/community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students should learn about the issues in this unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/Adults should talk about these issues with youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because of this unit, I want to do more in my school or community to change the way people act and/or treat each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now, we'd like your opinion on what you think about your school.				
	<u>Very Respectful</u>	<u>Respectful</u>	<u>Dis-respectful</u>	<u>Very Disrespectful</u>
Overall, how do you think the students treat each other at your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, how do you think the adults treat the students at your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is your school a place where students feel it's okay to be unique, different, or to be themselves? ( <i>circle your answer</i> )	ALWAYS	SOMETIMES		NEVER

Finally, please answer a few questions about yourself.					
Have you ever been taught about healthy relationships in school ( <i>not including this unit</i> )?	<b>YES</b>	<b>NO</b>	<b>NOT SURE</b>		
Have your parents or other trusted adults ever talked with you about healthy relationships or the topics in this unit?	<b>YES</b>	<b>NO</b>	<b>NOT SURE</b>		
How old are you TODAY?	_____ years				
What is your current grade?	<input type="checkbox"/> 9th	<input type="checkbox"/> 10th	<input type="checkbox"/> 11th	<input type="checkbox"/> 12th	<input type="checkbox"/> Other _____

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

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### Key Learning Events Needed to Achieve Unit Goals

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding.
- Provide ongoing opportunities for self-monitoring and self-evaluation.
- It is suggested the teacher announce the end of unit project at the start of the unit. Students should be given a copy of the assignment and rubric. Students should be reminded of the poster due date at the end of each lesson; and if time allows, be encouraged to work on their statements. Time should be allotted for student questions.

### Lesson Titles:

1. Communication and Boundaries
2. Gender Stereotyping and Media
3. Interpersonal Abuse vs. Equality
4. Respect
5. Courageous Bystander

### Instructions and PowerPoint for optional review game



Instructions\_Answers  
.doc



Optional Unit Review  
Game.ppt

## Resources and Teaching Tips

### Overall Background and Unit Resources

(more specific resources included with lessons)

American Cancer Society. (2007). *National Health Education Standards, 2<sup>nd</sup> edition*.  
Author: Athens, GA.

[www.cdc.gov/healthyyouth/HECAT/](http://www.cdc.gov/healthyyouth/HECAT/) the Health Education Curriculum Analysis Tool

### Dating Violence & Healthy Relationship Resources:

[www.safeandrespectful.org](http://www.safeandrespectful.org)

Additional lessons, local PSAs , and an online student health assessment. Information about upcoming related conferences and trainings for DE educators under "News & Events." Also good resource for students and parents.

[www.dcadv.org](http://www.dcadv.org)

Statewide domestic violence coalition of DE. Includes basic information on domestic violence, available trainings, and local resources.

[www.childinc.com](http://www.childinc.com)

Local nonprofit offering crisis hotlines, counseling, parenting classes, and a host of other resources.

[www.loveisrespect.org](http://www.loveisrespect.org)

Includes teen dating tips, resources, and 24/7 online chats.

[www.cdc.gov/violenceprevention/datingmatters.html](http://www.cdc.gov/violenceprevention/datingmatters.html)

Free interactive training for professionals working with teens to help understand the dynamics of teen dating violence, risk factors, and warning signs.

### **Word Wall for Healthy Relationships Middle School Unit**

**Biological sex** - being male or female based on reproductive parts

**Boundaries** - the emotional and physical space between people; established limits that you expect others to respect in their relationship with you

**Courageous bystander** - a person who observes an unsafe situation or unacceptable behavior situation and finds a safe and effective way to intervene. Someone who embraces safety and respect in their own relationships, and actively encourages others to do the same.

**Deconstruct** – to take something apart in order to find a deeper meaning or message

**Disrespect** - the act of putting someone down. Placing value on the differences between people and because of this, treating someone as though they are less of a person than you are

**Equality** - the idea of treating all people, regardless of age, race, gender, sexual orientation, ability, religion, class, etc. with the same value and respect

**Equal power** - In a relationship: both have a say in what occurs, both are treated equally and respectfully

**Gender** - can be masculine, feminine, or unique expression of oneself

**Gender expectations** - societal messages around how a person should act. These expectations can change culture to culture and over time.

**Gender identity**- a person's inner sense of own gender; does not necessarily match their biological sex

**"I" messages** (I think, I feel, I need) - a way to tell someone else about your needs

**Interpersonal** - between two people

**Interpersonal abuse** - when one person attempts to get or maintain control in a relationship

**Media Literacy** - the ability to read, understand, and break down media images and messages

**Relationship** - a bond or connection between two people

**Respect** - to treat others how you wish to be treated. To show consideration for another person's feelings and interests, demonstrating that you value other points of view. To accept people as they are without trying to change them. Not to be confused with fear

**Social Construct** - an idea or concept that people have "built" (or constructed), organizing their thoughts and actions around that construction

**Stereotype** - stereotypes are labels or categories that describe a group of people based on some characteristic

**Violence** - can be verbal, emotional, physical, sexual, or psychological

**“Social Construction” Disclaimer:**

The theme of “social construction” will pervade throughout the entirety of this unit. “Social construction,” being defined as: an idea or concept that people have “built” (or constructed), organizing their thoughts and actions around that construction; is the underlying logic beneath each of these lessons.

Our goal is to raise students’ awareness of the use of stereotypes, media messages, violence, and social norms- and help them to realize their harmful potential. By helping our students to “deconstruct,” in a sense, all of society’s social norms, we are thereby affecting their conscious use, participation, and promotion of these daily and oppressive tools.

The more we educate our students on the *root* of our social norms, the better a chance we stand to breaking down those demanding and unrealistic ideals.

**Teaching Tips:**

- The introduction of some of these concepts may trigger some discomfort among students who experience abusive relationships or see them at home or in the community.
- It is important that students have the opportunity to process this information. Be careful that private information is not shared in the classroom setting.
- In cases where students want to disclose information, arrange for a private conversation or refer to the counselor or school nurse. Tell students what information can and cannot be kept private and what must be reported to the proper authorities.
- Be sure to follow-up on a referral to the counselor or school nurse.

**Accommodations/Differentiation:**

- Use collaborative pairs and small groups during lessons.
- Use formative evaluation throughout to determine need for re-teaching, further explanation of key concepts or to add more sophisticated concepts.
- Students with special needs must be accommodated according to their IEPs or 504 Plans.



## Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- International Education** – the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- Universal Design for Learning** – the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21<sup>st</sup> Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL, 2007)

Students are engaged in their learning by use of the media, scenarios for practice, and written expression of their reflections and acquisition of content. They are asked to think critically about relationships, gender stereotyping, and boundary setting for healthy relationships and draw their own conclusions. Finally, students will formulate a plan to advocate as a safe and courageous bystander.

### Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate), families, and communities.

Interpersonal violence is universal and can affect all areas of society. It occurs in all socioeconomic groups, in all ethnic and religious groups, and in all races. Awareness can help those affected seek education, protection, and treatment if necessary. Families and communities can help people get the support they need. Referral to school support services (nurse, wellness center, or counselor) can facilitate the support needed for those in an abusive relationship or those who have difficulty understanding the concepts.

It is suggested that creative and accurate posters are displayed in hallways and at parent-teacher meetings as a way to promote a healthy school culture. Teachers are invited and encouraged to submit student work to be published on the Safe and Respectful website. Creative, accurate posters and other projects advocating safe and healthy relationships are welcome to the website. To enter student work for consideration, teachers may access [www.safeandrespectful.org](http://www.safeandrespectful.org) for instructions about submission of student work. Entries chosen for display on the website will need both parent and student signed permission forms (forms on the website). Schools and teachers will be recognized for outstanding submissions used on the Safe and Respectful website.

In addition to [www.safeandrespectful.org](http://www.safeandrespectful.org), teachers may contact the DELTA Coordinator at [safeandrespectful@gmail.com](mailto:safeandrespectful@gmail.com) for assistance and support. The DELTA Coordinator may assist in many ways including answering questions, co-facilitating a lesson, observing a lesson, and offering feedback, as well as sharing additional resources. The DELTA Coordinator can also assist in spreading the Healthy Relationships message throughout the school to support a healthy school climate.

Teachers may consider "Liking" the Facebook page, "Safe and Respectful Relationships for All" for more information about current events, ways to be involved in the promotion of healthy relationships, and additional teaching aids.

## TITLE IX Information for Teachers:

Content in this unit is relevant to provisions under Title IX. Title IX of the Educational Amendments of 1972 is the landmark legislation that bans sex discrimination in schools, whether it is in academics or athletics. Title IX states: "No person in the U.S. shall, on the basis of sex be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal aid." According to the U.S. Department of Education's Office for Civil Rights, "Title IX prohibits harassment of both male and female students regardless of the sex of the harasser—*i.e.*, even if the harasser and target are members of the same sex. It also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping. Thus, it can be sex discrimination if students are harassed either for exhibiting what is perceived as a stereotypical characteristic for their sex, or for failing to conform to stereotypical notions of masculinity and femininity. Title IX also prohibits sexual harassment and gender-based harassment of all students, regardless of the actual or perceived sexual orientation or gender identity of the harasser or target."

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html>

Districts must designate persons responsible for coordinating compliance with Title IX, Section 504, and Title II, including the investigation of any complaints of sexual, gender-based, or disability harassment. See 28 C.F.R. § 35.107(a); 34 C.F.R. § 104.7(a); 34 C.F.R. § 106.8(a). Teachers should be aware of the designated Title IX Administrator in their district who is responsible for handling complaints of harassment and overseeing implementation, training and compliance with Title IX.

***K-U-Ds for Healthy Relationships Unit:  
Personal Health and Wellness, Grades 9-12***

<b>Key Learning and Unit Essential Questions</b>
<p><b>Key Learning:</b> Decisions and choices that we make about our behaviors directly influence our health and the health of others.</p>
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do I recognize and practice healthy relationships?</li> <li>• How do my decisions and choices influence my relationships and those of others?</li> </ul>
<b>Standards/GLEs/PLEs Addressed in the Unit</b>
<ul style="list-style-type: none"> <li>• Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. Specific core concepts to be addressed: personal health and wellness, family life and sexuality, mental health, injury prevention and safety.</li> <li>• 1.1 Predict how healthy behaviors impact health status</li> <li>• 1.2 Analyze the interrelationship of intellectual, emotional, social, and physical health             <ul style="list-style-type: none"> <li>• Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</li> </ul> </li> <li>• 2.2 Analyze how culture supports and challenges health beliefs and practices</li> <li>• 2.3 Consider how peers influence healthy and unhealthy behaviors</li> <li>• 2.4 Evaluate the effect of media on personal and family health             <ul style="list-style-type: none"> <li>• Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks</li> </ul> </li> <li>• 4.3 Create strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others</li> <li>• 4.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others             <ul style="list-style-type: none"> <li>• Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</li> </ul> </li> <li>• 7.1 Exhibit individual responsibility for enhancing personal health</li> <li>• 7.3 Advocate for practices to avoid or reduce health risks to self and others             <ul style="list-style-type: none"> <li>• Students will demonstrate the ability to advocate for personal, family, and community health.</li> </ul> </li> <li>• 8.1 Design accurate peer and societal norms to formulate a health-enhancing message</li> <li>• 8.2 Invent ways to influence and support others in making positive health choices</li> </ul>

KNOW	UNDERSTAND	DO
<ul style="list-style-type: none"> <li>• Respectful vs. disrespectful behaviors</li> <li>• Communication styles and types</li> <li>• Gender stereotypes</li> <li>• Behaviors based on power and based on equality</li> <li>• The benefits of setting and respecting others' boundaries and limits</li> <li>• The influences of media, peer pressure on teen relationships</li> <li>• Qualities of healthy relationships</li> <li>• Clear and unclear boundaries</li> <li>• Consequences of not setting boundaries</li> <li>• Cycle of Abuse</li> <li>• Sex vs. gender</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for ourselves and others is a personal responsibility</li> <li>• The benefits of setting and respecting others boundaries</li> <li>• A cycle of abuse</li> <li>• The relationship between disrespect and violence</li> <li>• Decisions and choices that we make about our behaviors directly influence our health and the health of others</li> <li>• We must choose not to support abusive or disrespectful behaviors.</li> <li>• Everyone can make a difference</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize how gender stereotypes are limiting and/or disrespectful</li> <li>• Demonstrate effective media message deciphering tactics and strategies</li> <li>• Critically analyze media messages</li> <li>• Set and respect boundaries for self and others</li> <li>• Choose how to be treated and how to treat others</li> <li>• Identify resources to help with abusive relationships</li> <li>• Practice how to communicate and set boundaries for a healthy relationship</li> <li>• Resist and challenge unhealthy cultural norms</li> <li>• Work cooperatively when advocating for healthy individuals, families, and schools</li> <li>• Practice how</li> </ul>

		to communicate and set boundaries for a healthy relationship
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***Student Learning Map for Healthy Relationships Unit:  
Personal Health and Wellness, Grades 9-12***

<b>Key Learning and Unit Essential Questions</b>
<p><b>Key Learning:</b> Decisions and choices that we make about our behaviors directly influence our health and the health of others.</p>
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do I recognize and practice healthy relationships?</li> <li>• How do my decisions and choices influence my relationships and those of others?</li> </ul>

<p><b>Concept:</b> Communication and Boundaries</p>	<p><b>Concept:</b> Gender roles and the Media</p>	<p><b>Concept:</b> Interpersonal Abuse vs. Equality</p>	<p><b>Concept:</b> Respect</p>	<p><b>Concept:</b> Courageous Bystander</p>
<p><b>Lesson Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do we communicate effectively with each other?</li> <li>• How does a feeling of self-worth help us set and maintain our boundaries?</li> </ul>	<p><b>Lesson Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does gender stereotyping affect relationships?</li> <li>• Can I deconstruct media messages?</li> </ul>	<p><b>Lesson Essential Question:</b></p> <ul style="list-style-type: none"> <li>• How can I recognize a cycle of abuse?</li> </ul>	<p><b>Lesson Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is respect?</li> <li>• How does my respectful and disrespectful behavior influence the behavior of others towards me and other people?</li> </ul>	<p><b>Lesson Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can I make a difference by being a courageous bystander?</li> <li>• How can I be part of the solution?</li> </ul>
<p><b>Vocabulary:</b> boundaries communication communication styles</p>	<p><b>Vocabulary:</b> Gender Gender stereotype Biological sex Media literacy Objectification Desensitization Deconstruction Discrimination</p>	<p><b>Vocabulary:</b> Interpersonal abuse equality relationship equal power (relationship)</p>	<p><b>Vocabulary:</b> Respect/ disrespect power equality interpersonal abuse</p>	<p><b>Vocabulary:</b> Courageous bystander consequences personal power advocacy</p>

***Model from Learning-Focused Strategies. Thompson, M., Thompson, J. (2008)***

## **Health Education Lesson Plan – Lesson One**

**Title: Communication and Boundaries**

**Big Idea: Health is Personal Power**

### **9-12 Unit Cluster Enduring Understandings**

- Health is important and personal actions will impact self and others in many ways.
- Internal and external factors influence personal and community health
- Choosing health resources require critical evaluation and analysis
- Refusal, negotiation, and collaboration skills will enhance the health of self and others
- There are barriers that can hinder healthy decision-making
- Several factors influence the formation, achievement and evaluation of a long-term personal health plan
- People have the power to create change

### **Lesson Essential Question(s)**

- How do we communicate effectively with each other?
- How does a feeling of self-worth help us set and maintain our boundaries?

### **Delaware Health Education Standards**

#### **Health Concepts**

- Tobacco, Alcohol & Drugs
- Injury Prevention & Safety
- Nutrition & Physical Activity
- Family Life & Sexuality
- Personal Health & Wellness
- Mental Health
- Community & Environmental Health

#### **Skills**

- INF
- AI
- IC
- DM
- GS
- SM
- AV

### **Lesson Summary**

Students will examine styles and effectiveness of their interpersonal communication and will define and practice setting boundaries.

<b>Students will know...</b>	<b>Students will be able to...</b>
Styles of communicating Types of communication Clear and unclear boundaries Some people unintentionally or unintentionally cross our boundaries Communication styles help us set and maintain our boundaries	Identify which style communicates respect for self and others Make a connection between self-worth and boundaries Practice setting of boundaries

## Time

One class period.

## Materials and Preparation

- Copies of "Check Yourself!" Self-Assessment
- Worksheet [Communication \(Styles\) Situations](#) to be copied for each student
- [Practice Boundary Setting](#) to be copied for each student
- Whiteboard or newsprint
- TV/projector to play PSAs
- Computers or hard copies of quiz: Building Blocks to Healthy Relationships



## Teaching Steps

9. Introduce unit of instruction with "Building Blocks to Healthy Relationships: Check Yourself!" Self-assessment.
  - Using a Smartboard, individual computers, or hard copies, have students take a quiz called "Building Blocks to Healthy Relationships" found on [www.safeandrespectful.org](http://www.safeandrespectful.org) under "check yourself."
  - Quiz scores are personal and do not need to be shared.
  - Review the quiz with the students and tell them the concepts found throughout the quiz will be the focus of this unit titled, "Healthy Relationships."
  - Ask if anyone has ever felt uncomfortable by the way someone talked to/about them and how they felt about it.
  - Allow a story or two to be shared.
10. Watch the one minute PSA, "Just Spray It"  
<http://www.safeandrespectful.org/media/psa.html>.
  - Identify/discuss different communication styles used in the story.
  - Have students brainstorm the four communication styles: aggressive, passive, passive-aggressive, and assertive (see teacher tips at end of lesson) with teacher guidance.
  - List the four types on a whiteboard or poster board for reference.
  - Students, in small groups, will discuss the communication (styles) situations (scenarios on attached worksheet).
  - Process advantages and disadvantages of each style: Possible discussion questions.
  - Which style is most effective and why?
    - What are the advantages and disadvantages of each style?
    - Could you use one style one time and another later?
    - How has your own style worked for you or not worked?
    - How could you more effectively relate to others?
11. Remind students of the four styles of communication and ask if they are aware of their personal style of communicating and whether their style makes people feel threatened.
12. Assign students a reflection piece on how they could have handled a situation differently using a style of communication different from their favored style (aggressive, passive, passive-aggressive, and assertive). As a reflection piece, it will be given points for completion only.
13. Ask students to discuss the definition of "boundary" with an elbow partner and to consider how the word "boundary" fits in with communication styles.
14. Teacher-led discussion about boundaries (definition of boundary on word wall).
  - Students will fold a sheet of paper lengthwise to make two columns.
  - One column will be labeled Physical Boundaries and the other Mental/Emotional Boundaries.
  - With an elbow partner, students will generate two lists.
  - Teacher will ask for a volunteer recorder who will write the lists on the board as the pairs offer contributions, clockwise around the classroom.
  - Teacher will review the list with the class and facilitate discussion as needed (see teacher notes for examples).

15. Handout worksheet, [Practicing Boundary Setting](#).

- Students will complete the worksheet individually and discuss with their elbow partner.
- Tell students that they will be sharing their information and that there is a personal section on the bottom that they are not required to complete during class.
- Ask them to finish the last section at home if they choose not to complete it in class.

8. Project

- Remind students of the project deadline and allow them to work on their projects if time allows.

## Assessment(s) for Lesson

The teacher will use formative assessment by listening to the class discussion.

## Teacher Notes

### Communication Styles

#### Aggressive

- Overpowering, controlling, bossy, or dominating
- Responds to conflict by verbally or physically attacking the other person
- Blames other people, rarely willing to admit or accept responsibility for self
- Violates other people's rights in order to get what is wanted

#### Passive

- Avoids dealing with problems
- Does not speak up for self
- Worries about pleasing others and does not satisfy self
- "Stuffed" anger may result in explosive anger or internalized as anxiety or depression

#### Passive-Aggressive

- Feelings are communicated in an indirect, dishonest, manipulative, or underhanded way
- Seems to be passive because real conflict is not directly addressed
- Actually responds by "getting back at" or "getting even with" the person

#### Assertive

- Clear, confident, and seemingly in control
- Stands up for rights while respecting the rights and boundaries of others
- Verbal communication is direct, honest, and respectful
- Able to say NO if uncomfortable or unwilling to compromise own values, beliefs, or boundaries

#### *Physical Boundaries*

- Physical closeness, touching
- Sexual behavior
- Eye contact
- Email, diary, doors, bathroom, bedroom, cell phone,
- Clothes
- Time and energy

#### *Mental/Emotional Boundaries*

- Beliefs, Thoughts and ideas
- Feelings
- Decisions & Choices
- Needs
- Interests
- Responsibilities
- Confidences, Secrets

### Common Boundary Myths

Discuss with students some common myths regarding boundaries:

7. If I set boundaries, I am being selfish.
  - a. FACT: setting boundaries for yourself will help you take care of yourself. You cannot take care of others until you first take care of yourself, therefore boundaries are not selfish.
8. Boundaries are a sign of disobedience.
  - a. FACT: people who set boundaries for themselves are only trying to protect themselves, not act disobedient
9. If I begin setting boundaries, I will be hurt by others.
  - a. FACT: when you set a boundary, others may attack or withdraw; but we cannot (and have no right to) control their actions or reactions. Your responsibility must first be to yourself.
10. If I set boundaries, I will hurt others.
  - a. FACT: Boundaries are not *offensive* tools, they are *defensive*. They do no harm, and are only meant to protect their owner.
11. Boundaries mean that I am angry.
  - a. FACT: Anger means that something is wrong or upsetting. Boundaries decrease anger by helping us solve problems and move forward.
12. \*\*Boundaries are permanent. \*\*
  - a. FACT: You own your own boundaries, and you can change them at any time.

Adapted from:  
*Boundaries: When to say YES,  
when to say NO, to take control of your life*  
By: Henry Cloud & John Townsend

### \*Social Construction Discussion\*

Ask students where these common myths come from. Ask specifically about myth #6 and why they think society tells people that they cannot change their boundaries.

---

Some students may disclose personal stories that may need to be reported to the appropriate authorities. Follow your school policy regarding reporting abuse.

Lesson One Worksheet 1

**Building Blocks for Healthy Relationships- Check Yourself!**

Place a check mark after each statement to show your level of agreement or disagreement:

	Agree	Neutral	Disagree
1. If safe to do so, people should speak up for someone who is being insulted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Television shows, movies, and even song lyrics can have an effect on a person's beliefs and behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. It's no big deal to tell a guy that he's "acting like a girl" to make a joke.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Teasing others is okay as long as they are not physically hurt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. You should expect other people to figure out how you feel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Rating a girl's looks on a scale of 1-10 is disrespectful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I don't believe that there are hidden messages behind TV shows, movies, magazines, or ads/commercials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Acting aggressively always makes people respect you more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. It is better if girls do typical "girly" stuff and guys do typical "manly" stuff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. As long as I don't behave violently in a relationship, then I'm promoting safe and respectful relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. It is better just to keep my values and beliefs to myself than to stand up for them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. It is harmful to make a general statement like, "all girls gossip," or "boys don't have feelings."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To tally your score, give yourself points for A (Agree), N(Neutral), or D (Disagree) as listed in the answer key below for each statement. Total your score and then find your results in the ranges listed in the box to the right.

Score:	Tally:
1: A(3 pts), N(2 pts) D (1 pts)	_____
2: A(3 pts), N(2 pts) D (1 pts)	_____
3: A(1 pts), N(2 pts), D (3 pts)	_____
4: A(1 pts), N(2 pts), D (3 pts)	_____
5: A(1 pts), N(2 pts), D (3 pts)	_____
6: A(3 pts), N(2 pts) D (1 pts)	_____
7: A(1 pts), N(2 pts), D (3 pts)	_____
8: A(1 pts), N(2 pts), D (3 pts)	_____
9: A(1 pts), N(2 pts), D (3 pts)	_____
10: A(1 pts), N(2 pts), D (3 pts)	_____
11: A(1 pts), N(2 pts), D (3 pts)	_____
12: A(3 pts), N(2 pts) D (1 pts)	_____
<b>TOTAL:</b>	_____

**30 – 36-** Wow! It seems like you have really spent some time developing healthy attitudes and beliefs. Remember to keep examining them, "checking" yourself, and learning more, so you can keep up the great work. The future is bright for you to have safe and respectful relationships!

**21 – 29-** You might want to take a closer look at healthy versus unhealthy attitudes you might have. The healthier beliefs you have, the better your chances are to have safe and respectful relationships. Take some time to examine your beliefs more, and learn more about the foundation for healthy relationships by surfing [www.safeandrespectful.org](http://www.safeandrespectful.org) and other links. Don't stop now- safe and respectful relationships are in your reach!

**12 – 20-** Hey! The time is now to work on developing healthy attitudes. Otherwise, your relationships might not work out, but YOU have the power to change that! It may take some time, but you are worth it, and so are your relationships! If you really take a closer look at examining your beliefs, learn more about the foundation for healthy relationships by surfing [www.safeandrespectful.org](http://www.safeandrespectful.org) and other links, you can look forward to great relationships!

## *Communication (Styles) Situations*

### **Aggressive**

- Overpowering, controlling, bossy or dominating
- Responds to conflict by verbally or physically attacking the other person
- Blames other people, rarely willing to admit or accept responsibility for own part in the conflict
- Violates other people's rights in order to get what he or she wants

### **Passive**

- Avoids dealing with problems
- Does not speak up for his or her rights, worried instead about pleasing others (results in own needs not getting met)
- "Stuffed" anger may result in explosive anger or become internalized as anxiety and/or depression

### **Passive-Aggressive**

- Feelings are communicated in an indirect, dishonest, manipulative, or underhanded way
- Seems to be passive because conflict is not directly addressed
- Actually responds by "getting back at" or "getting even with" the person they are angry with

### **Assertive**

- Clear, confident, and seemingly in control
- Stands up for his or her rights while respecting the rights and boundaries of others
- Verbal communication is direct, honest, and respectful
- The ability to say "no" to something she or he is uncomfortable with or unwilling to compromise own values, beliefs, or boundaries

Can you recognize the four types of communication? In your group, discuss a situation between Kendra and Will. Read aloud each of Kendra's four possible responses. Decide what Kendra's communication style is in each response:

**Aggressive, Passive, Passive-Aggressive or Assertive.** Be prepared to share your group's reasoning with the class.

**The Situation:** Will and Kendra made plans to meet at a party at 8 p.m. The party was given by a friend of Will's. Will was 45 minutes late. Kendra hardly knew anyone at the party, so she was very uncomfortable being there alone.

### **The Responses**

16. When Will shows up, Kendra kisses him hello and acts like nothing is wrong. When Will says "Sorry I was late," Kendra says "It's okay." **Style used:**

17. When Will shows up, Kendra says hello and asks to speak with him alone for a minute. She says, "Will, you were 45 minutes late, and I was really uncomfortable being here alone because I don't know anyone here. What happened?" She gives him a chance to explain and after Will apologizes she says, "I accept your apology, but I don't like to be kept waiting. Next time, I want you to call if you're going to be late." **Style Used:**
18. When Kendra sees Will coming, she starts flirting with another guy, thinking that will teach him not to make her wait. **Style used:**
19. When Will shows up, Kendra goes off on him. Before he even gets a chance to say anything, she is yelling at him in front of everyone. "Where the (bleep) were you? Who do you think you are making me wait for you for 45 minutes, you inconsiderate (bleep)! Now you can forget this party, we're leaving!" **Style used:**

\*Adapted from *The Teen Relationships Workbook*, Wellness Reproductions and Publishing, Inc., 2001

### ***Practice Boundary Setting***

*Boundaries are the limits that we set with people. Abuse happens when one person violates another person's boundaries. That is why it is so important to know what your boundaries are and to be clear with others about them. If you have boundaries that are unclear, others may be more likely to violate them; if you have clear boundaries, you will have a better chance of staying in control of your life and keeping yourself physically and emotionally safe.*

Decided whether each situation below is an example of setting clear boundaries or is an example of unclear boundaries. Write CLEAR or UNCLEAR on the line.

20. Jason and Tina started dating a few weeks ago. They are playing around when Jason smacks Tina in the head. Respectfully, but without smiling or laughing, Tina says, "I know you're only playing, but I don't like people putting their hand on me like that." \_\_\_\_\_
21. Niki and Tyra are at the mall. Tyra tells Niki that she is going to slip a lipstick into her purse. Niki says, "I'm not into that. Don't do it while I'm around because I don't plan on getting into trouble. If I knew you were planning this, I wouldn't have come with you." \_\_\_\_\_
22. Kimmie and Eric are making out. Eric starts to unbutton Kimmie's shorts, and she does not want to go any further. She shyly says, "Umm, I don't know if we should do this." Eric says, "It's okay, don't worry," and continues. Kimmie lets him even though she feels really uncomfortable. Finally, she says, "You know, it's getting late, I better get home." \_\_\_\_\_

Now, help the following teens set strong boundaries by writing on the line what they should say or do:

23. Rachel forgot her homework at Derek's house and snaps, "Why didn't you remind me to get my homework—now I'm going to fail!" (What can Derek say to set boundaries in terms of what he will take responsibility for?)  
\_\_\_\_\_
24. Lashonda lent Amber \$10 weeks ago, and she has not paid her back. Now she is asking to borrow money again. (What can Lashonda say to set boundaries in terms of lending and borrowing money?)  
\_\_\_\_\_
25. Becky's boyfriend wants to come over tonight, even though he knows she has been planning a "girls' night" for weeks. He is giving her a guilt trip, saying, "Nice, you're choosing your friends over me. So I guess they are more important!" (What can Becky say to set boundaries in terms of her time and her plans?) \_\_\_\_\_



Set your own boundary. Think!!! Is there a boundary that you need to set in a relationship that you have?

Person I need to set a boundary with: \_\_\_\_\_

Boundary I need to set: \_\_\_\_\_

What can I say or do to set this boundary? \_\_\_\_\_

\_\_\_\_\_

\*Adapted from *The Teen Relationships Workbook*, Wellness Reproductions and Publishing, Inc., 2001

## *Health Education Lesson Plan – Lesson Two*

**Title: Gender Roles and the Media**

**Big Idea: Health is Personal Power**

### 9-12 Unit Cluster Enduring Understandings

- Health is important and personal actions will impact self and others in many ways.
- Internal and external factors influence personal and community health
- Choosing health resources require critical evaluation and analysis
- Refusal, negotiation, and collaboration skills will enhance the health of self and others
- There are barriers that can hinder healthy decision-making
- Several factors influence the formation, achievement and evaluation of a long term personal health plan
- People have the power to create change

### Lesson Essential Question(s)

- How does gender stereotyping affect relationships?
- Can I deconstruct media messages?

### Delaware Health Education Standards

Health Concepts	Skills
<input type="checkbox"/> Tobacco, Alcohol & Drugs	<input checked="" type="checkbox"/> INF
<input checked="" type="checkbox"/> Injury Prevention & Safety	<input type="checkbox"/> AI
<input type="checkbox"/> Nutrition & Physical Activity	<input checked="" type="checkbox"/> IC
<input checked="" type="checkbox"/> Family Life & Sexuality	<input type="checkbox"/> DM
<input checked="" type="checkbox"/> Personal Health & Wellness	<input type="checkbox"/> GS
<input type="checkbox"/> Mental Health	<input checked="" type="checkbox"/> SM
<input type="checkbox"/> Community & Environmental Health	<input type="checkbox"/> AV

### Lesson Summary

Students will explore how gender stereotyping can limit relationships and can lead to abuse or violence. Students will deconstruct media messages to examine the proper meaning of how people can be influenced in their relationships.

Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>• The difference between biological sex and gender</li> <li>• Gender stereotyping can result in discrimination</li> <li>• Media messages are constructed</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize how gender stereotypes are limiting and/or disrespectful</li> <li>• Choose to respect people for their individuality</li> <li>• Resist and challenge unhealthy cultural norms</li> <li>• Practice critically analyzing media messages</li> </ul>

## Time

One class period.

## Materials and Preparation

Copy of worksheet, [Examining Media Messages](#), for each student.

Teacher-selected ads from magazines, recent newspapers, internet, or TV that depict gender stereotypes for the Examining Media Messages Worksheet. (See resources below).

\*Or, email [safeandrespectful@gmail.com](mailto:safeandrespectful@gmail.com) to get a free copy of already cropped media ads as well as sample deconstruction.

## Resources and Web Links

[www.genderads.com](http://www.genderads.com): features over 3,000 different ads showing how gender stereotypes are used in advertising

<http://medialiteracyproject.org>: Media Literacy Project is a nationally recognized leader in media literacy resources and education.

<http://www.medialit.org/>: offers one of the most comprehensive catalogs of videos, books, and other curricular materials related to media literacy.

<http://community.pflag.org>: offer tools for teachers and parents for creating safe schools and responding to harassment and bullying. PFlag stands for "Parents, Friends and Families of Lesbians and Gays," and they offer a host of supportive resources in addition to the safe schools resources.

<http://www.about-face.org>: About Face's mission is to equip girls and women with tools to understand and resist harmful media messages that affect self-esteem and body image

<http://www.poweredbygirl.org>: A media activism site maintained by the Girls Advisory Board of Hardy Girls Healthy Women and Women's Gender and Sexuality Studies students at Colby College in Maine. There are ads on this site that are relevant to this lesson plan, as well as a blog and resources for more information

[www.girlzone.com/femediablog](http://www.girlzone.com/femediablog): A blog that addresses a variety of media, image, and current events. May be a good tool for additional discussion topics and further information.

## Teaching Steps

26. Brainstorm a definition of stereotype (characterization based on conscious or unconscious assumptions that some one aspect—such as gender, age, ethnic or national identity, religion, occupation, marital status, etc.—is predictably accompanied by certain character traits, actions, even values).
- How do we stereotype others (sex, religion, size, etc.)?
  - The term is often negative, denying others respect or legitimacy.
  - Stereotypes often form the basis of prejudice/discrimination and are often used to explain real or imaginary differences due to race, gender, religion, age, ethnicity, socioeconomic class, disability, occupation, and others.
  - Stereotypes are forms of social consensus rather than individual judgments.
27. In small groups, students will choose a recorder/reporter to think about: Are males/females or girls/boys stereotyped because of their sex?
- All students will fold a sheet of paper in half, labeling one half GIRL and one half BOY.
  - For one minute, ask students to list things associated with being a girl and then one minute to list things associated with being a boy. Then share with the group.
  - On the whiteboard or Smartboard, draw a diagonal line with Girl on one side of the line and Boy on the other side.
  - Have reporters write three things under each category from their list until all have shared their lists.
  - Facilitate a discussion that encourages students to realize that not all girls and not all boys follow the expected behaviors and choices that some people expect of them.
  - Prompts:
    - Are males and females given the same messages or treated the same when it comes to sports?
    - What are acceptable/unacceptable ways for a young man to express his feelings? For a young woman?
    - What colors are encouraged for males and females? Are they the same?
    - What kinds of toys are boys and girls given as children? Are they the same?
    - What is expected of males regarding sexual thoughts and sexual activity? What is expected of females?
    - Are certain professions more acceptable for males or females?
  - Examples of stereotyping messages are:
    - Act Like a Man: be hard, don't cry, be in control, aggressive, athletic, don't play with dolls, pay the bills, have as much sex as you can (with women).
    - Act Like a Lady: have good hygiene, sit with your legs crossed, don't cuss, don't fight, be polite, be sexy (but not too sexy), think about other's feelings.

### Discussion Questions

- Do all males and all females fit on one list?
- Does everyone agree on what is listed in each column? Discuss individuality.
- Are all gender stereotypes negative characteristics?

- What are the dangers of stereotypes? (They tend to pressure us to fit in as males and females rather than individuals.)
- How could some of the beliefs about males and females contribute to or support abusive behaviors in a relationship?
- Can gender stereotypes such as these determine our expectations of our dating partners (and others in general)?

28. Summing it up: What happens when someone does not act as they are expected to act?

- What it means to be a man or a woman is defined more by our culture than biology.
- Current definitions of gender limit both men and women.
- Even an open mind does not prevent people from thinking in and reinforcing stereotypes.
- Messages come from everywhere: teachers, family, TV, music, etc.
- Everyone chooses which messages to accept.
- Being aware of the content of messages helps us make good choices.

29. Students will consider how the media contributes to personal attitudes about being male and female.

- Hand out worksheet, *Examining Media Messages*, and a media example that depicts gender stereotypes.
- Working in pairs, students complete the worksheet.
- Have pairs report their findings to the class.
- Teacher-led discussion:
  - Why is it important to recognize the impact of the media on our thinking, especially regarding our relationships?
  - How can the media cause us to change the humans we see into objects? (Objectification)
  - How can seeing and hearing things over and over desensitize us? (Desensitization refers to the normalization of something. The lyrics to songs where the women are referred to with derogatory names, videos that show violence as the norm, etc., reinforce stereotypes and become something that happens to THOSE people, not us).
  - How could these things change our values over time?
  - Introduce the term "media literacy" using the activity just completed and the information in Teacher Notes.
  - Tell students they have just learned an important life skill for being an independent and thoughtful consumer.

30. Students will access a media message that perpetuates gender stereotyping and write a five paragraph essay deconstructing the message. Suggest that they use today's worksheet, *Examining Media Messages*, for guidance. This may be completed at home and turned in at the next class.

31. Project

- Remind students of the project deadline and allow them to work on their projects if time allows.

<b>Assessment(s) for Lesson</b>
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- Examining [Media Messages Worksheet](#)
- Homework writing assignment deconstructing a media message

## Teacher Notes

### Definitions to know when talking about GENDER:

Biological sex refers to being categorized as either male or female based on our anatomical parts.

Gender is a psychosocial construct most people use to classify a person as male, female, both, or neither.

- Once people are assigned a biological sex, our culture and society have created Gender Expectations around how that person should act. Females are expected to “act feminine,” and males are expected to “act masculine.” Expectations about gender may change from culture to culture, and they may also change over time. Gender Identity is a person's sense of their own gender. Since most people conform to societal gender expectations, they have a Gender Identity congruent with their Biological Sex. For some people, Gender Identity, Biological Sex, and how they outwardly communicate their gender to others do not correspond with each other or with society's gender expectations.

Transgender is an umbrella term used to describe people who have gender identities, expressions, or behaviors not traditionally associated with their Biological Sex. Transgender also can mean anyone who transcends the conventional definitions of “man” and “woman.”

Adapted from *Gender Education & Advocacy, Inc.*

Teachers can send healthy gender messages to their students. Here are some suggestions to help you get started.

#### Do:

- Make your classroom gender neutral. Have pictures of both girls and boys doing non-stereotypical activities.
- Have open discussion on gender stereotypes and work them into whatever subject you teach. Talk about gender stereotypes in the books they read or talk about male and female scientists.
- Encourage boys and girls equally to succeed. Show them that gender will not dictate who they become.
- Refrain from promoting unhealthy gender messages in and out of the classroom. For example, if you are a coach, do not use gender terms in a derogatory manner to discipline male athletes, such as “You throw like a girl!” or “Don’t be such a sissy!”
- Examine your gender choices. Do you put all the girls in a group? Are boys given different projects than the girls? Do you call on more girls than boys?
- Encourage both girls and boys to explore what makes them happy whether that is sports, music, science, or videogames.
- Use language that is not gender restricted. Talk about professions in a non-gendered way. For example, use the term police officers instead of policemen and the term flight attendant instead of stewardess.

## Media Literacy

Media Literacy is the ability to read, understand, and deconstruct media images and messages. Learning to question images and messages is a critical first step to becoming an active, thoughtful consumer of the media and, consequently, an independent thinker capable of resisting and challenging unhealthy cultural norms.

The five key concepts of media literacy are:

32. All media messages are "constructed."
33. Each form of media has different characteristics, strengths, and a unique "language" of construction.
34. Different people experience and interpret the same media message in different ways.
35. Media messages are produced for particular purposes, including education, profit, and to gain power.
36. Media messages have embedded values and points of view.

Studies show that media education is most effective when it includes:

- Both media analysis and production
- Teacher-created combinations of activities rather than off-the-shelf curricula
- Coordinated efforts across all subject areas

Therefore, to make the most of your efforts, try to work with other teachers in your school to incorporate information on media literacy into additional subject areas. For example:

- Art students can examine the use of design elements or trickery in advertising;
- Language arts students can write letters to manufacturers or specific companies explaining why messages in their advertising are disrespectful;
- Math students can analyze ratios of healthy vs. unhealthy messages in specific magazines;
- Nutrition students can examine messages around health and body image in media; and
- Social studies students can report on trends in advertising.

Retrieved from [http://www.safeandrespectful.org/teachers/media\\_home.html](http://www.safeandrespectful.org/teachers/media_home.html)

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### **\*Social Construction Discussion\***

Ask students if they can determine the root of all stereotypes. Can they identify different ways in which society upholds these stereotypes (i.e. media)? Remind students of the definition of "social construction" and ask them how they can start breaking down the social construction of stereotypes.

Also, ask students to identify WHY media uses the specific tools mentioned on their definition sheet. Is the media solely responsible for the images that are placed out there? Or do our own interests and demands as consumers fuel what is “desirable” and “acceptable?”

### Basic Tools of Persuasion Definition Sheet

The following are some strategies that the media uses to inform, entertain, attract attention, and persuade us to want what is being advertised

- **Association:** Tries to link a product, service, or idea with something already liked or desired by the target audience, such as fun, pleasure, beauty, security, intimacy, success, wealth, etc. The media message does not make explicit claims that you will get these things; the association is implied.
- **Bandwagon:** Many ads show a lot of people using the product, implying that "everyone is doing it." No one likes to be left out or left behind, and these ads urge us to "jump on the bandwagon."
- **Beautiful people:** Using good-looking models (who may also be celebrities) to attract our attention. This technique is extremely common in ads, which may also imply (but never actually promise) that we will look like the models if we use the product.
- **Fear:** This is the opposite of the Association technique. It uses something disliked or feared by the intended audience (like bad breath, failure, high taxes, or terrorism) to promote a "solution." The media often tries to make us afraid that, if we do not do or buy something, something bad could happen to us, our families and friends, or our country
- **Humor:** Many ads use humor because it grabs our attention and it is a powerful persuasion technique. When we laugh, we feel good. Advertisers make us laugh and then show us their product or logo because they are trying to connect that good feeling to their product. They hope that when we see their product in a store, we will subtly re-experience that good feeling and select their product.
- **Fun:** In these ads everyone is happy, smiling, and laughing. There are often images of people doing fun things and having a good time, which implies that, if we use the product, we too can be happy and have a good time.
- **Sexy:** The emphasis in these ads is on physical attributes of models, usually female; may wear revealing clothing and be shown flirting through attitude or body language.
- **Wealth:** The ad uses expensive and elegant places and things, such as big houses, new cars, jewelry, designer clothing, etc., to persuade.
- **Repetition:** Advertisers use repetition in two ways. Within an ad, words, sounds, or images may be repeated to reinforce the main point. And, the message itself (a TV commercial, a billboard, a website banner ad) may be displayed many times. Even unpleasant ads and political slogans work if they are repeated enough to pound their message into our minds.

Information adapted from the Center for Media Literacy [www.medialit.org](http://www.medialit.org) and the New Mexico Media Literacy Project [www.nmmlp.org](http://www.nmmlp.org).



### *Examining Media Messages*

Every media message has been constructed by someone. You can deconstruct media messages by examining them closely and carefully looking beneath the surface to understand their deeper meanings. Deconstruction is the process of examining how the media message communicates its meaning. Any piece of media can be examined this way. Answer the following questions about the advertisement you have chosen.

37. Who created the message?
38. What is the purpose of the message?
39. What are the different tools of persuasion used in this message?
40. What lifestyles, values, and points of view are represented in and/or left out of this message?
41. How are females represented in this image?
42. How are males represented in this image?
43. How might different people understand this message differently from you?
44. In what ways is the [message healthy or unhealthy](#)? How do you think that messages like this could impact relationships?

Information adapted from the Center for Media Literacy [www.medialit.org](http://www.medialit.org) and the New Mexico Media Literacy Project [www.nmmlp.org](http://www.nmmlp.org)

## *Health Education Lesson Plan – Lesson Three*

**Title: Interpersonal Abuse vs. Equality**

**Big Idea: Health is Personal Power**

### 9-12 Unit Cluster Enduring Understandings

- Health is important and personal actions will impact self and others in many ways.
- Internal and external factors influence personal and community health
- Choosing health resources require critical evaluation and analysis
- Refusal, negotiation, and collaboration skills will enhance the health of self and others
- There are barriers that can hinder healthy decision-making
- Several factors influence the formation, achievement and evaluation of a long term personal health plan
- People have the power to create change

### Lesson Essential Question(s)

How can I recognize a cycle of abuse?

### Delaware Health Education Standards

Health Concepts	Skills
<input type="checkbox"/> Tobacco, Alcohol & Drugs	<input checked="" type="checkbox"/> INF
<input checked="" type="checkbox"/> Injury Prevention & Safety	<input type="checkbox"/> AI
<input type="checkbox"/> Nutrition & Physical Activity	<input checked="" type="checkbox"/> IC
<input checked="" type="checkbox"/> Family Life & Sexuality	<input type="checkbox"/> DM
<input checked="" type="checkbox"/> Personal Health & Wellness	<input type="checkbox"/> GS
<input type="checkbox"/> Mental Health	<input checked="" type="checkbox"/> SM
<input type="checkbox"/> Community & Environmental Health	<input type="checkbox"/> AV

### Lesson Summary

Students will explore how gender stereotyping can limit relationships and can lead to abuse or violence. Students will deconstruct media messages to examine the proper meaning of how people can be influenced in their relationships.

Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>What constitutes abusive behaviors in relationships</li> <li>What are respectful behaviors in relationships</li> </ul>	<ul style="list-style-type: none"> <li>Recognize a cycle of abuse</li> <li>Recognize warning signs that may lead to abuse in relationships</li> </ul>

### Time

One class period.

### Materials and Preparation

- Computer access to show PSAs ([www.safeandrespectful.org](http://www.safeandrespectful.org))
- Worksheet, "[How to Help a Friend Scenario](#)," has four scenarios. Copy one scenario for each student.

### Resources and Web Links

- [www.loveisrespect.org](http://www.loveisrespect.org)
- [www.seeitandstopit.org](http://www.seeitandstopit.org)
- [www.thesafespace.org](http://www.thesafespace.org)
- National Teen Dating Abuse Helpline 1-866-331-9474

### Teaching Steps

45. Teacher introduction of Power and Control vs. Equality in a relationship.
  - What does interpersonal mean? (between two people)
  - How could we define interpersonal abuse? (the misuse of power in order to hurt or control another person)
  - What are the four types of abuse? (physical, verbal, emotional/mental, and sexual)
  - What are some examples of each type of abuse?
  - Why do people use these behaviors? (to gain and maintain control in a relationship)
  - **Important** – Emphasize that, although we have all used some behaviors that are considered abusive, that does not make us all abusive people. It is the frequency and intensity of abusive behaviors that indicates whether or not someone is abusive.
46. Have students write "Characteristics of Equal Power Relationships" on one side of a sheet of paper.
  - List characteristics of an equal power relationship. (respect, equality, open communication, honesty, freedom, space, acceptance, boundaries, caring feelings, support, etc.)
  - Have volunteers share with the class.
47. Draw a circle on the board to represent the cycle of abuse. (tension building, explosion, honeymoon)
  - Have students turn their papers over and write Cycle of Abuse.
  - Have students write and brainstorm warning signs of an abusive relationship. (such as: extreme jealousy, checking up on partner, telling partner what to wear, restricting partner conversations, putting down their partner's opinions and feelings, constantly calling and texting and demanding immediate response, blaming partner for own anger, violating boundaries, has history of abuse, holding rigid view of roles of men and women, etc.)
  - Emphasize paying attention to warning signs, comparing to equal power relationships, asking for help, terminating relationship early.
48. Review the following one minute Teen Dating Violence PSAs:
  - "Text Messaging" – Available on <http://www.safeandrespectful.org/media/psa.html>
  - "Girls" and "Boys" - Available on <http://seeitandstopit.org/pages/getorg/gallery.html>

49. **Activity:** "[How to Help a Friend Scenarios](#)"
- Divide the class into small groups and distribute a scenario from the worksheet.
  - Have each group complete a different "How to Help a Friend Scenario."
  - After each group has crafted their responses, have the student groups share the scenarios with the class.
50. Students will write a three-minute compare/contrast statement on Abuse vs. Equal Power in a Relationship. If there is insufficient class time, this may be assigned as home work.
51. Post resources such as [www.loveisrespect.org](http://www.loveisrespect.org) (the National Teen Dating Helpline) on the smartboard or on "bumper stickers."
52. Have students consider their Support Network (group of family, friends, etc.) who could be counted on to help with their relationships).
- Students will fold a single sheet of paper in eight sections.
  - On each section, students will list names and phone numbers of people or places they could access if a situation required guidance or help: family members, counselor, church, dating partner, crisis hotline, health clinic, team or club, coworker or boss, school teacher, youth/community center, etc.
  - Ask students to keep their information readily available but in a private place.
9. Project
- Remind students of the project deadline and allow them to work on their projects if time allows.

#### **Assessment(s) for Lesson**

Abuse vs. Equal Power in a relationship Compare/Contrast Statement

## Teacher Notes

### Examples for Forms of Abuse

All forms of abuse have an emotional impact.

#### Physical:

- Pushing, shoving, hitting, slapping, grabbing, shaking, choking, biting, spitting, pulling hair, pulling arm, bending fingers
- Restraining
- Throwing objects at another person
- Use of weapons to hurt or threaten someone
- Carrying someone against their will
- Trapping someone in a room or car

#### Verbal:

- Put downs, insults, calling names
- Degrading them (making them feel ashamed), frequently cursing or yelling at another person,
- Threatening or intimidating (making the other person feel nervous or scared)
- Frequently criticizing or correcting the other person (the way they look, talk, act, etc.).

#### Mental/Emotional/Psychological:

- Controlling behavior (telling them who they can hang out with, what to wear, what to do, expecting to know where they are at all times, making all of the decisions, etc.)
- Possessiveness; minimizing the other person's feelings, blaming them for the abuse
- Guilt trips (sometimes involves threatening to commit suicide)
- Embarrassing or humiliating the other person in public
- Ignoring or withholding affection as punishment
- Manipulating them (by threatening to break up with them if you do not get your way)
- Accusing the other person of cheating on them, etc.
- Using jealousy to justify controlling behavior

#### Sexual:

- Unwanted touching or grabbing
- Rape (forced penetration)
- Unwanted or forced sexual acts (of any nature including forcing them to take off their clothes, to watch others having sex , to engage in sexual acts with a third person)
- Coerced sexual acts (i.e. threatening to break up with someone, spread rumors about them, to get him/her to agree to sexual behavior)
- Purposely exposing to STDs
- Having sex with another person if they are too drunk/high to refuse
- Withholding sex as a way of manipulation someone into doing what you want
- Making jokes of a sexual nature that make the other person uncomfortable
- Comments about a person’s body that make them uncomfortable, etc.

### **Details for Explaining the Cycle of Abuse**

Relationships do not start out being abusive. The beginning of all teenage dating relationships can be characterized by spending a lot of time together, having lots of fun, doing things that are exciting, acting good to try to impress each other, with a feeling that things will last like this forever. This is considered the **HONEYMOON** stage.

What happens once we get comfortable in relationships is that we start acting a little more like ourselves—some may see this as change but really it is about starting to be real. Arguments start and things are not so fairytale like. This is considered the **TENSION BUILDING** stage.

When disagreements start, as they are inevitable, if the relationship is not equal, if one of the partners wants control over the relationship, then they would use their power to hurt or control the other person. This is considered the **ABUSE** stage. (Even if not abusive per se, could it be considered respectful? If disagreements are not settled equally or respectfully, it is considered abuse.)

After the abuse occurs, the abusive person is usually very apologetic, makes excuses for the abuse, and/or promises that it will never happen again. Since we are all susceptible to not always fighting fairly and to saying things that we really do not mean, it is usually hard to tell whether or not this person is “just having a bad day” or if they are being abusive, so they are forgiven. This is considered the **MAKE-UP** stage. (People often do not recognize abuse until it is too late because it does not start as physical; however, physical abuse is what most people think of when they think of abuse.)

This is a cyclical pattern that occurs in abusive relationships and it usually gets worse as the pattern continues, because as it goes on it takes more for the abusive person to maintain control.

## *How to Help a Friend*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** In groups, read and discuss the scenario below and answer the questions. Write your answers and hand to teacher at the end of class.

### **Scenario A**

Lately you have noticed that your friend, Tony, embarrasses his girlfriend whenever you are around. He makes fun of her, purposely ignores her, or threatens to break up with her if he is not getting his way. She usually ends up in tears, and he laughs about it.

### **Questions:**

*How do you feel when you see Tony act this way?*

*How do you think Tony's girlfriend feels?*

*Why do you think Tony acts this way?*

*As a friend, would you say or do something? To whom?*

*As a friend, what **exactly** could you say or do?*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** In groups, read and discuss the scenario below and answer the questions. Write your answers and hand to teacher at the end of class.

**Scenario B**

Your friend Jacki has been acting strange lately, ever since her and her boyfriend Dave got more serious. She always seems to ask him if she can hang out with you and whenever you do make plans, she breaks them with some lame excuse. You have also noticed that she has stopped talking to her guy friends, even the ones she has been friends with since grade school. She gets real nervous when they try to talk to her. Today, you noticed a bruise on her thigh in gym class, and she told you some story about her dog.

**Questions:**

*How do you feel about Jacki's behavior?*

*How do you think Jack feels?*

*Why do you think Jack acts this way?*

*As a friend, would you say or do something? To whom?*

*As a friend, what **exactly** could you say or do?*



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** In groups, read and discuss the scenario below and answer the questions. Write your answers and hand the paper to the teacher at the end of class.

### **Scenario C**

Your friend Chris has been trying to break up with his girlfriend Tanya for weeks now, but every time he tells her he wants to break up, she threatens to kill herself. Other people have told him, "Who cares, break up with her," but he actually DOES care. He definitely wants out of the relationship, but he does not want Tanya to hurt herself. He thinks he is "trapped" with her because of her threats.

### **Questions**

*How do you feel when you hear about Tanya's threats and Chris' situation?*

*How do you think Chris' girlfriend feels?*

*Why do you think Tanya acts this way?*

*As a friend, would you say or do something? To whom?*

*As a friend, what **exactly** could you say or do?*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** In groups, read and discuss the scenario below and answer the questions. Write your answers and hand the paper to the teacher at the end of class.

**Scenario D**

Your friend Shawn just found out that he got accepted into college for next year. He was really excited about it until he told his girlfriend, Hope. She said to him, "I don't know why you're getting so excited; you'll never do good in college. Anyway, college will only take time away from us." Shawn has not exactly been the best student in high school and he knows it, but he has tried really hard this past year to get his grades up. Shawn wonders if Hope is right because he thinks she knows him best.

**Questions:**

*How do you feel when you hear what Shawn said?*

*How do you think Hope feels?*

*Why do you think Shawn acts this way?*

*As a friend, would you say or do something? To whom?*

*As a friend, what **exactly** could you say or do?*

## *Health Education Lesson Plan – Lesson Four*

**Title: Respect**

**Big Idea: Health is Personal Power**

### 9-12 Unit Cluster Enduring Understandings

- Health is important and personal actions will impact self and others in many ways.
- Internal and external factors influence personal and community health
- Choosing health resources require critical evaluation and analysis
- Refusal, negotiation, and collaboration skills will enhance the health of self and others
- There are barriers that can hinder healthy decision-making
- Several factors influence the formation, achievement and evaluation of a long term personal health plan
- People have the power to create change

### Lesson Essential Question(s)

- What is respect?
- How does my respectful and disrespectful behavior influence the behavior of others towards me and other people?

### Delaware Health Education Standards

#### Health Concepts

- Tobacco, Alcohol & Drugs
- Injury Prevention & Safety
- Nutrition & Physical Activity
- Family Life & Sexuality
- Personal Health & Wellness
- Mental Health
- Community & Environmental Health

#### Skills

- INF
- AI
- IC
- DM
- GS
- SM
- AV

### Lesson Summary

Students will explore concepts related to respect and disrespect and recognize that showing or feeling disrespect can lead to violence.

Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>• What is respect for self and respect for others</li> <li>• The relationship between disrespect and violence</li> </ul>	<ul style="list-style-type: none"> <li>• Make a connection between expecting respect and showing respect for others</li> <li>• Decide between respectful and disrespectful behaviors</li> </ul>

**Time**

One class period.

### Materials and Preparation

Large print copy of individual [Continuum of Harm Statements](#) for class activity.

### Resources and Web Links

- <http://www.yesinstitute.org> – **The YES Institute** works to prevent suicide and ensure the healthy development of gay, lesbian, bisexual, transgender, and all youth by initiating dialogue, providing education, and creating support systems.
- <http://www.groundspark.org> – **The “Respect for All” Project**, by GroundSpark, facilitates the development of inclusive, bias-free schools and communities by providing media resources, support, and training to youth, educators, and service providers. Their film, *Straightlaced*, features intimate interviews with teenagers about the pressure to conform to traditional gender roles.
- <http://www.tolerance.org> – **Teaching Tolerance** is a principal online destination for people interested in dismantling bigotry and creating, in hate's stead, communities that value diversity.
- <http://www.thegeenadavisinstitute.org> – **The Geena Davis Institute** educates entertainment creators and companies about the need to increase the number of girls and women in media that is aimed at kids and to reduce stereotyping of girls and women.
- <http://www.coachescorner.org> – **Coaching Boys Into Men** is a campaign of the Family Violence Prevention Fund about the importance of teaching boys early and often how to honor and respect women.
- <http://www.acalltomen.com> – **A Call to Men** is a national men's organization addressing men and boy's violence against women and the eradication of sexism.
- <http://www.hghw.org> – **Hardy Girls Healthy Women** (HGHW) strives to create a world in which all girls and women experience equality, independence, and safety in their everyday lives.
- <http://www.nonamecallingweek.org> – **No Name-Calling Week** is an annual week of educational activities aimed at ending name-calling of all kinds and providing schools with the tools and inspiration to launch an ongoing dialogue about ways to eliminate bullying in their communities.

## Teaching Steps

53. Brief review of [Lesson One](#) as a bridge to today's lesson about respect for self and others.
54. Brainstorm a definition of "respect." (words or actions that acknowledge feelings, choices, and rights of an individual). Add a note about "treating others as you wish to be treated."

Discussion questions:

- What are words or actions that show respect?
- What items on your list should show up more in your life?
- Is there ever a time that you have shown someone disrespect?
- What are some ways that you can show respect for yourself and others?
- How does being disrespectful relate to violence/abuse? (Teacher tip: We often show or respond to disrespect in a verbally/physically abusive way.)

55. Draw a horizontal line on the board to represent a "continuum of harm." The line should be labeled: not harmful----- harmful-----most harmful

- Hand out the [Continuum of Harm](#) statements to volunteers who will place the statements along the continuum. Ask the volunteers to tell why they chose the placement and if they consider the statements to be very respectful, respectful, or disrespectful.
- After all statements have been placed on the continuum, start at one end and read a statement aloud and ask the class to decide if it should be moved and for what reason.
- Discuss important concept: disrespect is a major contributor to abuse in relationships. When someone is not honest or caring, does not have empathy, does not treat people as they wish to be treated, they are being disrespectful. Being disrespectful is when you do not acknowledge other people's feelings, choices, and rights. A response to disrespect can be physical or verbal abuse.

56. Conclude with a short discussion of how what may seem like a funny comment may be hurtful to the receiver. Ask students to write a short reflection about a time someone made a hurtful/disrespectful comment about them and how it made them feel and act.

57. Project

- Remind students of the project deadline and allow them to work on their projects if time allows.

## Assessment(s) for Lesson

Formative assessment

## Teacher Notes

By promoting a respectful school climate, we are also guiding students towards a path to social justice. There are many harmful messages in society today about “respect,” confusing it with fear, intimidation, or unyielding power. The real meaning of respect has nothing to do with exerting power and control. It is important to teach our young people that respect is about celebrating differences, acknowledging validity in others’ perspectives, believing in the value of oneself and other people, assuming goodwill, and treating all people with dignity.

By embracing diversity, we are teaching young people to celebrate differences, value and others, and learn about and interact with people different than themselves. For example, since disrespect for women and girls and treating them with less value is still pervasive in our world today, it is critical that we actively provide consistent messages to boys and young men about how to value and respect girls and women.

Often the concept of promoting respect in education is discussed in reference to school climate and the issue of bullying. As educators, it is imperative that we educate ourselves around social justice issues related to homophobia, racism, and sexism, among other forms of oppression, and understand their clear connections to bullying and harassment.

Consider this research regarding the root of bullying:

- Two-thirds (65%) of teens report that they have been verbally or physically harassed or assaulted during the past year because of their perceived or actual appearance, gender, sexual orientation, gender expression, race/ethnicity, disability, or religion. Source: Harris Interactive and GLSEN (2005). *From Teasing to Torment: School Climate in America, A Survey of Students and Teachers*. New York: GLSEN.

You can promote respect in your classrooms by:

- Establishing boundaries with your students and teaching them [how to set and respect boundaries](#).
- Using [assertive communication](#) with students and teaching students to do the same.
- Engaging students in taking responsibility for naming, preventing, and responding to disrespectful words or acts. Examples include giving students assignments to observe and record acts of harassment based on gender, ability, appearance, sexual orientation, race, language, religion, or social class, or having students brainstorm ways to find solutions, change such social norms, and protect classmates from these types of harmful acts.
- Promote activities that build community and connect students across divisive lines.

Retrieved from [http://www.safeandrespectful.org/teachers/respect\\_home.html](http://www.safeandrespectful.org/teachers/respect_home.html)

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**\*Social Construction Discussion\***

Ask students to again reflect on the definition of "social construction: "

An idea or concept that people have "built" (or constructed),  
organizing their thoughts and actions around that construction

Tell students that all of the "criteria" for respecting or disrespecting people was at some point "constructed" by other people. Ask students if they can determine the source or reasoning behind this construction and if these answers make any sense. Then ask students what it would take to break down the social constructions and "reconstruct" them in a more positive manner.

Lesson Four Worksheet

***Continuum of Harm Statements***

*Not saying or doing anything when you see someone hitting someone else.*

*Believing that when a woman/girl says no to sex that you just have to try a little harder.*

*Telling a guy that he throws like a girl.*

*Using the expression "that's so gay" as a put-down.*

*Using racial slurs.*

*Honking or whistling at a girl walking down the street.*

*Using alcohol or drugs to "loosen a girl up."*

*Yelling at your boyfriend/girlfriend for talking to another girl/guy.*

*Grabbing a girl's/guy's butt as they walk down the hallway.*

*Expecting a guy to pay for a date.*



*Posting/sharing/forwarding a suggestive photo of someone.*

*Listening to songs with violent lyrics.*

*Calling a girl a sexually explicit name.*

*Calling a boy a sexually explicit name.*

## *Health Education Lesson Plan – Lesson Five*

**Title: Courageous Bystander**

**Big Idea: Health is Personal Power**

### 9-12 Unit Cluster Enduring Understandings

- Health is important and personal actions will impact self and others in many ways.
- Internal and external factors influence personal and community health
- Choosing health resources require critical evaluation and analysis
- Refusal, negotiation, and collaboration skills will enhance the health of self and others
- There are barriers that can hinder healthy decision-making
- Several factors influence the formation, achievement and evaluation of a long term personal health plan
- People have the power to create change

### Lesson Essential Questions

- How can I make a difference by being a courageous bystander?
- How can I be part of the solution?

### Delaware Health Education Standards

#### Health Concepts

- Tobacco, Alcohol & Drugs
- Injury Prevention & Safety
- Nutrition & Physical Activity
- Family Life & Sexuality
- Personal Health & Wellness
- Mental Health
- Community & Environmental Health

#### Skills

- INF
- AI
- IC
- DM
- GS
- SM
- AV

### Lesson Summary

Students will explore the use of the “courageous bystander” as a way to end abuse in our culture. They will be advocates for change. In addition, they will create a list of people in their support network who could be accessed for help and guidance in personal relationships.

Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>• What a courageous bystander is.</li> <li>• Everyone can make a difference.</li> </ul>	<ul style="list-style-type: none"> <li>• Advocate for personal attitudes, beliefs, and behaviors that support healthy relationships.</li> </ul>

### Time

One class period.

### Materials and Preparation

- TV/projector to play PSA
- Copies of worksheet, [Courageous Bystander Scenarios](#), for groups
- Copies of worksheet, [How Can I Be Part of the Solution](#), for groups

### Resources and Web Links

- [www.safeandrespectful.org/media/psa.html](http://www.safeandrespectful.org/media/psa.html) for PSAa advocating Courageous Bystanders
- [www.youthnoise.com](http://www.youthnoise.com) – **Youth Noise** is a web-based program created to motivate young people ages 13 to 26, to improve their lives and the lives of children and youth, worldwide, through volunteering, fundraising, and speaking out.
- <http://www.groundspark.org/respect/index.html> – **Groundspark's** mission is to create visionary films and dynamic educational campaigns that move individuals and communities to take action for a more just world.
- <http://www.tolerance.org> – **Tolerance.org** is an online destination for people interested in dismantling bigotry and creating, in hate's stead, communities that value diversity. It includes information on how to transform yourself, your home, your school, your workplace, or your community

### Teaching Steps

58. Introduce concept of “courageous bystander” (see teacher notes) by facilitating discussion: How can you make a difference by being a courageous bystander?
  - What are some of the disrespectful language and attitudes you see and hear in school?
  - What are some of the strategies that you could use to respond in healthy ways?
  - Do you believe that you can help change the culture in which you live or is violence unstoppable?
  - How could acting as a courageous bystander help change our culture today?
59. Introduce transfer task and tie to the courageous bystander concept.
  - Assign a date for completion of task.
  - Choose whether the project will be shared with the class or displayed in a gallery walk.
60. Distribute worksheets, “[Courageous Bystander Scenarios](#)” and “[How Can I Be Part of the Solution?](#)” to groups for discussion.
  - Have each group report to the class.
  - Discussion points will include:
    - If you did not feel safe to respond as situations unfolded, you might speak to the person later on.
    - What do you think would happen if everyone stood up for their own values and beliefs?
    - Do you think people would be discouraged from using abusive language and behavior to get what they want?

- Do you think disrespectful comments, jokes, and bad language would disappear if no one laughed?
- How would it feel if you could make a difference in changing how a company made decisions about what products to market?
- How would it feel if you could influence policies, practices, or laws that would permit violence, discrimination, and harmful stereotypes to continue and instead would allow healthy attitudes, beliefs, and relationships to thrive?

61. To conclude watch and discuss *Challenge the Norm* PSA or *Courageous Bystander* at <http://www.safeandrespectful.org>

62. Hand out Post Survey, and have the students fill out the survey using the same ID they used on the Pre Survey. **Collect and mail to DELTA COORDINATOR, 507 PHILADELPHIA PIKE, WILMINGTON, DELAWARE 19809.**

### Assessment(s) for Lesson

Allow time for students to finish unit project. Collect when done & submit to [www.safeandrespectful.org](http://www.safeandrespectful.org)

### Teacher Notes

#### How Can You Make a Difference by Being a Courageous Bystander?

A **Courageous Bystander** is someone who takes an active role in promoting a respectful environment or anyone who does something to safely and responsibly interfere with abusive or disrespectful behaviors, statements, or attitudes. Courageous bystanders do not look away or remain silent when confronted with these things.

Standing up for our values and beliefs may at first feel risky, but it is likely that more people agree with us than we think. By doing the right thing, we are showing courage and leadership. Ultimately, we all have a role in eliminating violence/abuse; to do so we must choose not to support abusive or disrespectful behaviors.

There is no one, right way to take an active role in setting a respectful tone or intervening when abusive comments or behaviors are happening.

Below are some good examples of ways to be a courageous bystander.

- **Don't laugh** at inappropriate or sexist jokes, or jokes that are at someone's expense. Go even further to explain why a joke is sexist and might be offensive to others, and ask the teller to refrain from telling such jokes.
- **Use respectful language in conversations.** Challenge others when they use disrespectful language.
- **Use nonviolent means of expressing your disapproval** when others behave in disrespectful or abusive ways, for example, the "silent stare" can be very powerful or talking with the abuser about their behavior can be a powerful eye opener. Using violence to get your message across may reinforce to the abuser that violence is an acceptable way to get what you want.
- **If physical violence is occurring, call 911 for assistance.**

- **Intervene as a group.** There is power in numbers, and if many people try to intervene on behalf of the victim, the abuser will typically leave the situation.
  - **Being a good listener and friend** to someone who is being abused or disrespected is a great first step. It can be powerful for the victim if you express your concerns, provide information to help them understand what abuse, and disrespect look like and assist them in utilizing helpful resources.
  - **If you stand up to abuse you will role-model healthy and respectful behavior** and show people that they are worthy of being treated with respect. You will also show people behaving disrespectfully or abusively that their behavior is socially unpopular, uncool, and unacceptable.
  - Let authority figures, organizations, and companies know how you feel as a consumer, concerned citizen, or member of that organization or group. Boycott their products, write letters or emails, help change organizational policies or practices, host a peaceful protest or rally, and organize others to use nonviolent solutions to get involved and have a voice.
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#### **\*Social Construction Discussion\***

Another scenario example: Ask a group of students to create a scenario in which an example of a social construction (reflect on previous lessons) is deconstructed by a courageous bystander.

### ***“Courageous Bystander” Scenarios***

You are shopping at the mall and see a new T-shirt store that is selling shirts with pictures and slogans that promote violence and harmful stereotypes.

- How do you feel when you see this?
- What do you think about it?
- How can you be part of “the solution”?

During morning announcements, the coach of your school’s football team commented on how the team “played like a bunch of girls” at last weekend’s game.

- How do you feel when you hear this?
- What do you think about it?
- How can you be part of “the solution”?

You are sitting in the cafeteria at lunch when a girl walks by your table. One of your friends yells to her, “Hey, Baby! You look hot!” She looks kind of startled and quickly walks away.

- How do you feel when you see/hear this?
- What do you think about it?
- How can you be part of “the solution”?

Lately you have noticed that your friend, Mark, embarrasses his girlfriend whenever you are around. He will make fun of her, purposely ignore her, or threaten to break up with her if he is not getting his way. She usually ends up in tears, and he laughs about it.

- How do you feel when your friend acts this way?
- What do you think about it?
- How can you be part of “the solution”?

You and your friend are hanging out for a few hours, and you notice that he or she calls her boyfriend’s house over and over “to make sure he is there.”

- How do you feel when your friend acts this way?
- What do you think about it?
- How can you be part of “the solution”?

You overhear a boy in your class talking about how his mom is in the hospital and he seems upset. Another student says to him “Man, that’s messed up, but don’t go crying like a girl.”

- How do you feel when your friend acts this way?
- What do you think about it?
- How can you be part of “the solution”?

## *How Can I Be Part of the Solution?*

### **Sample Strategies**

#### 63. "I" Statements

- Three parts:

I feel \_\_\_\_\_ (state your feelings)

when \_\_\_\_\_ (name the behavior).

I want \_\_\_\_\_ (what you want that person to do).

- Example: I feel uncomfortable when you stare at my body when we are talking. I want you to look me in the face from now on.

#### 64. Humor

- Speak up with humor. It may help cut down the tension of getting involved.
- If you are witty, this may fit your style.
- Caution: Be careful not to be so humorous that you end up mocking or making light of your own feelings or reaction. Funny does not mean unimportant.

#### 65. Group Intervention

- Approach the person as a group with other people (friends, teachers, parents) that share your values and beliefs. Think about healthy, nonviolent ways that you can let the other person know that he/she is acting disrespectfully. There is strength in numbers!
- Best used with someone who has a clear pattern of behavior so the group can use examples of how this person has behaved like this in the past.

#### 66. "Bring It Home"

- Say something so the person acting out realizes what it would be like to be in another person's shoes.
- Examples: "I hope no one ever talks about you like that." "What if someone said your girlfriend needed to be smacked around or called your Mom that name?"

#### 67. "We're Friends, Right..."

- Make your point but do so in a caring, noncritical way.
- Example: "As your friend, I've gotta tell you that your ringtone calling girls all sorts of nasty names is not so popular with the ladies. Why don't you do yourself a favor and change it up?"

#### 68. Distraction

- Say something that helps snap someone out of their "disrespectful comfort zone," like asking a person who is harassing or making fun of someone else a question to get them off-track.
- Example: "Hey—did we have homework for this class?"

#### 69. Silent Stare

- Just looking at someone in a disapproving way when they are doing or saying something that you do not agree with or makes you feel uncomfortable can sometimes even be more powerful than words.

#### 70. Media Boycott

- There are many ways to use your consumer power:
  - Do not buy the product.
  - Encourage friends/family not to buy the product (i.e., send out emails with information on why the product is harmful or post similar messages on social networking sites).
  - Write a letter or send an email to the company manufacturing and/or selling the product explaining to them how they are using your business by promoting harmful messages.

#### 71. Influence Authority Figures

- There are many ways to take your concerns to people in charge:
  - Within school, talk to your teachers, coaches, administrators, and/or principal about the issue and how you would like to see the school handle it.
  - Write a letter to the editor of your school or community newspaper about your feelings on the issue.
  - Volunteer to become involved in developing policies, guidelines, or laws that address the issue.
  - Poll your classmates about their feelings on this issue and organize them to take their concerns to authority figures as a group. Use your collective power to encourage action.