TEACHER GUIDE · AGES 14 TO 18 · 50 MINUTES

Healthy Relationships, Offline

Essential question: What makes a relationship healthy, and how can I tell when it isn't?

Overview

Students learn to recognize what healthy, unhealthy and controlling relationships look like face to face, then practice setting boundaries and helping a friend. The lesson covers friendships, family, classmates and romantic relationships.

Students will be able to

1. Name the core qualities of a healthy relationship: respect, trust, honesty, communication, equality and personal space.
2. Place real-life behaviors on a spectrum from healthy to unhealthy to controlling.
3. Use clear, respectful words to set a boundary.
4. Describe how to support a friend and when to involve a trusted adult.

Key vocabulary

Term	Meaning
Boundary	A limit you set about what you are comfortable with, physically, emotionally or with your time.
Consent	Freely agreeing to something, without pressure, and being able to change your mind at any time.
Respect	Treating someone's feelings, choices and limits as important.
Control	When one person tries to decide what another person does, wears, says or who they see.
Peer pressure	Feeling pushed by others to do something you would not choose on your own.
Red flag	A warning sign that a relationship may be unhealthy.

Materials

- Sticky notes, 2 per student
- Wall signs: Healthy, Unhealthy, Controlling (wall-signs.pdf)
- Scenario cards, one set per group of 4 (scenario-cards.pdf)
- Student activity sheets, one per student (student-activity-sheets.pdf)
- Quiz, one per student (quiz.pdf)

- Family tips to send home (family-tips.pdf)

Before you teach

- **Agree on ground rules.** Respect what others share, no names or gossip about real people, it is fine to pass, and what is personal stays in the room.
- **Keep it about characters, not students.** The scenarios let students discuss situations without sharing their own stories.
- **Cover all kinds of relationships.** Friendships and family matter as much as romantic relationships.
- **Watch for reactions.** A student who goes quiet or gets upset may be living something similar. Check in privately afterwards.
- **Know your school's procedure.** If a student discloses abuse, listen calmly, do not promise secrecy, follow your child protection policy and inform the counselor the same day.
- **Read Cards 2 and 6 first.** They involve dating, and Card 6 involves physical harm. Decide whether they suit your class.

Lesson procedure

Step	Time	Activity
1. Warm up	5 min	Sticky-note brainstorm
2. Learn	10 min	The relationship spectrum
3. Discuss	15 min	Scenario cards in groups
4. Create	12 min	Boundary scripts and role-play
5. Wrap up	8 min	Quiz and exit ticket

1. Warm up: What makes a good relationship? (5 min)

1. Hand out two sticky notes per student.
2. > *"Think of someone you feel really good around. On one note, finish this sentence: A good friend is someone who… On the other, write one thing that makes you feel uncomfortable in a relationship."*
3. Students stick notes on the board in two columns. Read a few aloud and group similar ones.
4. > *"Today we'll look at what makes a relationship healthy, and how to notice when it isn't."*

2. Learn: The relationship spectrum (10 min)

1. Point to the three wall signs. > *"Relationships are not just good or bad. They sit on a spectrum, and they can move along it over time."*
2. Walk through each zone using page 1 of the student sheets.
3. Stress three points: the signs apply to friends, family and partners; control often looks like caring at first; it is never your fault if someone treats you badly.

4. Quick check: read each behavior below aloud and have students point to a sign.

Behavior	Zone
Celebrates when you get a good grade	Healthy
Gives you the silent treatment until you apologize	Unhealthy
Tells you to stop seeing your other friends	Controlling or abusive
Accepts it when you say no	Healthy
Reads your private messages or diary	Unhealthy
Threatens to hurt you if you leave	Controlling or abusive

3. Discuss: Scenario cards (15 min)

1. Put students in groups of 4. Give each group 2 or 3 cards, including at least one healthy card (4 or 8).
2. Groups read each card aloud, answer its four questions on their activity sheet and tick a zone on the card.
3. Each group shares one card. A student stands under the matching wall sign. Ask: *"Would your answer change if this happened every day? What if it was a friend instead of a partner?"*
4. If a group says "they should just leave," acknowledge that speaking up is often hard and that telling a trusted adult is a strong step.

4. Create: Boundary scripts (12 min)

1. Write the formula on the board: **I feel…** (the feeling) **when…** (the behavior) **I need…** (what you want instead).
2. Example: *"I feel embarrassed when you joke about my weight in front of everyone. I need you to stop."*
3. In pairs, students write a script for one of their cards on page 3 of the activity sheet, or what they'd say to support the friend.
4. Two or three pairs act it out. The class gives one piece of positive feedback each time.

5. Wrap up (8 min)

1. Students complete the 5-question quiz (4 min), then go through the answers.
2. Students fill in the exit ticket and hand it in, name optional.
3. Remind students where to find help and hand out the family tips.

Teacher key: scenario cards

Card	Zone	Signs to notice
1. The new team	Unhealthy	Jealousy and guilt-tripping. This can become healthy if the two friends talk it through.
2. Only me	Controlling or abusive	Isolation from friends and family, love used as pressure, and silence used as punishment.
3. Just try it	Unhealthy	Peer pressure, insults and a threat of being left out.
4. Your choice	Healthy	An honest opinion combined with respect for Rami's decision.
5. The diary	Unhealthy	Privacy violated, public humiliation and feelings dismissed.
6. It won't happen again	Controlling or abusive	Physical harm, a repeating pattern, and apologies and gifts after the harm. This is abuse.
7. Just joking	Unhealthy	Repeated humiliation, which is bullying. Hadi is starting to withdraw.
8. Let down	Healthy	Conflict handled with honesty, listening and repair.

Card 8 shows that healthy relationships still have conflict. What matters is how it is handled.

Where to get help

Write these on the board, with your school counselor's name and room.

1564

National Lifeline for emotional support, open 24/7

LARA

Email for support and guidance: laraa@laraa.org

112

Internal Security Forces, if someone is in immediate danger

Activity 6 answer guide: Reflect

Students complete three sentence starters. These are examples of strong answers, not the only right ones. Use them to check understanding and to correct the common misconception in each "Watch out for" line. Online, students see the same examples after they finish the activity.

1. One sign of a healthy relationship I want in my life is...

Strong answers include:

- Being able to say no without being punished
- Disagreeing and still feeling respected
- Trust, without checking each other's phone
- Being free to see my own friends and family

Watch out for: "Never arguing." Every relationship has conflict. What matters is that both people can speak, listen and repair.

2. One red flag I will now pay attention to is...

Strong answers include:

- Someone pushing me away from friends or family (isolation)
- Making me feel guilty for saying no
- Put-downs or "jokes" that continue after I ask them to stop
- Deciding what I wear or who I see

Watch out for: "Jealousy shows they care." Constant jealousy and checking up are signs of control, not love.

3. If I or a friend needed help, I could go to...

Strong answers include:

- A parent, carer or older relative I trust
- A teacher or school counsellor
- National Lifeline 1564 (24/7)
- LARA at laraa@laraa.org
- 112 if someone is in danger

Watch out for: "I'd keep my friend's secret no matter what." Safety comes before secrecy. If a friend is in danger, tell a trusted adult.