

Essential Standard	Clarifying Objective
6.ICR.2 Apply strategies and skills for developing and maintaining healthy relationships.	6.ICR.2.7 Explain the signs of an abusive relationship and access resources to help.

Materials Needed:

Appendix 1a, b – templates of small and large flags, copied onto green, red, and white paper, then cut apart

Red and green construction paper, white paper, tape

Appendix 2 – teacher copy of Red Flag/Green Flag Scenarios

Appendix 3 – copies of Red Flag Alert

Appendix 4 – sample Phone Book Scavenger Hunt

Telephone Yellow Pages (as many as possible; minimum - one for every four or five students)

Several sample brochures from local crisis resources – i.e., Suicide Prevention, Pregnancy Prevention, American Cancer Society, HIV/AIDS Prevention

Review:

Prior to class, teacher will copy large flags on appropriate colored paper and post them around the room on wall (green for Healthy; red for Unhealthy; white for Undecided).

Also before class, teacher will copy small flag template (Appendix 1) onto red and green colored paper or card stock. Cut into individual flags. Each student will need one red flag and one green flag.

- 1) Distribute one small green flag, one small red flag, and tape to each student.
- 2) Ask students to write on the green flag the first word that comes to mind when thinking of a **Healthy Relationship**. Examples may include: trusting, appreciated, loving, nurturing, positive, and caring.
- 3) Have students post the green flags close to the Green Healthy Flag posted on the wall.
- 4) As a class, review the green flags posted. Emphasize the importance of these characteristics in a healthy relationship.
- 5) Ask students to write on the red flag the first word that comes to mind when thinking of an **Unhealthy Relationship**. Examples may include: physically abusive, disrespectful, hurtful, afraid, uncomfortable, threatening, possessive, and nervous.
- 6) Have students post the red flags close to the Red Unhealthy Flag posted on the wall.
- 7) As a class, review the red flags posted. Discuss the importance of recognizing these unhealthy relationship traits.
- 8) The teacher will remind students that a red flag means stop, whoa, or danger and a green flag means good or go ahead, as with a traffic signal. This is true with relationships as well. We want to have healthy relationships and avoid unhealthy relationships.

Focus:

Teacher is to read the Red Flag/Green Flag scenario in Appendix 2 and instruct students to move to the area of the room with the sign that best describes the relationship. For example, if a student believes the scenario described a healthy relationship, the student should stand by the Green Flag; an unhealthy relationship, stand by the Red Flag; if not sure, stand by the Undecided Flag.

Teacher then asks students what influenced their decision. Discuss the choices made and opinions given. Emphasize the red flag indicates danger or risk, and we should stay away from these types of relationships. Tell students to look for green flag traits in a relationship.

Continue reading scenarios and allowing students to move appropriately. Conduct brief follow-up discussions after the students have moved. For the unhealthy scenarios, brainstorm positive ways these situations could be resolved.

Option: If the room is not conducive to mobility as described above, make laminated green and red flag cards and distribute one to each student. Have students raise the appropriate card after each scenario is read. Discuss as above.

Statement Of Objectives:

We have been talking about conflict in relationships and how to resolve it in positive ways. By the end of today's lesson you will be able to explain signs of an abusive (unhealthy) relationship and identify resources for help.

Teacher Input:

In the last activity, healthy and unhealthy relationships were discussed. An abusive relationship is a relationship in which one person feels controlled, threatened and/or attacked and may include emotional, physical or sexual maltreatment.

Notice, in the scenarios we looked at several different types of relationships. We usually think of abusive relationships as boyfriend-girlfriend, but they may also be parent/caregiver-child; peers; sibling, or stepsiblings.

Have students select a partner. Each student will need one piece of paper and a pencil. State to students, *"Based on these behaviors in a healthy relationship, think about a healthy relationship that you have witnessed and write about it for one minute."* Ask each person to turn to his/her partner and talk about it for one minute. Afterwards, ask class, *"Does anyone want to share a healthy relationship with the class?"* Allow 3-5 minutes and then continue to review unhealthy relationships. Do the same activity for unhealthy relationships.

You should now be able to define an abusive relationship. You want to seek out green flag or healthy relationships, but always keep your Red Flag Alert system functioning because any type of relationship can be a red flag relationship. Remember that a red

flag indicates stop, danger, warning or risky. Here are some reminders as to what a Red Flag Alert system is and what you can do if you have a Red Flag.

Distribute Red Flag Alert handout (Appendix 3). Go over the information on this handout.

Guided Practice:

Because each community phone book varies, a sample Phone Book Scavenger Hunt (Appendix 4) is included. Prior to class, the teacher will need to make his/her own scavenger hunt which is relevant to the local phone book. Using the sample scavenger hunt as a guide and a copy of your local phone book, create a Phone Book Scavenger Hunt worksheet for your class. Collect local phone books by contacting your local phone company and asking for donations; asking your co-workers to bring in their phone books; bringing your phone book from home; and/or gathering phone books from around school – guidance counselor’s office, front office, or teachers’ room.

Students may work in small groups, partners or individually depending upon the number of phonebooks you were able to obtain. Distribute the Phone Book Scavenger Hunt worksheet (Appendix 4) and review the directions with the students.

This activity may take anywhere from ten to thirty minutes depending on how much time you have and how many questions you include on your work sheet.

Review the answers.

Follow up discussion:

- *What are some resources if a young person is in an abusive situation?*
- *Why is it beneficial for you to be able to use the phone book?*

Summarize, *Now that you are comfortable using the phone book, you are better prepared to access our community resources.*

Independent Practice:

[It is recommended that this be completed in class and may require a second day to finish.]

Students will create their own brochure about abusive relationships titled, Abuse: Fighting Back.

1. Show students several examples of crisis brochures you have brought to class. Point out design, headings, format, subcategories, graphics, use of color, and content.
2. In their brochure students should include:
 - Definition of abusive relationship
 - List of red flag indicators of an abusive relationship
 - List of ten resources a teen can use to get help – including local, state and national

3. Allow time for students to show or create a display of student brochures and ask other students to give feedback on who did the best job of creating the resource brochure.

This activity is a great way to incorporate technology, such as:

- Use of internet for locating resources
 - Use of word processing to complete brochure
 - Use of computer graphics to add interest to the brochure and sparkle to the appearance
 - Telephone to verify resources and services offered
- ✧ If time allows, have students call some of the resources to learn about the details of what services they offer.

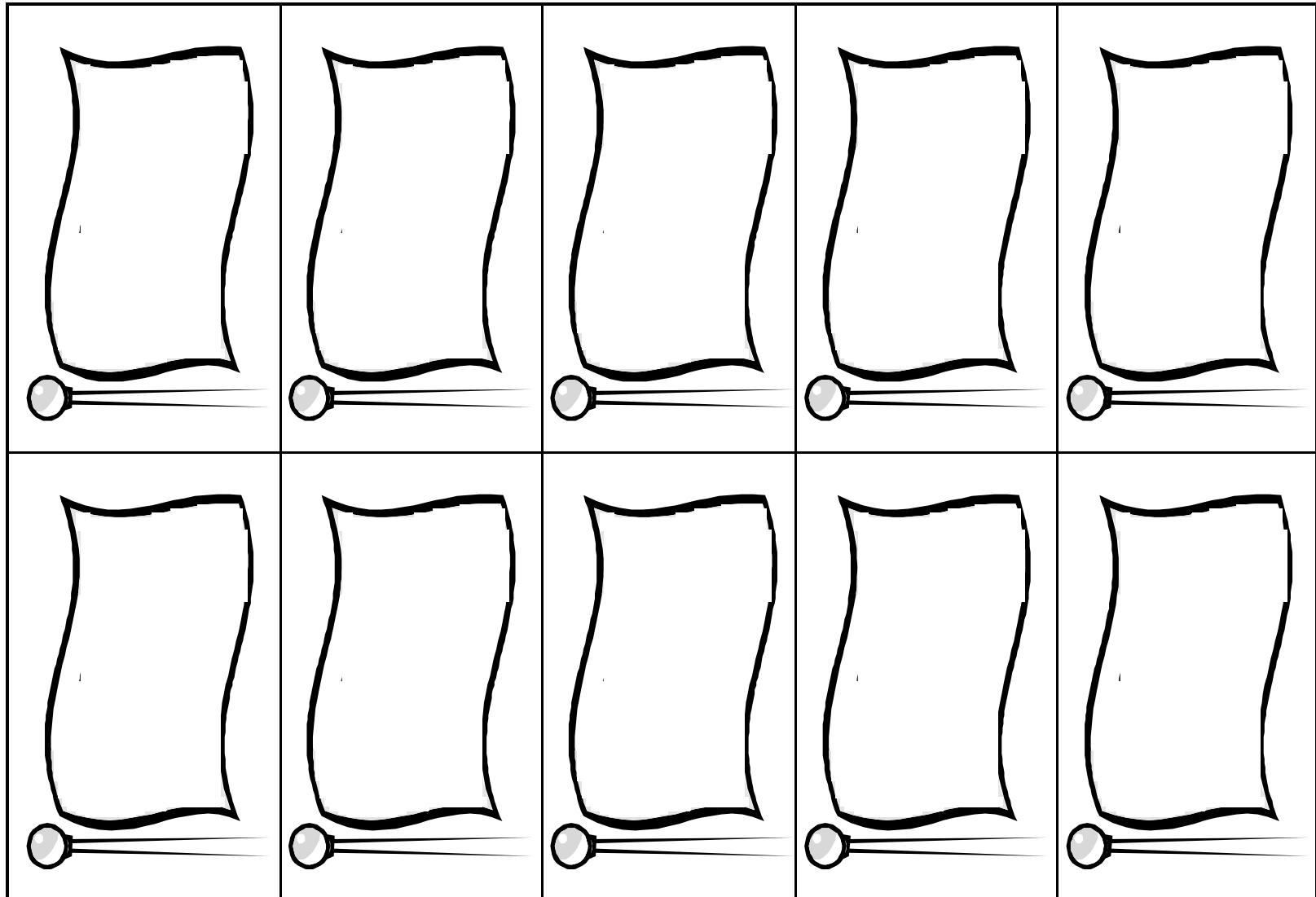
[Note: Be sure to bring closure to the lesson on the first day, even if you will continue the Independent Practice over two or more days.]

Closure:

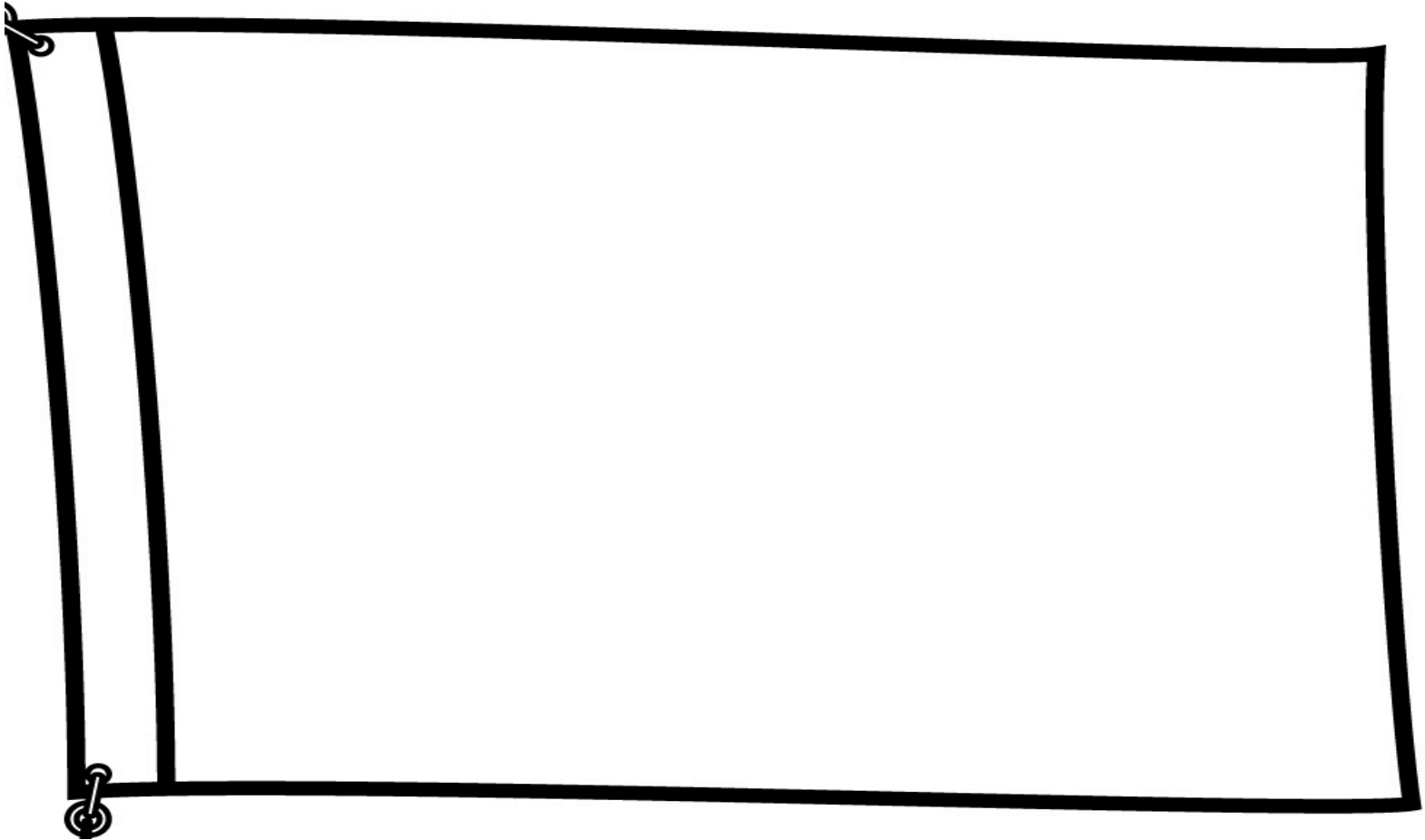
Many young people experience physical and emotional abuse from others. It is important to recognize when you or someone you care about has experienced an abusive situation. There is good news though. There are numerous resources available within the school and community settings. By reaching out to others, young people can get help and find relationships that are healthy and nurturing.

RED FLAG / GREEN FLAG

Small Flag TEMPLATE



RED FLAG / GREEN FLAG
Large Flag TEMPLATE



RED FLAG/GREEN FLAG SCENARIOS

- Juan saw Donna talking with Dwayne. He grabbed her by the arm, pulled her away from Dwayne and screamed at her, “What’re you doing talking with another guy? No girlfriend of mine is gonna make me look like a chump. I better never catch you talking with that guy again....or any other guy as far as that goes. If I do.....”

Answer: Unhealthy – Mention the unhealthy behaviors of grabbing her arm, pulling her away, screaming at her, demanding, and threatening.

- Courtney is always having difficulty with math. Her grades are poor and the teacher has talked with her about needing to improve twice already this year. Her older stepsister, Morgan, notices how upset Courtney has been lately and asks her what’s wrong. At first, Courtney hesitates to open up, but Morgan encourages her. Finally, Courtney tells her stepsister that once again she doesn’t understand the new material being introduced in math. Morgan says she understands how Courtney might feel and volunteers to help with math.

Answer: Healthy – Point out behaviors of encouraging, asking what’s wrong, volunteering to help.

- Dion has been told by his mother to come straight home from school everyday. One day, a teacher asks Dion to help with the decorations for the school dance because of his creativity and artistic ability. After helping at school, Dion is late getting home. When he gets home, his mother is furious and won’t listen to where he’s been. She keeps repeating “My rule is - you come home *immediately* after school every day.” Mom punishes Dion for being late by removing the use of the phone and computer, and telling him he can’t go to the dance.

Answer: Healthy – Although the mother may have overreacted or been non-communicative, none of the behaviors described indicate an unhealthy relationship. If Mom hit Dion or kicked him out of the house, then it would be an unhealthy relationship. Some students may think there is not enough information here to make a final decision.

- Rob dared Liam to help him steal a road sign. Liam had never stolen anything before so he said ‘No.’ Rob persisted in trying to get Liam to help with the fun saying “I thought you wanted to have a good time. It will be a blast.” Liam was worried they’d get in trouble. Rob responded “Well, if you’re such a baby, then maybe you’d best not bother to hang out with us Friday night.”

Answer: Unhealthy – Pushing of negative behavior, name-calling, controlling behavior

- Every time Trey came out of class, Maria was there waiting for him. She followed him to his next class and was always offering to help with his homework. Trey told Maria he wasn’t interested in having a relationship with her, but the more he protested the more she followed him around. One afternoon after school, Trey arrived home to find Maria standing outside his house. He asked her to leave, but she cried “I thought we had something special and all you do is treat me like dirt.” He responded saying “I don’t know what you’re talking about...we’ve never even been out. I haven’t even spent any time with you. Go away.” Maria got red in the face and screamed “You’ll be sorry. I’ll tell everyone on Facebook what a jerk you are.” With that, she threw a book at him and stormed away.

Answer: Unhealthy – obsessive behavior, screaming, following, threatening (Students will hopefully ask for more information about what they do not know about this scenario.)

RED FLAG ALERT

The following behaviors are characteristic of an unhealthy relationship. A Red Flag should start waving when you come across any of these behaviors in your relationship. Keep your alert system on the lookout.

Being physically hurt

Feeling afraid or being afraid of your girlfriend or boyfriend

Spending time with only one person – feeling isolated from others

Changing your behavior because of your girlfriend's/boyfriend's

Feeling embarrassed or controlled

Being threatened – verbally, emotionally or physically

Being afraid to express your own feelings

A nervous or sick feeling when around your boyfriend or girlfriend

A fluttering in your chest when your boyfriend or girlfriend is not happy

Having a gut feeling that things just aren't right

Boyfriend or girlfriend is easily angered

Not being allowed to, or being afraid to, make decisions for yourself

Feeling controlled or manipulated

Feeling intimidated by your girlfriend or boyfriend

Not feeling respected

Feeling crowded in or not having your wishes for personal space adhered to

WHAT DO YOU DO IF YOU HAVE A RED FLAG POP UP?

- ⇒ Get to safety immediately
- ⇒ Ask for help – parent, teacher, counselor, peer, clergy, sibling, or neighbor
- ⇒ Contact a resource who can help you – community, state or national agency

SAMPLE PHONE BOOK SCAVENGER HUNT

Note To Teacher: This is just an example of a Phone Book Scavenger Hunt. Because the information found in the phone book differs from area to area, you will need to create your own scavenger hunt based on your local phone book.

This activity can take anywhere from ten to thirty minutes depending on how many questions you choose to include and how much time you have available in the class period.

Directions: Using the phone book,

1. Turn to the list of local emergency numbers, including various hot line and crisis numbers. Find the phone number for Domestic Violence.

2. Locate the index. Where is it located? What is an index used for? If there is no index, how could you find a listing you want?

3. Find a phone number for a suicide crisis or prevention center. List the page and phone numbers.

4. Use the page headings to find Chamber of Commerce (a list of businesses which have a good reputation for treating customers fairly). What page is it located on?

5. Look up adolescent services and write down the subcategories listed in that category.

6. Find two organizations and their phone numbers that a youth in an abusive relationship may go to for help.
