

# Health and Wellness-High School

**Lesson Title:** *Relationship Respect*

**Grade Level:** High School

**Main Character:** Theresa

**SEL Competencies:** Social Awareness, Self-awareness

## Introduction

Theresa was involved in an intimate relationship with a boy she originally met in middle school. While the relationship started out just like other romantic relationships, eventually her boyfriend became violent and controlling. Theresa eventually left her boyfriend who had managed to keep her isolated from everyone else in her life and make a fresh start.

## Activity 1

Watch the video: *Relationship Respect*

## Activity 2

If you are working with a team each person should take time to reflect individually before discussing with a partner or the group.

Despite the fact that the content of the film is difficult to watch, intimate partner abuse is real and can happen to anyone. Theresa mentions several types of behaviors that her ex-boyfriend used isolate and manipulate her. Even though Theresa was involved in activities at school, how do you think that Theresa was able to hide her abuse from so many people?

Dating and romantic relationships are part of growing up and social learning. What are some ways you can think of to make dating safer? Even though parents would play a big part, how can schools support your ideas?

## Activity 3

Watch the video again. Consider carefully the comments made by both the experts interviewed in the video.

Are there things that you can do to teach students to make safer choices regarding romantic relationships? If so what? Is there anything you could do that would help victims of intimate partner violence feel less shame?

What cultural phenomenon encourage intimate partner violence? What messages could you share with students that might discourage or prevent a person from perpetrating

intimate partner violence? Is there a way to work your ideas into your content curriculum? If so, what action could you take?

#### **Activity 4**

Consider your school context.

If a student like Theresa came to you and asked you for help, are you aware of the procedures you need to follow? Theresa is not only a victim of violence, but she is a victim of a crime. Do your school's procedures take this into account? If you are unsure about procedures, what steps do you need to take to make sure you are prepared? What other resources are available to provide help and services for a student like Theresa?

Assess your school's programming regarding teaching about violence prevention and support for victims. Do you believe the programming is adequate? Why or why not? What actions can you take to improve this concern? What resources are available?

#### **Additional Resources for Growth**

Love is Respect

<https://www.loveisrespect.org/>

Centers for Disease Control and Prevention

<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/index.html>

US Department of Health and Human Services Women's Health

<https://www.womenshealth.gov/relationships-and-safety/domestic-violence>