

# Relationships: Healthy versus Unhealthy

## OVERVIEW:

In this activity, students will complete a survey about their relationships. The questionnaire allows students an opportunity to reflect on their self-esteem with regard to current and future relationships.

## CONCEPTS:

### National Science Foundation Standards:

#### Standard F: Science in Personal and Social Perspectives

##### (Personal Health)

- Sex Drive as a natural human function that requires understanding.
- Sexually transmitted diseases

### Benchmark 7: Human Society

#### C: Social Change

- Some aspects of family and community life are the same now as they were a generation ago, but some aspects are very different. What is taught in school and school policies toward student behavior have changed over the years in response to family and community pressures.

## OBJECTIVES:

### Student will:

- Recognize the difference between healthy and unhealthy relationships.
- Examine the issues that face today's teenagers.
- Answer a questionnaire and reflect upon the different relationships in their lives

## PROCEDURES:

- Allow 2 hours to present the background information and to complete the activity.
- Present the background information.
- Complete the activity (Part A.)
- Follow up activity with discussion of answers to the questionnaire.
- Follow up activity with discussion questions (see Part B) These questions may be used for assessment purposes.

## MATERIALS:

- Background information
- Questionnaire

## BACKGROUND:

According to the American Heritage Stedman's Medical Dictionary, the word relationship refers to "the condition or fact of being related; connection or association, connection by blood or marriage; kinship." We all have relationships in one area of our lives or another. We have relationships with our parents, teachers, friends, relatives, neighbors, and the list is endless. However, what is the difference between healthy and unhealthy relationships?

### **What is the Difference?**

- **Healthy** – Both people benefit and do not put each other down.
- **Unhealthy** – There is verbal, physical, emotional abuse, unequal balance of power, and only one person gets their needs met.

### **What is wrong with having a Boyfriend?**

- Infatuation
- Mini marriages
- Pressure to have sex
- Increased risk of pregnancy
- Temptation to marry too early
- No time to know who you are
- Risk of not finishing High School
- Intimacy
- Limited social relationships with others
- Increased risk of violence

### **We can avoid the above by group dating. Remember that:**

- Getting pregnant and having a baby limits what you want to be.
- You do not know who you are when you are only 16.
- A boy may say that he knows you, but how can he when you do not even know who are and are supposed to be?
- Do not let anyone take away your plans for the future

### **You know it is RIGHT when:**

- You've spent many years building your self-esteem
- You've spent many years building your values
- You can choose your friends and not let them choose you

### **What is Self-Esteem?**

Self-Esteem is a voice in your head that says, "I'm worthy," "I'm good," "I make a difference," and "I matter." A girl with positive self-esteem will not make choices to please others, keep friends, or let boys talk them into things they know are wrong. People may come along and confuse you on these things, but always keep "I" in mind that both people in the relationship need to know the boundaries.

### **How do I know that I am ready?**

- Does his personality match mine?
- What qualities do I want in a mate?
- Am I exercising my rights as a person?
- Are too many people telling me that this is NOT a good relationship?

## What is Teen Dating Violence?

- Harassment
- Intimidation
- Isolation
- Violation of personal boundaries
- Humiliation
- Threats
- Limiting independence
- Using male privilege

Some people do not recognize these as violence. It is time that we recognized such as violence because people who love you do not and cannot do these things to you.

Remember that it is always about power and control, never about love.

**(Teacher can ask to the students)** What are your dreams? What will you share (thoughts, dreams, hopes, wishes etc.) with other people? Then work on your self-esteem! “I will work on who I am; what I think feel, and say counts!

## CONCLUSION:

- Girls have the right to be themselves and resist gender stereotypes.
- Girls have the right to express themselves with originality and enthusiasm.
- Girls have the right to take risks, strive freely, and to take pride in success.
- Girls have the right to accept and appreciate their bodies.
- Girls have a right to have confidence in themselves and be safe in the world.
- Girls have a right to prepare for interesting work and economic independence.

## ACTIVITY:

### Part A:

### Questionnaire

#### Fill in the blanks:

1. Girls are

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2. Girls are supposed to

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3. Girls are different from boys because they

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4. Advice I got from my Mom about girls is

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5. The scariest thing about being a girl is

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6. When I become a woman I will

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7. The thing I like about myself best is

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8. People say this about me

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9. I know that I am ready for a boyfriend because

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10. I know that I am not ready for a boyfriend because

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11. It's okay for a boy to be angry with a girl when

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12. I think you should break up with a boy if

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**Discuss responses to the questions.**

**Part B:**

**Ask the following questions and allow time for discussion.**

**Share**

What is the difference between a healthy and unhealthy relationship?

**Process**

What role does having a positive self-esteem play in a relationship?

**Generalize**

What are some of the pressures a girl could face having a boyfriend?

**Apply**

How could you help a friend who is in an unhealthy relationship?