

High School Level, Grades 9 through 12

Lesson 3: Healthy and Unhealthy Relationships

Principle: Setting limits and honoring them can help keep young people safe from harm. As teens attend high school, they will encounter a variety of relationships with their peers and adults. In some instances, these relationships could lead to physical or psychological abuse if the adult or their peer uses authority and a position of control to bring about inappropriate actions.

Catechism: Freedom is exercised in relationships between human beings. Every human person, created in the image of God, has the natural right to be recognized as a free and responsible being. All owe to each other this duty of respect. The *right to the exercise of freedom*, especially in moral and religious matters, is an inalienable requirement of the dignity of the human person. This right must be recognized and protected by civil authority within the limits of the common good and public order. **#1738**

Goal: To assist parents/guardians, in teaching young people how to prevent or reduce the chances of being abused or having their personal boundaries violated.

Objectives: To help teens further develop their ability to identify, define, and honor appropriate boundaries in all their relationships. Students will be able to:

- understand inappropriate behavior between adult and student.
- enforce personal boundaries to stop inappropriate behavior.
- recognize when they are being groomed by an adult for an inappropriate relationship.
- engage personal strengths and enlist appropriate support from parent/guardian/trusted adult to help them be strong, if they find themselves in a negative vulnerable situation.
- report such an incident to authorities.
- Understand peer pressure and how to set, boundaries, and say no to personal relationship (i.e., dating, parties, social networking, etc.)

Dealing with the teens—the key concept is “searching”

This is the age where all the experiences that began with puberty—the physical changes and the developing emotions—are moving rapidly toward the newfound identity of a young adult. The self-consciousness deepens and matures. The world of “children” is now renounced. Teens believe in their immortality and may tend to be reckless in behavior. Although it would appear that they reject authority while defining their own independence, in reality they rely on the strength and support they find in parents/ guardians/trusted adults.

Young people of this age primarily identify with their interpersonal relationships. They are beginning to have a stronger concern for others and have many questions about social relationships and decisions- making. Trusted friends and adults are critical at this age since teens have a strong need for role models and mentors in whom they can confide. It is also crucial that teens are able to identify unsafe adults and have the skills to effectively deal with them as necessary. Today teens are also under the influence of social media where relationships that may seem safe, can in fact be dangerous.

ACTIVITY #1: PERSONAL BOUNDARIES/PERSONAL SPACE VIDEO

Activity #1: The introductory videos for grades 9 through 12 are designed to open discussion with teens about personal boundaries and personal space. The teacher should preview each video and select at least two videos to be used to introduce the subject of Personal Boundaries and Personal Space. These videos are designed to be used to facilitate class discussion on relevant and important topics for teens. The videos will help inform students of appropriate responses to potentially threatening or dangerous personal boundaries/space violations. After viewing the selected videos, facilitate a class discussion on the topics. It is critical to engage and listen to the teens so they can teach each other the right answers.

Boundaries for High School and Middle School (2:40)

<https://www.youtube.com/watch?v=UNmkbqhLAUs>

ACTIVITY #2: REVIEW VOCABULARY FOR UNDERSTANDING AND DISCUSSION

Activity #2: **This activity gives the teacher the opportunity to help students to know and understand key vocabulary related to personal boundaries and personal space issues. Ask the class to come up with “safe” personal boundaries/space statements using the vocabulary words. (i.e., these are personal space limits, no one should violate.)**

Key Vocabulary

Personal boundaries – are guidelines, rules or limits that a person creates to identify reasonable, safe and permissible ways for other people to behave towards them and how they will respond when someone passes those limits.

Emotional Boundaries – Limits you set on yourself regarding your thoughts, values and beliefs.

Personal Space – the physical space immediately surrounding someone, into which any encroachment feels threatening to or uncomfortable for him or her.

Limits — the point or edge beyond which something cannot go. The furthest edge of something.

Secret — something that is hidden from others or that is known only to one or to a few.¹

Grooming — is befriending and establishing an emotional connection with a child, youth, and sometimes the family, to lower their inhibitions with the objective of **sexual** abuse.

Self-respect — pride and confidence in oneself; a feeling that one is behaving with honor and dignity.

Privacy — the state or condition of being free from being observed or disturbed by other people.

Healthy relationship — when two people develop a connection based on trust, honesty support and mutual respect for the boundaries **of others**.

ACTIVITY #3: ROLE PLAYING SCENARIOS

Activity #3: Role-playing

When youth engage in role playing it helps them to develop their way of thinking and feelings of empathy. When teens are given the opportunity to role play skits/scenarios they will be able to experience the role of bully, victim, and bystander. They will also learn how to help others who are being bullied and how to avoid bullying.

Preparation: Create a set of 4 3x5 cards. Each card should have one of the titles below on the front and the role-playing scenario clearly explained on the backside.

TITLE (place on front of cards)

ROLE-PLAYING SENARIO (On back of Cards)

Obnoxious Cousin

You go to a friend's house to a party. Your friend introduces you to her cousin. He, the cousin, seems nice and friendly and the two of you make small talk. However, he follows you around the party and does not give you much space to mingle with your own friends. You feel like he is smothering you.

The Teacher's Pet

You are at school and one of your favorite teachers ask you to stay after school and help him/her with some task for the classroom. You stay and help. When you finish you tell the teacher you are leaving, but the teacher asks you to stay and talk a while. You are uncomfortable being alone with the teacher and you really want to leave.

The Come On

You are on a second date with a boy/girl you like and had fun with on your first date. On your second date he takes you to a movie that you both agreed on and you are happy about that. However, when the two of you settle in your seats and the movie starts, he/she begin to move close, put his/her arm around you and begin to touch your leg. This disturbs you a lot and you want these advances to stop.

Hands off my Hair

Every day in your 2nd period math class, the student who sits directly behind you plays with your hair. You have asked the student to stop and have even changed your hair style to discourage them to stop. Finally, you confront the student before class, what do you say.

DIRECTIONS: Divide the class into four groups (teacher may choose more groups and create other role-playing scenarios or simply have two groups role-play the same scenario. Distribute cards to the groups and tell groups that they should "role-play" the scenario for the class. Give each group 10 minutes to prepare the role-playing and 3 to 5 minutes to present their scenario to the class. The teacher should adjust the time to best fit their available class time. At the end of each presentation, the teacher should ask the class:

1. Is a personal boundaries/space being violated? Identify the violation.
2. What would you do in this situation to keep yourself safe, and stop further violation?


ACTIVITY #4 Sorting Out Healthy and Unhealthy Emotions and Behavior

PREPARATION: Make a copy of the Worksheet Healthy and Unhealthy Relationships for each youth in the class.

DIRECTIONS: Review the vocabulary word, "Healthy Relationships" with the class and then distribute and go over the worksheet, Healthy and Unhealthy Relationships. First, read the "descriptive" words listed to ensure that all the class knows and understands the words. Second, ask the class to select from the list and place under the correct heading the descriptive word that he/she feel belongs under the respective headings, HEALTHY OR UNHEALTHY RELATIONSHIPS. Finally, once the class has completed their worksheets, discuss their answers and ask for examples of each response.

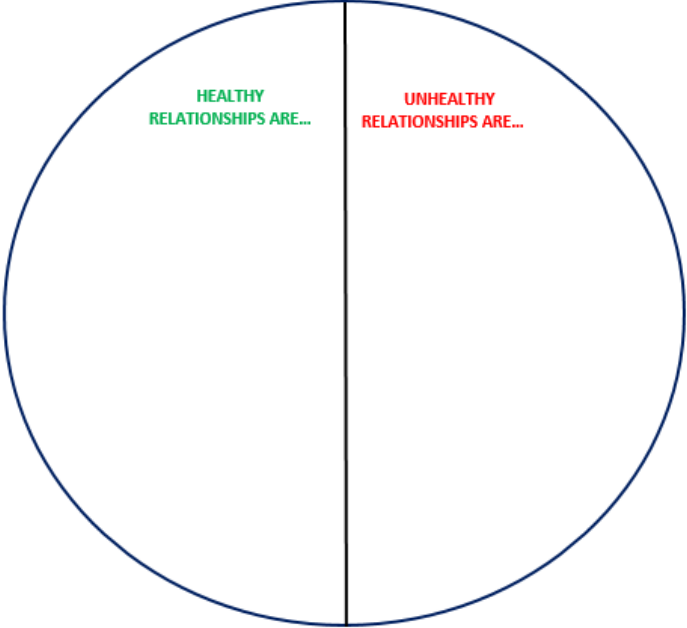
HEALTHY / UNHEALTHY RELATIONSHIP

DIRECTIONS: Understanding healthy boundaries can help you make good choices in your relationships and help protect youth against negative peer pressure. Complete the circle by placing the correct descriptive word on the side of the circle that you feel it describes.



DESCRIPTIVE WORDS

jealous / caring / fearful / honest / obsessive / trusting / respectful / friendly
intimidating / open / fun / pushy / exciting / manipulative / loving
communicative / selfish / abusive / caring / pressured / empathetic / careless
supportive / controlling / dishonest / responsible



HEALTHY RELATIONSHIPS ARE... **UNHEALTHY RELATIONSHIPS ARE...**

One Word You Would Use to Describe a Healthy Relationship: _____

One Word You Would Use to Describe a Unhealthy Relationship: _____

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A large circle divided vertically into two equal halves by a solid black line. The left half contains the text "HEALTHY RELATIONSHIPS ARE..." in green, and the right half contains the text "UNHEALTHY RELATIONSHIPS ARE..." in red. The rest of the circle is empty, intended for students to write descriptive words from the list above.

One Word You Would Use to Describe a Healthy Relationship: _____

One Word You Would Use to Describe an Unhealthy Relationship: _____

ACTIVITY #5 SHARING THOUGHTS ON PERSONAL/EMOTIONAL BOUNDARIES WITH PARENT/GUARDIAN

Goal: This Worksheet will help parents/guardians and youth discuss their feelings and concerns regarding personal boundaries. It is presented as a platform to open discussions and to expand conversation between the two.

Directions: Parent/guardian should complete individual sides of the worksheet by folding the worksheet to conceal responses. When finished compare and discuss similarities and differences.

PERSONAL/EMOTIONAL BOUNDARIES WORKSHEET

Below is a list of behaviors related to “Personal/Emotional Boundaries.” Select from the list the behavior you feel is an appropriate boundary for each of the group listed. (Example, “kiss” Family)

Personal / Emotional Boundaries Take Home Worksheet	
<p>Personal boundaries – are guidelines, rules or limits that a person creates to identify reasonable, safe and permissible ways for other people to behave towards them and how they will respond when someone passes those limits.</p> <p>This Worksheet will help parents/guardians and youth discuss their feelings and concerns regarding personal boundaries. When finished compare and discuss similarities and differences. Below is a list of behaviors related to “Personal/Emotional Boundaries.” Select from the list the behavior you feel is an appropriate boundary for each of the group listed. (Example, “kiss” Family) Parent/guardian should complete individual sides of the worksheet by folding the worksheet to conceal responses.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> kiss / shake hands / hold hands / hug / high-five / say “I love you” / text selfies / tell secrets / talk about personal issues / give phone number / give your address / chat on the computer / spend the night / text personal information / discuss family matters / give a ride </div> <p style="text-align: center; margin: 0;">Parent / Guardian</p> <p>Family:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Friends:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Acquaintances:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Strangers:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Boyfriend / Girlfriend:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Personal boundaries – are guidelines, rules or limits that a person creates to identify reasonable, safe and permissible ways for other people to behave towards them and how they will respond when someone passes those limits.</p> <p>This Worksheet will help parents/guardians and youth discuss their feelings and concerns regarding personal boundaries. When finished compare and discuss similarities and differences. Below is a list of behaviors related to “Personal/Emotional Boundaries.” Select from the list the behavior you feel is an appropriate boundary for each of the group listed. (Example, “kiss” Family) Parent/guardian should complete individual sides of the worksheet by folding the worksheet to conceal responses.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> kiss / shake hands / hold hands / hug / high-five / say “I love you” / text selfies / tell secrets / talk about personal issues / give phone number / give your address / chat on the computer / spend the night / text personal information / discuss family matters / give a ride </div> <p style="text-align: center; margin: 0;">Teen</p> <p>Family:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Friends:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Acquaintances:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Strangers:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Boyfriend / Girlfriend:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Fold in Half Here</p>	
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Personal / Emotional Boundaries Take Home Worksheet

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kiss / shake hands / hold hands / hug / high-five /
say “I love you” / text selfies / tell secrets /
talk about personal issues / give phone number /
give your address / chat on the computer /
spend the night / text personal information /
discuss family matters / give a ride

Parent / Guardian

Family:

Friends:

Acquaintances:

Strangers:

Boyfriend / Girlfriend:

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Teen

Family:

Friends:

Acquaintances:

Strangers:

Boyfriend / Girlfriend:

Fold in Half Here