

Florida YRBS Lesson Plans Healthy Relationships Unit

Unit: Exploring Healthy Relationships – This unit discusses sexual and relational safety and health; contrasting healthy and unhealthy relationship characteristics; boundary setting; analysis of risky sexual and relational behaviors.

Course Alignment: HOPE-Physical Education (Core) (#3026010)

Alignment to State Statute 1003.42: This subject matter falls within the domain of Florida statute 1003.42(n), which addresses aspects of comprehensive health education and topics around “a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources to victims of dating violence and abuse.”

Unit Background Information: Exploring Healthy Relationships

The Florida Youth Risk Behavior Survey may not seem to immediately connect with developing concepts of self-respect, describing ideal qualities in a friendship or romantic relationship, or understanding the differences between healthy and unhealthy relationships. Yet all of these ideas are intimately connected with the ability to feel safe, secure, and healthy in our social lives. Whether currently dating someone or planning to date in the future, it is important to know how to set boundaries for oneself and for a romantic partner – emotionally, mentally, physically, and sexually.

Physical or sexual dating violence can occur in relationships, as can mental, physical, or emotional abuse. In the 2017 Florida Youth Risk Behavior Survey, 9.6% of high school students surveyed had dated someone in the last year who had threatened them, limited their activities against their will, or made them feel unsafe in any other way. In the same survey, 8.4% of respondents reported that they had experienced physical or sexual dating violence of some type during the last year. While this is a decrease from the 11.3% reported in 2015, it is still concerning that any young people in Florida are experiencing such situations in their relationships.

It is never okay for someone to be violated, bullied, controlled, or assaulted by another person – in or out of a dating relationship. Knowing how to set physical, sexual, and emotional boundaries in dating can be good practice for knowing how to stay safe and healthy and can help people recognize when a relationship may be unhealthy or when boundaries are being pushed.

There are also many consequences to consider when determining physical and sexual boundaries in a dating relationship. It is important to understand how the potential for unplanned pregnancy and the contraction of sexually transmitted disease (STD) or infection may affect the health and future of individuals. Deciding to remain abstinent until marriage or deciding to use condoms and birth control every time one has intercourse is just one example of an essential boundary needed to prevent pregnancy or STDs.

Being able to set and communicate healthy boundaries to a dating partner is a critical part of being in a healthy relationship. In this activity series, students will:

- (a) consider the importance of self-esteem and respect, and identify personal traits that make an individual unique
- (b) describe non-physical characteristics that are important in others (peers, friends, and relationships)
- (c) describe characteristics of healthy and unhealthy relationships, as well as discuss the potential short- and long-term consequences of risky/unhealthy behaviors
- (d) develop personal goals & boundaries for current/future relationships & discuss recommended practices for the safety of self & others in unhealthy relationships

What is your 2017 YRBS knowledge? Teacher Instructions

Student Instructions: For this activity, you will be introduced to questions relating to the 2017 Florida Youth Risk Behavior Survey data. The YRBS is given to approximately 6,000 high school students from all over Florida.

Launch: “The Florida Youth Risk Behavior survey (or YRBS) is given every two years to high school students across Florida in order to understand the health choices, risks, and considerations of Florida’s teens today. The information gathered from this survey helps Florida agencies make decisions about what programs and policies might be most helpful in keeping Florida’s youth safe and healthy.”

Explanation of Task: “We are going to explore a few of the survey questions and statistics that deal with dating behaviors, sexual activity, and teen dating violence.

As you read through each question, your task is come up with an estimation of the percentage of Florida teens that answered positively or “yes” to the statement in 2017. Write down your best estimation for each statement. After you have thought of your own best answers, compare your answers with a peer.”

After students have written down their best estimations and have discussed their responses with a peer, ask them to consider the following: “Many times people will overestimate the frequency of risky behaviors and underestimate positive or healthy choices. As I tell you the true statistics from the 2017 YRBS data for each question, place a star by the ones that you overestimated or underestimated by 10% or greater.”

What is your 2017 YRBS knowledge? Sexual Behaviors & Healthy Relationships

Student Instructions: For this activity, you will be introduced to questions relating to the 2017 Florida Youth Risk Behavior Survey data. The YRBS is given to approximately 6,000 high school students from all over Florida.

Your task will be to give your best guess for each question and then compare and discuss your answers with a peer. As you talk with your partner, be sure to discuss the following:

- Do you think your percentage guesses are accurate? Why or why not?
- How different are your answers from those of your peers? If you have different guesses, why might this be?
- What additional information might you need to have in order to feel confident in your guesses?

After your teacher has given you the actual percentage answers for each question, circle the questions that you overestimated or underestimated by 10% or more. Then complete the reflection questions.

Note: All statistics are related to Florida High School students.

Sexual Behaviors & Healthy Relationships

1. Percentage of students who were dating or going out with someone who threatened them or made them feel unsafe in any way (during the 12 months before the survey) _____%
2. Percentage of students who experienced physical dating violence (during the 12 months before the survey) _____%
3. Percentage of students who had ever had sexual intercourse (in their life) _____%
4. Percentage of students who had used a condom during last sexual intercourse _____%
5. Percentage of students who were ever physically forced to have sexual intercourse (when they did not want to) _____%
6. Percentage of students who had sexual intercourse with four or more persons during their life _____%
7. Percentage of students who were currently sexually active (had sexual intercourse with at least one person, during the 3 months before the survey) _____%
8. Percentage of students who drank alcohol or used drugs before last sexual intercourse (among students who were currently sexually active) _____%
9. Percentage of students who did not use any method to prevent pregnancy during last sexual intercourse (among students who were currently sexually active) _____%
10. Percentage of students who experienced sexual violence (being forced by anyone to do sexual things [counting such things as kissing, touching, or being physically forced to have sexual intercourse] that they did not want to, one or more times during the 12 months before the survey) _____%

Reflection

Which percentages were you most surprised by and why do you think this is so?

How might these issues influence the health and well-being of Florida teens in the short-term? Long-term?

2017 stats:

1. 10%
2. 8%
3. 38%
4. 57%
5. 6.5%
6. 10%
7. 26%
8. 20%
9. 13%
10. 10%

Whole Group Discussion: After reading the 2017 YRBS statistics, give students time to answer the short answer questions on the handout and then conduct a whole group discussion addressing the following questions:

1. Which risk behavior statements did you most overestimate (biggest difference between your estimation and the actual 2017 percentage) regarding Florida's teens?
2. Why do you think it is typical for people to overestimate risky behaviors and/or consequences in teen relationship health? (Think about factors such as peer pressure, media portrayal, societal acceptance, etc.)
3. What do you believe has the greatest impact or influence on relationship health behaviors on your age group (teens) and why do you think that?
4. How might these statistics relate to the idea of identifying healthy versus unhealthy relationship characteristics?

EXPLORING HEALTHY RELATIONSHIPS: Lesson 1

Lesson 1 (of 4): “I am... and I deserve respect!” - Acrostic Activity

Lesson Description: This lesson focuses on the constructs of respect and self-respect as related to health choices and personal self-esteem. It is the first of a four-part unit on decision-making in and exploring of healthy relationships. This unit has been developed using recent data (2015 & 2017) from the Florida Youth Risk Behavior Survey.

Estimated Time: 20-40 minutes

Florida State Standards:

HE.912.B.4.2

Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

HE.912.B.5.1

Determine the value of applying a thoughtful decision-making process in health-related situations.

LAFS.910.SL.1.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Student Learning Objectives:

Students will be able to –

- define and explain the importance of respect and self-respect
- identify personal traits that characterize their own uniqueness and individuality
- communicate to peers and others the relevance of recognizing such self-traits within the contexts of personal friendships and relationships

Guiding Questions:

Why is it important to consider the meaning of self-respect when thinking about romantic relationships?

What does it mean to show respect for oneself? (and/or to require respect from others?)

Introductory Activity: Acrostic Name

Note to the Teacher: A primary purpose of this activity is to develop classroom participatory norms that engender a safe and open environment for the sharing of ideas across students. The lessons in the 'Exploring Healthy Relationships' YRBS Unit are aimed at helping students understand healthy choices and risks associated with teen dating behavior, teen dating violence, and sexual activity. As such, it is important for the classroom climate to be one that values student safety, community, and respect. This lesson attempts to set a positive tone for peer-to-peer discourse and exchanging of ideas about choices, risks, and behaviors associated with teen sexual and relational health.

Launch: The teacher will ask students to think about the word 'respect' by saying "The great martial artist Bruce Lee once said "Knowledge will give you power but character respect'. What does that quote mean? When you think about the word 'respect' what does that mean to you? Think about those question for a minute and then turn to a partner and talk about your ideas."

Think-Pair-Share: Students will turn to a seat neighbor after thinking for a minute and will briefly discuss their ideas about the quote and word 'respect.' As the students are discussing in pairs, the teacher should walk around the room and listen to the ideas students are bringing to their partner. After a few minutes of sharing, the teacher will then lead a brief whole-class share-out: "What are some of the things that 'respect' brought to mind for you that you shared with your neighbor?" "What does the Bruce Lee quote mean to you?" (Give students an opportunity to share out to the whole group. The teacher may want to be strategic in calling on students who may have had novel ideas or have specifically brought up the idea of "self-respect" and/or the impact of one's character as it related to respect.

Building on student ideas, the teacher can deliver a normative definition of respect: Say, "Respect is the sense of worth or personal value that we attach to others AND ourselves. Respect for others can be based on many different factors. Some examples might include how someone treats you and others, whether they are honest or trustworthy, and the amount of perceived good someone does in the world. Basically, respect is the *positive* view we have of someone else and how they live their life."

Shifting to self-respect: Say, "Self-respect is your *own* view of how you are living your *own* life; self-respect means knowing and defining your own positive personal worth and value as a human being. You may be a good listener, an honest person, a hard worker, or you may have other positive characteristics that you would use to describe yourself. These personal features of personality are important to how we see our own personal value and self-worth."

Explanation of Task: Say, “For this activity, you will describe positive characteristics about yourself by creating an acrostic (a poem, word puzzle, or other composition in which certain letters in each line form a word or words) with your own name. On the draft template provided, write your name vertically between “I AM... and I deserve RESPECT”. Then, brainstorm words or phrases that start with each letter of your name that describe positive characteristics of your personality that you feel make you unique and worthy of respect. Write your brainstormed words or phrases on the lines that begin with the same letter to complete the acrostic. Once you have finished with your draft, create a final version of your acrostic on a blank sheet or poster paper provided.”

Independent Practice: Students will work to brainstorm and create their own acrostics using their names regarding positive personal characteristics that relate to their own view of self-respect and the respect of others. Students may want to create larger versions on posters or blank paper in order to share with peers during closure.

Closure: The teacher will facilitate a sharing out of students’ acrostics based on a volunteer basis, or conversely, the students could post their acrostics around the room for a ‘gallery walk’. After an opportunity for students to share their work and ideas with the larger group, the teacher can ask the following questions for group discussion:

- What were some patterns of characteristics that you saw on different acrostics? (the teacher may keep a running list of ideas that students mention on the board for public view)
- Why do you think that these characteristics were recurring across different people?
- How do these characteristics relate back to the idea of respect for self and others?

Formative Assessment:

In addition to the contributions of the students in whole-group closure, the teacher can assign an exit slip with the following questions:

1. What does respect mean to you?
2. Why is it important to think about self-respect when it comes to making healthy decisions?

Feedback to Students:

The teacher may want to highlight particular ideas or contributions that students have made on their acrostic, in class discussions, or on their exit slips for feedback based on the learning objectives. Students should be able to describe the terms of respect and self-respect and how these apply to personal decision-making and healthy well-being.

Accommodations:

Instead of writing, students may use dictation or assistive technology in order to create their acrostics. Similarly, teachers may consider preparing a list of word or phrases that students might choose from rather than creating their own in order to build their acrostic.

Extensions:

Students can write an essay or prepare a speech regarding respect and self-respect, and the connections of these concepts to positive self-image and making healthy choices and decisions. Additionally, this lesson may be done more as a community-building activity to support students in making positive connections with others.

**Student Acrostic Draft **

For this activity, you will use your name to describe positive characteristics about yourself! Use the space below as a place to draft your acrostic. Write your name vertically between “I AM...” and “...And I deserve RESPECT” Brainstorm words or phrases that start with each letter of your name that describe positive characteristics of your personality that are worthy of respect. Write your brainstormed words or phrases on the lines that begin with the same letter to complete the acrostic. Once you have finished with your draft, create a final version on a blank sheet or poster paper.

I Am... and I Deserve Respect Acrostic Activity

Everyone deserves respect – but what exactly does that mean? Respect is the sense of worth or personal value that you attach to others. Your respect for others can be based on many different factors. Some examples might include how someone treats you and others, whether they are honest or trustworthy, and the amount of perceived good they do in the world. Basically, respect is a positive view that you have of how someone is living their life.

Relatedly, self-respect is your own view of how you are living your life. Self-respect means knowing and defining your own worth and value as a human being. You may be a good listener, an honest person, a hard worker, or you may have other positive characteristics that you would use to describe yourself. These features of your personality may help you understand your personal value and self-worth, as well as describe how others may perceive you.

For this activity, you will use your name to describe positive characteristics about yourself! Use the space below as a place to draft your acrostic. Write your name vertically between “I AM...” and “...And I deserve RESPECT” Brainstorm words or phrases that start with each letter of your name that describe positive characteristics of your personality that are worthy of respect. Write your brainstormed words or phrases on the lines that begin with the same letter to complete the acrostic. Once you have finished with your draft, create a final version on a blank sheet or poster paper.

I AM....

...and I DESERVE RESPECT!

EXPLORING HEALTHY RELATIONSHIPS: Lesson 2

Lesson 2 (of 4): “What’s Important to Me in a Friend (or Dating Partner)?” – Alphabet-Brainstorm Activity

Lesson Description: This lesson focuses on the constructs of positive normative characteristics and qualities in close friendships and builds explicit connections related to healthy choices and personal health in the contexts of peers and dating. It is the second of a four-part unit on decision-making in and exploring of healthy relationships. This unit has been developed using recent data (2015 & 2017) from the Florida Youth Risk Behavior Survey (YRBS), a valid and reliable biannual survey jointly administered by the Departments of Education and Health to Florida high school students.

Estimated Time: 45 minutes

Florida State Standards:

HE.912.C.1.2

Interpret the significance of interrelationships in mental/emotional, physical, and social health.

HE.912.C.2.2

Compare how peers influence healthy and unhealthy behaviors.

LAFS.910.SL.1.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Student Learning Objectives:

Students will be able to –

- describe non-physical characteristics that are desirable qualities in choosing friends and dating partners/relationships based on social norms

- explain the connection between positive peer and dating relationships and overall personal health

Guiding Questions:

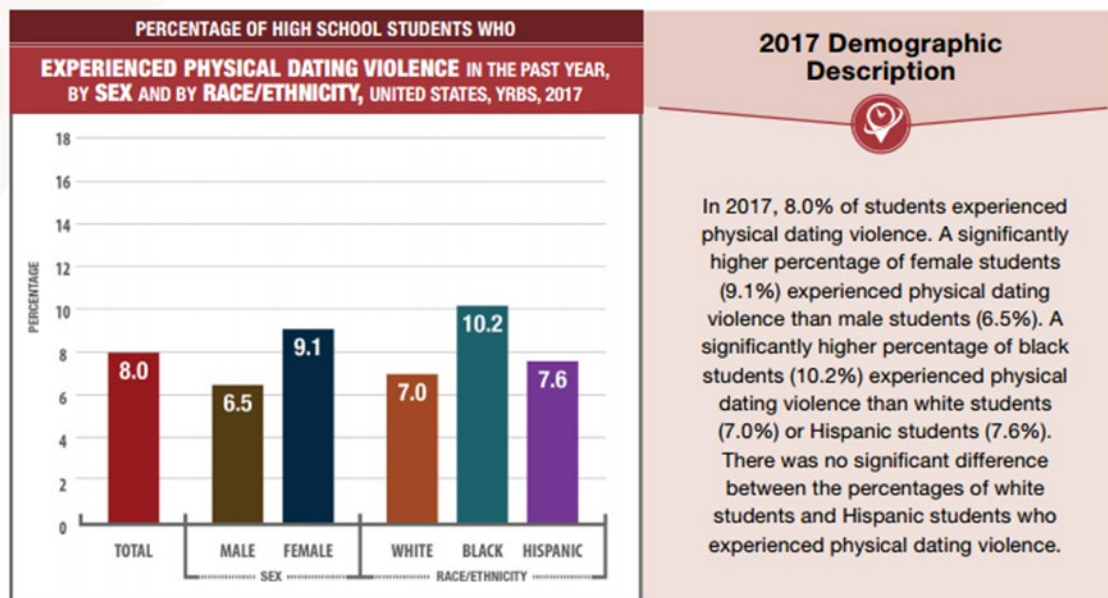
What are important qualities that I should search for in a friend or dating partner?
Why is it important to carefully consider the characteristics that are acceptable to me in a friend or dating partner?

Part 1: Intro Data Discussion

Introduction: Before moving into the next lesson, it is important to introduce students explicitly to the Florida YRBS and aspects of the data used to inform the ‘Exploring Healthy Relationships’ unit.

If not already reviewed in previous lessons say, “The Florida Youth Risk Behavior survey (YRBS) is given every two years to high school students across Florida in order to understand the health choices, risks, and considerations of Florida’s teens today. The information gathered from this survey helps Florida agencies make decisions about what programs and policies might be most helpful in keeping Florida’s youth safe and healthy.”

Launch: Ask students the following: “What do you think about the data from the chart*? Based on data from the YRBS, in 2017, 8% of students who were going out with someone (or dating someone) experienced physical dating violence.”



* <https://www.cdc.gov/healthyouth/data/yrbs/pdf/trendsreport.pdf>

Ask students for their reactions and thoughts about the statistics and demographic description. Say the following: “Even though the majority of teens have not had this experience, it is never okay for anyone to feel threatened or unsafe in a relationship. How might the statement *1 in 10 Florida teens who were dating someone were made to feel unsafe or threatened by their dating partner* relate to thinking about

characteristics or personal qualities in a friend or romantic partner? We will discuss this more as we move into our next activity.”

Part 2: “How would you help?”

Introduction: Seeing a friend in an abusive relationship is frustrating. By trying to help you show your friend that you care about them, support them and can be trusted. Remember it can be difficult and scary to try and leave an abusive or unhealthy relationship. It will take time, support and possibly adult intervention or professional assistance.

Launch: Using select scenarios from the “How Would You Help? Quiz from *Love Is Respect.org* * www.loveisrespect.org/how-would-you-help-quiz-text/

The teacher will say: “I am going to give you scenarios, each with three possible responses. Read the scenarios and select the response that most closely associated with how you would respond. Be prepared to discuss and justify why you would respond in the way you chose. There is no “wrong” answer, be prepared to back up your choice”.

1. Your friend Elisha and John, a guy she met at work, have been going out for a while. One day, John showed up at Elisha’s school and saw her give a male friend a hug. John grabbed her arm and pulled her to his car where he called her a slut and a cheater.

If I saw this happen...

- a) I would tell Elisha that I was concerned about her and help her find information about abusive relationships
- b) I would tell another friend and hope that they would do something to help Elisha
- c) I would leave it alone. If Elisha didn’t say anything to me, it’s not my place to get involved.

2. Christina and your friend Eric have been dating for a year. Christina is really jealous and always accuses Eric of cheating on her even though he hasn’t. She texts him constantly and checks all his emails. When they fight, she calls him names and tells him no one else will ever love him.

If I heard Christina yelling at or putting Eric down...

- a) I wouldn’t say anything. Eric should be able to defend himself.
- b) I would tell Eric that he didn’t deserve to be treated that way and that he should consider ending the relationship.
- c) I wouldn’t say anything to either of them, but I would let other friends know that I thought it was wrong.

3. Rebecca and Janet met at the mall. When they first began dating, Rebecca was very sweet. Over time, she started putting Janet down and once ended a fight by slapping her. Things got worse and Rebecca told Janet if she ever left her, she would kill herself. If I knew about all of this and another friend asked me if I thought Janet was ok...

- a) I would tell them to stay out of it—they are both girls. If Janet doesn’t ask for help, it’s nobody’s business.
- b) I would pretend I didn’t know and tell them to ask Janet directly.

- c) I would tell them I was also concerned about Janet and that we should go together to offer our help.

Review each scenario and student responses. Ask students to justify why they selected the response they did. Try to encourage students to be positive up-standers in situations where someone is being abused or mistreated. Once all three scenarios have been reviewed and discussed, brainstorm signs of unhealthy or toxic relationships.

Part 3: “Top 5” Qualities I Want in a Friend or Dating Partner Activity

Launch: The teacher will say: “Now that we have identified unhealthy characteristics in relationships, what are characteristics of healthy relationships? Have you ever thought closely about what’s important to you in a friend or dating partner? While there may be many differences between acquaintances, close friendships, and romantic relationships, there may be similarities in the qualities and characteristics that someone looks for in a close friend or in a dating partner. Whether you are dating someone or not, it is important to think about the qualities and characteristics that you hope to see in your close friendships or relationships.

While every friendship and relationship is different, there are certain qualities that are important and necessary no matter what. Ask- “What are important qualities you look for in a friend or dating partner?”

Explanation of Task: To explain the task, the teacher should say, “Review the following list and create your top 5 characteristics or ways you want to be treated by a friend or in a dating relationship. You can use ideas from the given list or come up with your own. On a separate sheet of paper, write the qualities in ranked order (#1 most important through 5), explain your reasons for selecting that quality including why it is important to you.

Independent Practice: Students will independently work to complete the worksheet and describe qualities that are important to them in a close friendship or dating partner.

Share out- After students have had time to think and complete the worksheet ask for volunteers to share out their list and reasons. The teacher may write words/phrases on the board from students lists. Upon reviewing each list the teacher may ask students to “Raise your hand if you also had the same or similar words on your list.” Tally the most common characteristics.

Closure: Say, “Did you notice how many of you had similar ideas about what characteristics and qualities are important in a close friend or dating partner? Why do you think that is?” Did you have something significantly different in your top 5? Why do you think there was such a difference? Students should then share out their ideas or they might read their written responses.

After sharing out, the teacher should explicitly ask the guiding question for student discussion: “Why is it important to carefully consider the characteristics that are acceptable to us in a friend or dating partner? How are these characteristics related to health?”

Students will think-and-talk in pairs or small groups of 3-4 about this question first. Then, the teacher should facilitate a share out of ideas from each group with the whole group: "From each group, someone share what their group talked about." Possible responses might include connections between positive peer/partner characteristics and the alleviation of peer pressure; positive mental and emotional health and well-being through feelings of trust and security; potential for health risk alleviation (risks might include dating violence, sexual pressure, peer pressures, etc.)

Formative Assessment:

The teacher should collect students' write-and-reflect responses from the independent practice phase of the lesson. Additionally, the teacher should implement an exit slip for students, asking the following question(s):

- What is the most important "take-away" idea that I learned about in class today?
- What questions or concerns did today's lesson bring up for me today?

Feedback to Students:

The teacher should carefully read through students' exit slip responses and follow-up with any students that may have pressing questions or concerns. Additionally, if teachers continue on with Part 3 of the "Choosing My Well-Being" unit, the characteristic lists from this lesson might be useful in helping students describe rationales for the Setting Boundaries & Staying Safe in Relationships activity.

Accommodations:

Instead of writing, students may use dictation or assistive technology in order to create their list. Similarly, teachers may consider preparing a list of word or phrases that students might choose from rather than creating their own in order to build their list.

Extensions:

The students can create a "Master List" or a public service-style posters as a whole class in order to establish normative, positive qualities and characteristics that they might like to see in themselves and others within their class or school. This activity might be useful to foster discussions around accountability to self and others regarding positive normative behaviors and community-building amongst peers.

** Top 5 Characteristics Activity - Student Handout **

Characteristics I want in a close friend or dating relationship:

Treat me with respect	Make me laugh/funny	Self Confidence	Never puts you down
Trustworthy	Encourages me	Fun to be around/ adventurous	Shares common interests
Need me	Protective	Treat me as an equal	Is proud of your accomplishments
Forgiving	Attentive	A good listener	Honest
Supportive	Love me	Loyal	Doesn't pressure you
Is comfortable with my family & friends	Dependable	Kind/caring	Supportive

Select your top 5 from the list above or use your own ideas. Please list the characteristic and write a brief explanation of why that quality is so important.

1-
2-
3-
4-
5-

EXPLORING HEALTHY RELATIONSHIPS: Lesson 3

Lesson 3 (of 4): “Distinguishing Healthy versus Unhealthy Relationship Characteristics” – Card Sort Activity

Lesson Description: This lesson focuses on normative characteristics of healthy and unhealthy relationship attributes within the contexts of a close peer friendship or dating relationship. This lesson builds explicit connections related to healthy choices and personal health in terms of personal dating relationships and recognition of the need for setting personal boundaries. It is the third of a four-part unit on decision-making in and exploring of healthy relationships. This unit has been developed using recent data (2015 & 2017) from the Florida Youth Risk Behavior Survey, a valid and reliable biannual survey administered by the Department of Health to Florida youth.

Estimated Time: 40-50 minutes

Special Materials:

- Card Sort Cards (Set of 30) – one set for each small group; cut & shuffled prior to lesson implementation
- Discussion Questions – one half-page handout per small group
- Teacher Lesson & Activity Handout (with or without PPT accompaniment)

Florida State Standards:

HE.912.C.1.2

Interpret the significance of interrelationships in mental/emotional, physical, and social health.

HE.912.P.7.2

Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.

LAFS.910.SL.1.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

MAFS.912.S-ID.1.2

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Student Learning Objectives:

Students will be able to –

- identify and describe characteristics of healthy and unhealthy relationships
- explain the potential short- and long-term consequences of participating in unhealthy or risky sexual and relational behaviors
- interpret and describe trends in recent YRBS data related to normative behaviors around relationships

Guiding Questions:

How can we distinguish between characteristics of healthy and unhealthy relationship? Why is it important for us to consider the potential health risks of unhealthy relationships?

What can we understand about trends in dating relationships among Florida teens, based on the YRBS data?

“Distinguishing Healthy versus Unhealthy Relationship Characteristics” – Card Sort Activity

Before the lesson: Prepare the sorting cards (one set of 30 cards for each group of 3 to 4 students) ahead of the lesson launch. Cut the cards and shuffle so that there is no indication of healthy, unhealthy, or ambiguous classification. Place each set of 30 in a plastic baggie or envelope for easy distribution. Additionally, each group should have a set of discussion questions included with their card set for use after the card sort.

Launch: In the last lesson we touched on healthy and unhealthy relationships. Today we are going to continue exploring this topic. What are some signs of an unhealthy relationship? Allow time for student response. Ensure you get answers that include: control, hostility, dishonesty, disrespect, over-dependence, intimidation, physical violence, verbal abuse, emotional manipulation, and sexual violence.

Building on student ideas: After hearing students’ ideas, the teacher continues, “Everyone has the right to be in a healthy relationship where both partners treat each other with respect. Whether a dating partner or a close friend, both people in a relationship should see one another as equal with no one exerting more power over one person. When relationships are not equal, there may be “red flags” or signals of an unhealthy or even abusive relationship that can be recognized. Recognizing the characteristics of healthy and unhealthy relationships is important to mental, physical, sexual, and emotional well-being. Knowing what makes a relationship healthy or unhealthy can keep you healthy and safe in a dating relationship or a close friendship and can help you look for characteristics in a future partner or consider a current relationship.”

Explanation of Task: The teacher should say: “For this activity, you will work with a small group of classmates to do a card sort. Each card will have a description of a healthy or unhealthy characteristic of a dating or close relationship. For each card, discuss whether the card describes a healthy or unhealthy relationship attribute and sort the cards according to what you decide as a group into the following categories: “A healthy relationship means...” and “An unhealthy relationship means...” Make sure that you and your group members have discussed a justification for each of the decisions you make about where to place each card.”

The teacher should write on the board the following: “A Healthy Relationship Means...” and “An Unhealthy Relationship Means...” Students should be in groups of 3 or 4 to promote discussion during the card sort.

Independent Practice: Students will work in groups of 3 or 4 to sort the card descriptions into “healthy” and “unhealthy” relationship characteristics. The student groups should also discuss their rationales/justifications regarding why they placed each card into the category of healthy or unhealthy.

After the students have sorted the cards, the teacher will direct the students to consider the questions on the discussion handout. These questions should be discussed in the small group setting first and students will share answers with the whole group during the closure of the lesson.

The teacher should circulate around the room during independent/group practice to support students in their group discussion and to assess students’ progress and decision-making regarding the cards. The teacher should note any cards that seem to be ambiguous or that spark disagreement between group members, as well as those cards that are ‘cut-and-dry’ descriptors of healthy/unhealthy relationships. The teacher may use these observations to highlight certain characteristics or qualities during the whole group closure phase of this lesson.

Closure: The teacher will facilitate a sharing out of students’ group responses to the discussion questions by calling on various groups to respond to each question. The teacher may read each question aloud:

Small Group Discussion Questions:

- Did you and your group members agree on the placement for every card?
- How did your group decide where to put each card?
- Are there any relationship behavior descriptions that are sometimes healthy in moderation but could be unhealthy in excess? What are some examples?
- What other characteristics for healthy or unhealthy relationships could you include in these categories? What are some examples?
- What are some consequences of unhealthy relationships?

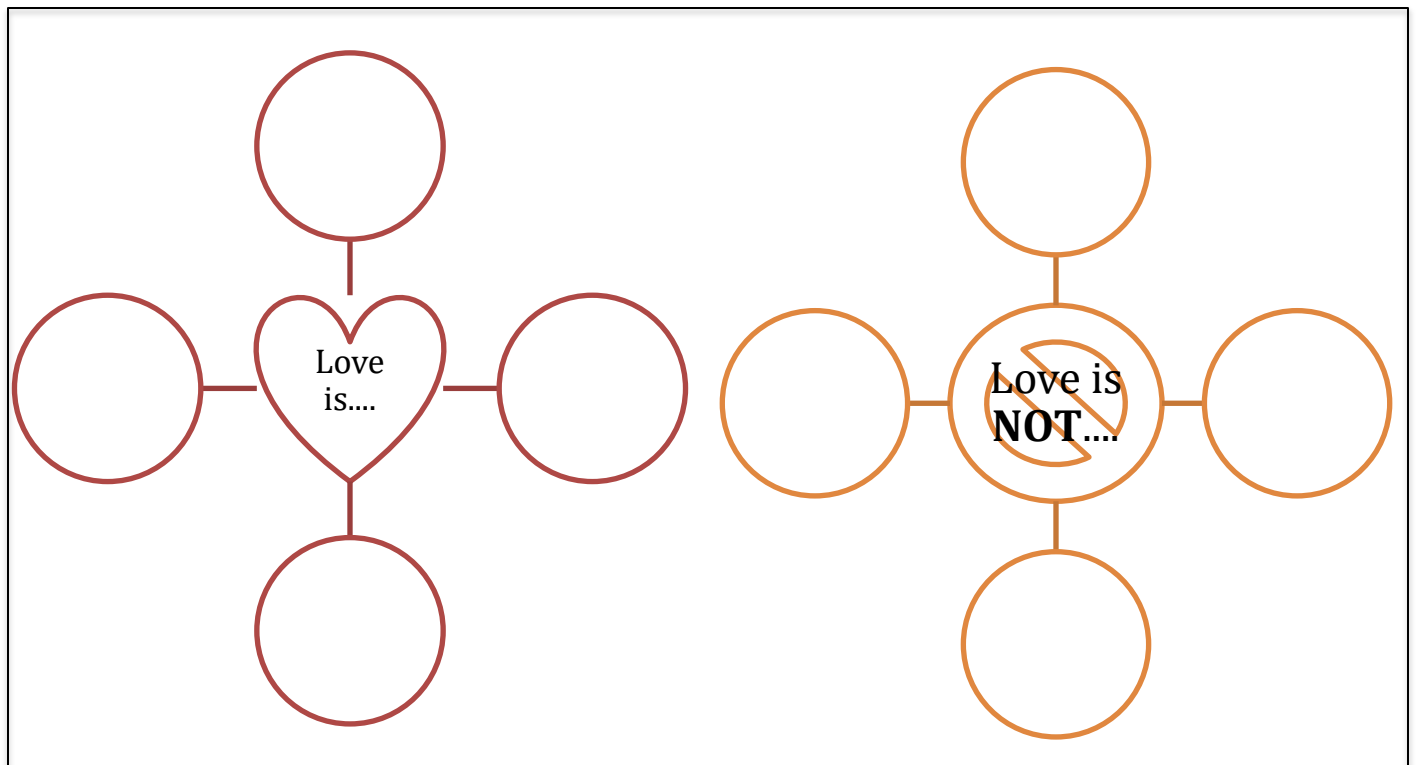
After sharing out, the teacher should explicitly ask the guiding question for student discussion “Why is it important to consider the potential health risks of unhealthy relationships?” emphasizing that these risks could be mental, emotional, sexual, or physical in nature.

Students will think-and-talk in their small groups about this question first. Then, the teacher should facilitate a share out of ideas from each group with the whole group.

The teacher should summarize the ideas that students brought up in their small group discussions to the whole group and reemphasize the notion that recognizing characteristics of healthy and unhealthy friendships and relationships can lead to better mental, emotional, and physical health by recognizing and alleviating some potential for risks that might otherwise be detrimental to personal health.

Formative Assessment:

The teacher should implement the exit slip for students. Students should identify at least four things that exemplify what “love is” and four examples of what “love is not” to them and write it on the graphic organizer.



Feedback to Students:

The teacher should carefully read through students’ exit slip responses and follow-up with any students that may have pressing questions or concerns. Additionally, if teachers continue on with Part 4 of the “Choosing My Well-Being” unit, the unhealthy relationship characteristics from this lesson might be useful in helping students describe rationales for the Setting Boundaries & Staying Safe in Relationships activity.

Accommodations:

Cards may be enlarged for students with vision impairments or may be read aloud for students with learning or reading disabilities.

Extensions:

Students can work in a small group to create scenarios and/or examples of healthy relationship characteristics. Assign each small group of students one of the following words: Respect, Safety, Support, Individuality, Fairness/Equality, Acceptance, Honesty/Trust, and Effective Communication. Instruct students to create a role-play

scenario (or script) about a situation that will exemplify their word in the context of a friendship or relationship. This scenario should highlight how this healthy characteristic can support a person's emotional, mental, or physical well-being and personal boundaries.

Card Sort Card Set (30 total)

A HEALTHY Relationship Means...

Feeling comfortable saying "no" to something, even when it may cause a disagreement or hurt someone's feelings	Listening to each other's points of views and feelings
Being able to say "I'm sorry"	Respecting one another's personal, sexual, and physical boundaries
Abstaining from having sexual intercourse to avoid unplanned pregnancy and sexually transmitted diseases	Using condoms and birth control every time during intercourse
Being confident that your partner will not send what you text them around to others	Handling disagreements and conflicts without physical violence, name calling, or emotional manipulation
Respecting one another's electronic privacy on e-mail, cell phones, and social media	Feeling confident to be yourself without having to change to please someone else

An UNHEALTHY Relationship Means...

<p>Feeling worried or anxious about upsetting the other person because of the way they might react</p>	<p>Feeling pressured to have physical contact or sexual intercourse without protection against pregnancy and sexually transmitted diseases and infections</p>
<p>Posting false or mean things about your partner on social media</p>	<p>Constantly texting, calling, or messaging your partner to see where they are or to know what they are doing</p>
<p>Using threats, name calling, or yelling during arguments or disagreements</p>	<p>Feeling pressured to send pictures or texts that make you feel uncomfortable</p>
<p>Trying to get what someone wants by manipulating the other person in the relationship</p>	<p>Getting angry or annoyed when the other person spends time alone with family or other friends</p>
<p>Being accused of flirting with other people when your partner sees you talking with another person or friend</p>	<p>Inflicting physical or sexual violence against the other person</p>

Healthy vs. Unhealthy Relationships
“Ambiguous Cards”

<p>Occasionally teasing the other person about their personality quirks or traits</p>	<p>Sharing electronic passwords to social media accounts, cell phones, e-mails, etc.</p>
<p>Criticizing the other person about their physical appearance, clothing, food choices, etc.</p>	<p>Sharing personal information with close (non-romantic) friends about your dating partner</p>
<p>Spending time with your dating partner's family</p>	<p>Making time for your dating partner by quitting personal activities that you enjoy</p>
<p>Using sarcasm to talk about disagreements and arguments</p>	<p>Needing to know details about the other person's past relationships</p>
<p>Allowing the other person to make decisions for the both of you</p>	<p>Feeling confident to pursue personal interests, even if it means spending less time or deprioritizing the other person</p>

Small Group Discussion Questions:

- Did you and your group members agree on the placement for every card?
 - How did your group decide where to put each card?
 - Are there any relationship behavior descriptions that are sometimes healthy in moderation but could be unhealthy in excess? What are some examples?
 - What other characteristics for healthy or unhealthy relationships could you include in these categories? What are some examples?
 - What are some consequences of unhealthy relationships?
 - Why is it important to consider the potential health risks of unhealthy relationships? (These risks could be mental, emotional, sexual, or physical in nature)
-

Small Group Discussion Questions:

- Did you and your group members agree on the placement for every card?
- How did your group decide where to put each card?
- Are there any relationship behavior descriptions that are sometimes healthy in moderation but could be unhealthy in excess? What are some examples?
- What other characteristics for healthy or unhealthy relationships could you include in these categories? What are some examples?
- What are some consequences of unhealthy relationships?
- Why is it important to consider the potential health risks of unhealthy relationships? (These risks could be mental, emotional, sexual, or physical in nature)

* Teacher Lesson & Activity - Teaching Phase Support *

Healthy v. Unhealthy Relationship Characteristics

Card Sort Activity & Discussion

Everyone has the right to be in a healthy relationship where both partners treat each other with respect, as equals. When relationships are not equal, there may be “red flags” or signals of an unhealthy relationship that can be recognized. Recognizing the characteristics of healthy and unhealthy relationships is important to your mental, physical, sexual, and emotional wellbeing.

Knowing what makes a relationship healthy or unhealthy can keep you healthy and safe in a dating relationship and can help you look for characteristics in a future partner or consider the characteristics of a current relationship.

For this activity, work with a small group of classmates to sort the cards that describe healthy characteristics of a relationship and unhealthy characteristics.

After you have sorted the cards, discuss the following with your group members:

1. Did you and your group members agree on the placement for every card?

2. Are there any behaviors that are sometimes healthy in moderation, but become unhealthy in excess?

3. What other characteristics for healthy or unhealthy relationships could you create or include in each of the groupings?

Next Steps: Focusing on Characteristics of Healthy Relationships

In a small group, you and your classmates will be given one of the following characteristics that are found in almost all healthy relationships:

RESPECT SAFETY SUPPORT INDIVIDUALITY
FAIRNESS/EQUALITY ACCEPTANCE HONESTY/TRUST
EFFECTIVE COMMUNICATION

With your group members, write some examples of what that characteristic might look like in a relationship. These should include at least one example each of how that characteristic could support a person’s emotional, physical, and sexual boundaries. Be ready to share your examples with the class group.

EXPLORING HEALTHY RELATIONSHIPS: Lesson 4

Lesson 4 (of 4): “Setting Boundaries and Staying Safe in Relationships” -

Lesson Description: This lesson focuses on development of personal boundaries and safety within the context of dating relationships and close friendships. This lesson builds explicit connections to healthy choices and personal health in terms of examining individual needs, wants, safety, and health as related setting personal boundaries. It is the fourth of a four-part unit on decision-making in and exploring of healthy relationships. This unit has been developed using recent data (2015 & 2017) from the Florida Youth Risk Behavior Survey, a valid and reliable biannual survey jointly administered by the Departments of Education and Health to Florida high school students.

Estimated Time: 40-50 minutes

Special Materials:

- Personal Boundary Setting – Student Handout (1 per student)
- Exit Slip Formative Assessment – Student Handout (1 per student)
- Teacher Lesson & Activity Handout

Florida State Standards:

HE.912.B.5.5

Examine barriers that can hinder healthy decision-making.

*HE.912.C.2.2

Compare how peers influence healthy and unhealthy behaviors.

LAFS.910.SL.1.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

MAFS.912.S-ID.1.2

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Student Learning Objectives:

Students will be able to –

- develop personal goals and boundaries for current or future relationships
- identify and discuss recommended practices for the safety of self and others in unhealthy relationships
- interpret and describe trends in recent YRBS data related to normative behaviors around relationships

Guiding Questions:

How can I keep myself safe in my close friendships and dating relationships?

What are my personal non-negotiable boundaries and how will I recognize when someone is trying to push the limits of my boundaries?

What can we understand about trends in dating relationships among Florida teens, based on the YRBS data?

Part 1: Exploring Data Trends from the YRBS

Launch: “For this activity, we will take a look again at some of the statistics we have already seen regarding teen sexual and dating relational health. This time, as I read each statement aloud, think about whether you believe this statistic has INCREASED or DECREASED over the last 10 years. If you believe it has increased, put your thumb UP. If you believe it has decreased, put your thumb DOWN and if you believe there has been no change over the last 10 years, then make a fist (keep your thumb tucked in). Be sure to think about your reasoning for why you are choosing up, down, or tucked.”

Read the statements aloud and give students time after each statement to place thumbs up, down, or tucked. Be sure to note what the majority of students are choosing so that this can be drawn upon during whole-class discussion. Consider asking a student to keep a whole class data chart to document the number of ups, downs, and tucked thumbs for each statement.

YRBS Data – Teen Dating Violence & Sexual Behaviors Survey Questions

1. Percentage of students who had sexual intercourse with four or more persons during their life → do you think the current percentage has increased, decreased or stayed the same over the last 10 years? (*decreased by 6%*)
2. Percentage of students who were currently sexually active (had sexual intercourse with at least one person, during the 3 months before the survey) → do you think the current percentage has increased, decreased or stayed the same over the last 10 years? (*decreased by 10%*)
3. Percentage of students who used birth control pills before last sexual intercourse (to prevent pregnancy, among students who were currently sexually active) → do

you think the current percentage has increased, decreased or stayed the same over the last 10 years? (*stayed the same // increased by 2%*)

4. Percentage of students who had used a condom during last sexual intercourse (among students who were currently sexually active) → do you think the current percentage has increased, decreased or stayed the same over the last 10 years? (*decreased by 9%*)
5. Percentage of students who have ever been physically forced to have sexual intercourse (when they did not want to) → do you think the current percentage has increased, decreased or stayed the same over the last 10 years? (*stayed the same 7-8%*)
6. Percentage of students who drank alcohol or used drugs before last sexual intercourse (among students who were currently sexually active) → do you think the current percentage has increased, decreased or stayed the same over the last 10 years? (*stayed the same // decreased by 2%*)
7. This question was not on the 2007 survey. So, for this question, think about the last FOUR years. -- Percentage of students who were dating or going out with someone who threatened them or made them feel unsafe in any way (during the 12 months before the survey) → do you think the current percentage has increased, decreased or stayed the same over the last FOUR years? (*stayed the same*)
8. This question was not on the 2007 survey. So, for this question, think about the last FOUR years. -- Percentage of students who experienced physical dating violence (during the 12 months before the survey) → do you think the current percentage has increased, decreased or stayed the same over the last FOUR years? (*stayed the same // decreased by 1%*)

Answers with trends over time (rounded to the nearest whole number):

Q	2007 (10 years ago)	2017 (most current data)	YRBS QN:
1	16%	10%	QN61
2	36%	26%	QN62
3	15%	17%	QN65
4	66%	57%	QN64
5	8%	7%	QN19
6	22%	20%	QN63
7	2013 data: 10%	10%	QN93
8	2013 data: 9%	8%	QN22

Small Group & Whole Group Discussion: After reading each statement and recording student responses, have students compare their responses to the reality of the trend data. Ask students the following discussion questions:

1. Which trends were most surprising to you? Why?
2. Why do you think many of these percentages have stayed the same over time (four years or ten years)?
3. What do you think can be inferred from the statistics about teen sexual and relational dating health over time in Florida?
4. What might be some factors (peer pressure, media portrayals, societal acceptance, etc.) that might influence whether such health behaviors increase, decrease, or stay the same over time?

Part 2: Setting Boundaries & Personal Safety Activity

Launch: The teacher will ask students: “What does it mean to have personal boundaries?” Students will turn-and-talk with a partner to discuss this question. The teacher will then allow students time to share their initial ideas in the whole group setting.

The teacher should hand out the ‘Personal Boundary Development’ student handout and then continue to build off of student responses: “In any friendship or dating relationship, it is important to set and know your own personal boundaries. These boundaries are essentially the behaviors that you will accept or not accept in a dating partner or close friend. Boundaries can be emotional, physical, sexual, and/or digital/electronic in nature, or they may be related to one’s personal time or some other domain of personal and social life. But no matter what, boundaries should keep one’s own personal wants, needs, safety, and health in mind. Let’s discuss some example questions that might help someone develop boundaries. Keep in mind that there may be many other questions to consider and these are just examples. You should think about your own personal needs, wants, safety and health as we read these questions.”

Call on students to read the categories and example questions from the Personal Boundary Development student handout:

Emotional

- What are acceptable ways for me and my dating partner/close friend to talk to one another in front of friends, family, and other people?
- What are things that would make me feel unsafe or scared in a dating relationship or a close friendship?

Physical

- What kind of touching is acceptable to me and when/where is it acceptable?
- Do I feel comfortably holding hands or kissing around family and friends?

Sexual

- How will I know that I am always safe from sexually transmitted diseases and infections, and unplanned pregnancy?
- What kind of physical or intimate touch or act, if any, am I comfortable with and what do I consider unacceptable?

Digital/Electronic

- When is it okay for my close friend or dating partner to text me and what is the expectation for when texts are returned?
- What am I comfortable with my dating partner or close friend publicly posting or commenting about me in social media outlets?

Personal Time

- What kind of time do I need for my own personal interests, hobbies, and family?
- How much time and I comfortable with spending or allotting to my dating partner or close friend?

After students have read aloud the example questions, the teacher should continue: “When you know the boundaries of what you are comfortable and uncomfortable with for your own dating relationships, you have a powerful tool for recognizing when someone is supporting and respecting you, or pushing you to cross your boundaries in negative ways.

You should feel comfortable and able to communicate these boundaries to whomever you are dating or in a close friendship with and you should be able to expect that they will respect these boundaries without being afraid of what they might do or say in response. If a dating partner or close friend gets angry because of your boundaries or says that your needs are stupid, then that partner is not showing you the respect that you deserve. Boundaries are about YOU and your personal wants, needs, safety, and health.”

Explanation of Task: To explain the task, the teacher should say: “For this activity, take some individual time to think about your friendship and/or dating boundaries for each of the five domains listed below. On another sheet of paper, write down at least four (4) boundaries for each domain that keep your wants, needs, safety, and health in mind: Emotional, Physical, Sexual, Digital/Electronic, and Personal Time. If you can think of other boundaries that do not necessarily fit into one of these domains, that’s great! Add it to another list of ‘Other Boundaries’.”

Independent Practice: Students will work individually to brainstorm and write personal boundaries for safety and health in dating relationships and close friendships. They should write at least four personal boundaries for each of the five domains, as well as include any boundary ideas under the optional “other” category.

Closure: The teacher will facilitate a whole group discussion after students have had the opportunity to individually brainstorm and write personal boundary and relational safety statements by asking the following questions:

“If anyone is willing, who might like to share one or two of their personal boundaries that they have written down?”

The teacher should recognize that this assignment is of a personal nature and some students may not want to share out with the class. If students choose to share, the teacher should demonstrate appreciation for their willingness to share with the whole group before moving on to the next question. If no student chooses to share their personal boundaries, the teacher should move on to the next discussion question:

“Why is it important for us to consider how we can keep ourselves safe in close friendships and dating relationships? How can setting personal boundaries support us in this?”

The teacher should direct students to discuss these questions in a turn-and-talk pair; then student pairs may share out their ideas to the whole class.

The teacher should summarize the ideas that students brought up in their pair discussions to the whole group and reemphasize the notion that personal boundaries help people recognize when their own needs, wants, safety, and health are respected and supported and when they are not being supported.

Formative Assessment:

The teacher should implement the exit slip (student handout) for students, asking the following question(s):

- Choose one boundary from your list and write it here.
- Why is this boundary important to you and how will it help you to know whether you are safe and/or healthy in a friendship or dating relationship either now or in the future?
- What are some potential consequences that could occur if this boundary were to be crossed by a dating partner? How might you ensure that this boundary is not crossed?

Feedback to Students:

The teacher should carefully read through students’ exit slip responses and follow-up with any students that may have pressing questions or concerns.

Accommodations:

Instead of writing, students may use dictation or assistive technology in order to develop their boundaries. Similarly, teachers may consider preparing a ‘menu’ of boundary ideas, sentence stems, or phrases that students might choose from rather than developing boundaries from scratch.

Extensions:

Students can research national, local, and school-site resources that provide support and/or counseling to people in unhealthy or abusive relationships and develop a school campaign alerting peers to such resources. Some related resources include: The American Foundation for Suicide Prevention, Jennifer Ann’s Group (teen dating violence awareness), National Teen Dating Abuse Hotline, and The Trevor Project. (Note: this is not an exhaustive list of resources)

Unit Summative Assessment:

For the summative assessment, students should answer the following prompt in a short answer response: “In what ways are personal boundary setting and recognizing attributes of health and unhealthy relationships related to personal health and safety?”

Students should write a short (one to two page) essay response to this question demonstrating an understanding of the objectives of this lesson (and potentially the other three lessons of the “Exploring Healthy Relationships” unit).

* Personal Boundary Developing – Student Handout*

Setting Boundaries & Staying Safe in Relationships

Personal Boundary Development

Here are some example questions of some boundaries to consider, but these are not exhaustive! You should think of your own needs, wants, safety, and health as you think about your personal boundaries:

Emotional

- What are acceptable ways for us to talk to one another around friends and other people?
- What are things that would make me feel unsafe or scared in a dating relationship?

Physical

- What kind of touch is acceptable and when/where is it acceptable?
- Do I feel comfortable holding hands or kissing around family and friends?

Sexual

- How will I know that I am always safe from STDs, infections, or unplanned pregnancy?
- What kind of physical or intimate touch or act, if any, am I comfortable with and what do I consider unacceptable?

Digital

- When is it okay to text me and what is the expectation for when texts are returned?
- What am I comfortable with my partner publicly posting or commenting about me in social media outlets?

Personal Time

- What kind of time do I need for my own personal interests, hobbies, and family?
- How much time am I comfortable with spending on my dating partner?

You should feel comfortable and able to communicate these boundaries to whomever you are dating and expect that they will respect these boundaries without being afraid of what they might do or say in response. If your dating partner gets angry because of your boundaries, or they say that your needs are stupid, then that partner is not showing you the respect that you deserve! Again, boundaries are about YOU and your personal wants, needs, safety, and health!

Setting Boundaries & Staying Safe in Relationships

Personal Boundary Development

Exit Slip

Choose one boundary from your list and write it here.

Why is this boundary important to you and how will it help you to know whether you are safe and/or healthy in a friendship or dating relationship either now or in the future?

What are some potential consequences that could occur if this boundary were to be crossed by a dating partner? How might you ensure that this boundary is not crossed?

Setting Boundaries & Staying Safe in Relationships

Personal Boundary Development

In any friendship or dating relationship, it is important to set and know your own boundaries. These boundaries are essentially the behaviors that you will accept and not accept in a partner. Boundaries can be emotional, personal time, physical, sexual, digital, or be in some other domain of personal and social life – but no matter what, boundaries should keep your own personal wants, needs, safety, and health in mind.

Here are some example questions of some boundaries to consider, but these are not exhaustive! You should think of your own needs, wants, safety, and health as you think about your personal boundaries:

Emotional

- What are acceptable ways for us to talk to one another around friends and other people?
- What are things that would make me feel unsafe or scared in a dating relationship?

Physical

- What kind of touch is acceptable and when/where is it acceptable?
- Do I feel comfortable holding hands or kissing around family and friends?

Sexual

- How will I know that I am always safe from STDs, infections, or unplanned pregnancy?
- What kind of physical or intimate touch or act, if any, am I comfortable with and what do I consider unacceptable?

Digital

- When is it okay to text me and what is the expectation for when texts are returned?
- What am I comfortable with my partner publicly posting or commenting about me in social media outlets?

Personal Time

- What kind of time do I need for my own personal interests, hobbies, and family?
- How much time am I comfortable with spending on my dating partner?

When you know the boundaries of what you are comfortable and uncomfortable with for your own dating relationships, you have a powerful tool for recognizing when someone is supporting and respecting you or pushing you to cross your boundaries.

You should feel comfortable and able to communicate these boundaries to whomever you are dating and expect that they will respect these boundaries without being afraid of what they might do or say in response. If your dating partner gets angry because of your boundaries, or they say that your needs are stupid, then that partner is not showing you the respect that you deserve! Again, boundaries are about YOU and your personal wants, needs, safety, and health!