

YOUR RELATIONSHIPS MATTER

Introduction

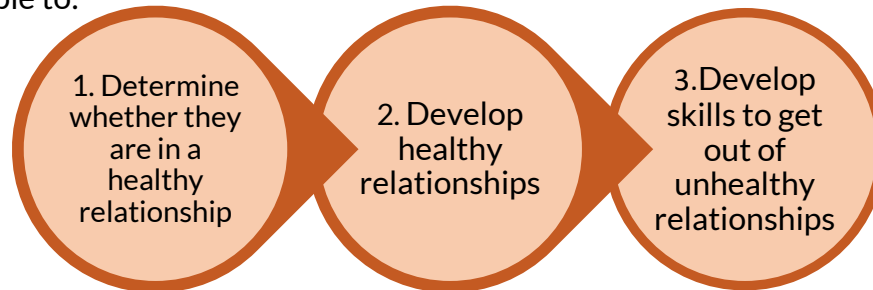


WELCOME

Did you know the relationships you choose can determine whether you achieve your goals? We were not meant to go through this life alone. We all need people in our lives who have our back, support our goals, encourage us, and help keep us on track.

OBJECTIVES

Students will be able to:



TIME: 20 minutes from start to finish WITHOUT class discussion.



RESOURCES

- Student Worksheet (in-person delivery)
- The Layers of Relationships handout



ONLINE DELIVERY

Students take the course independently online. Activities, Knowledge Checks, and evaluations are completed online inside of the modules.

1. Students go to the link you provided.
2. Once students have completed the module, it is recommended facilitator follows-up with discussion questions provided.
3. Students do not need the Student Worksheet for this delivery method.
4. Offer the Layers of Relationships handout as an online resource.



IN-PERSON DELIVERY

A facilitator delivers the video version of the module in-person to students. Activities, Knowledge Checks, and evaluations are completed in class on the Student Worksheet.

1. Pass out Student Worksheet.
2. Login to your POP account and navigate to the video version.
3. Press play. (The video will pause & prompt students to complete activities, Knowledge Checks, & evaluation questions on their Student Worksheet.)
4. Upon conclusion, it is recommended facilitator follows up with the discussion questions provided.



Press play to start *Your Relationships Matter*.

ACTIVITY 1: **Common Relationships.**

Students will identify the different types of relationships that apply to them.

 CONTINUE

ACTIVITY 2: **Can you relate?**

Students will determine the truth statement to replace the accusation.

 CONTINUE

ACTIVITY 3: **Key characteristics.**

Students will write down five crucial characteristics to a supportive relationship, then add any additional ones they think are important.

 CONTINUE

ACTIVITY 4: **Signs of an unhealthy relationship.**

Student will check any signs they are familiar with.

 CONTINUE



KNOWLEDGE CHECK

Students will select answers according to what they've learned.

1. Which of the following actions are a sign of an abusive relationship?

2. Safe and supportive relationships usually happen quickly.

3. Consider the following scenario:
How should Jill respond?

 CONTINUE

In-Person Delivery Guide Continued



EVALUATION QUESTIONS

1. What was something you learned that you did not know before?
2. What steps will you take as a result of what you learned today?



CONCLUSION

Provide student resources and collect Student Worksheets.



DISCUSSION QUESTIONS

Suggested questions to prompt further conversation.

1. At your school, how long does a romantic relationship typically last?
2. What level of intimacy are you at with your current group of friends?
3. Why do you think it's easy to move too fast in an online relationship?



GO DEEPER

The lesson doesn't have to end when the video stops! Here are some suggested activities facilitators can do with students for greater impact and comprehension.



THE LAYERS OF RELATIONSHIPS

1. Pass out the handout.
2. Instruct students to evaluate the relationships they are currently in.
3. On each level of the cake, students will list the names of relationships in their life.



CONTINUE THE DISCUSSION

For further discussion to develop advocacy skills, here are some suggested questions:

1. What relationships are most important to you?
2. What does unconditional love mean to you?
3. What does it mean to you to hear that you are priceless?



WHEN A CHILD DISCLOSES ABUSE

• If you are a mandatory reporter (teachers, clergy, healthcare providers, counselors, childcare providers), you are required to follow your state's mandatory reporting procedures. In many states, **ANY ADULT WHO SUSPECTS CHILD ABUSE OR NEGLECT IS REQUIRED TO REPORT**. All adults are encouraged to voluntarily report. Please check your state's reporting laws.



STAY CALM & BE COMPASSIONATE.

EFFECTIVE RESPONSE TECHNIQUES

- Thank them for trusting you and telling you something that was not easy to say.
- Listen well and repeat back what you heard them say, using their own words when possible.
- Validate them by naming it as abuse, assuring them it was not their fault.
- Determine what action needs to be taken and communicate what steps the child needs to take and what steps you are going to take.



ADDITIONAL RESOURCES

- For help and specific hotline or contacts information, **PLEASE VISIT** PowerOverPredators.org



Evaluate Your Relationships

Bill Albert, "With One Voice - 2012: America's Adults & Teens Sound Off About Teen Pregnancy," National Campaign to Prevent Teen & Unplanned Pregnancy (Aug 2012), 7-8, http://success1st.org/uploads/3/4/5/1/34510348/wov_2012.pdf

The Results of Having Sex Too Soon

Centers for Disease Control & Prevention, "Adolescent and School Health," <https://www.cdc.gov/healthyouth/sexualbehaviors/index.htm>

Department of Health & Human Services, "Beginning Too Soon: Adolescent Sexual Behavior, Pregnancy and Parenthood. A Review of Research and Interventions. Sexual Intercourse," (01 June 1995), <https://aspe.hhs.gov/report/beginning-too-soon-adolescent-sexual-behavior-pregnancy-and-parenthood-review-research-and-interventions/sexual-intercourse>