

A Healthy Look at Sexuality

Lesson Two

Learning to Love

LESSON 2: LEARNING TO LOVE

Time needed

One class period

Student learning objectives

1. List and describe at least four different kinds of love and describe a “healthy relationship.”
2. Describe at least five warning signs, concrete behaviors that show that a romantic relationship could be, or is, unhealthy (dysfunctional, abusive, codependent, unequal).

Agenda

1. Introduction and Overview
2. What is Love?
3. “Kinds of Love”
4. Healthy and Unhealthy “Love” Relationships
5. Warning Signs
6. Closure
7. Homework

Materials needed

1. Worksheet: “Love” (1 per student)
2. Handout: *Healthy v. Unhealthy Love Cards* (1-2 set(s))
3. Handout: *Relationship Signals: Red, Yellow, Green* (4-8)
4. Scissors
5. Red Crayons or Markers
6. Tape
7. Family/Friend Homework: “Love” Confirmation Slip (1 per student)
8. Family/Friend Homework: *Relationship Test* (1 per student)
9. Family/Friend Homework: *Relationship Test Confirmation Slip* (1 per student)
10. Newsprint or Whiteboard
11. Appropriate Markers
12. Anonymous Question Bag or Box
13. Index Cards of the Same Size, Shape, and Color

Preparation

1. Depending on the number of students, print 1-2 sets of **Handout: *Healthy v. Unhealthy Love Cards*** or print and laminate for future use (located under Worksheets and Printouts at the end of the lesson).
2. Depending on the number of students, print 4 to 8 copies of **Handout: *Relationship Signals: Red, Yellow, Green*** (located under Worksheets and Printouts at the end of the lesson).

(Adapted from 11/12 F.L.A.S.H., Lesson 6, <http://www.kingcounty.gov/health/FLASH>)

3. Print 1 copy per student of the following (located under Worksheets and Printouts at the end of the lesson):
 - **Worksheet: “Love,”**
 - **Family/Friend Homework: “Love” Confirmation Slip,**
 - **Family/Friend Homework: Relationship Test, and**
 - **Family/Friend Homework: Relationship Test Confirmation Slip.**

Instructions

1. Introduction and Overview

- a. Go over homework from the previous lesson. Allow everyone a chance to share their homework. However, make sure that they understand that this part is optional, they do not have to share and if they are doing their homework with a parent or family member, they must have their permission to share also.
- b. Explain that one way to be able to accomplish one’s goals and dreams is by knowing the difference between healthy and unhealthy relationships...and making healthy ones. Each of us has to spend some time (usually a number of years) figuring out how to love. Learning to Love is what this lesson is all about. Learning to love may include some of the following tasks:
 - Figuring out what love is and how you know it when you see it (this is especially hard for people who didn’t grow up seeing much of it...but it’s not impossible).
 - Figuring out how to love ourselves (not in a conceited way, but in a mature, confident way).
 - Figuring out what we like and look for in others...what kinds of people we can be friends with, what kinds we can love.
 - Figuring out how to tell the difference between lusting (or being infatuated) and loving.
 - Figuring out how to tell the difference between healthy and unhealthy relationships...and how to make healthy ones. (This last task is one task that people often work at well into adulthood, and even elder hood.)
- c. Remind participants that love is a sensitive topic and ask everybody to remember and follow the group agreements.

2. What is Love?

- a. Hand out **Worksheet: “Love”** to each student and ask them to spend a couple of minutes starting to fill out just the first question.
- b. Invite sharing and discussion on the first question, including disagreement as long as people respect the group agreements.
- c. Try to reach consensus on a definition. If students’ definitions include only some aspects of a definition, you might propose the following:

“Love is liking and enjoying someone, plus caring about them (their needs, their feelings, their safety, their general well-being).”

- d. If you propose this definition, write “LIKING + CARING” on newsprint or whiteboard and challenge part 2 (caring) of your own definition by using the following as a guide:

What about a baby then? It “likes” the parent (that’s an understatement), but it doesn’t yet care about the parent’s needs, feelings, etc. That kind of empathy isn’t possible until the baby figures out that it is even separate from the care giving parent. So, does the baby not love the parent?

No, we don’t think so, not yet. So far, by the definition above, the baby simply needs the parent, rather than “love” the parent. Later, as a child with a growing cognitive awareness of its separateness and its humanness, may grow to love the parent.

The message: Not everyone is capable of loving.

- e. Also with the above proposed definition, challenge part 1 (love) of the definition:

What about your cranky, senile grandfather, then? You care about his needs, and you may remember having liked him in the past, but you haven’t enjoyed being around him in years. Do you love him?

Well, not by the definition above. By that definition, you “care” about him, but don’t exactly “love” him, as you once did. (Unless remembering having liked someone counts.) Perhaps the definition needs to be revised, because you can still love someone you have loved in the past, even when you presently hate their behavior and/or do not enjoy being around them. So, maybe the definition should be:

“Love is liking, enjoying someone (or remembering times when you

have liked and enjoyed them) plus caring about them (their needs, their feelings, their safety, their general well-being)."

- f. If the class has agreed on another definition with the above two components (but in their own words), write their agreed upon definition on newsprint or on whiteboard. Have students copy the agreed upon definition onto their **Worksheet: "Love."**

3. "Kinds of Love"

- a. Brainstorm and discuss with participants a list of "kinds of love." Ask participants to write four kinds of love for question #2 on their **Worksheet: "Love."**

The brainstorm should include:

Love of self

Love of God or a "higher power"

Love for a parent or other mentor-type person
(grateful, appreciative love)

Love for one's child, younger brother or sister, elderly parents or other person one takes care of
(nurturing, responsible love)

Love for a friend to whom one is not sexually or romantically attracted
(love between equals)

Romantic love
(which may include all the above components, as well as "lust" or sexual attraction)

Love for a pet

- b. Discuss which kinds of love may overlap. For example, if your parent was sick and needed your help, you might experience grateful and nurturing feelings at the same time. If your partner were teaching you a foreign language, you might experience him or her as a beloved peer and mentor, both at the same time.

4. Healthy and Unhealthy “Love” Relationships

- a. Begin by dividing students into groups of three or four. Ideally, there will be some coed groups and some all-male and all-female groups. Remind people of the group agreements.
- b. Give students one instruction at a time (waiting until they finish one task, before you assign the next):
- c. Within their groups, ask everyone to close their eyes. Ask them to think of a couple they know who have a very healthy relationship; the healthiest one they can think of (e.g., a parent and child, a couple “in love,” a pair of close friends, an aunt and a nephew, any two people with a healthy loving relationship). If they absolutely can’t think of any real people who they know personally with a healthy relationship, fictional ones (from TV or a book) will do.

NOTE TO TEACHER: This last instruction is in recognition that children from dysfunctional families, especially if they have been socially isolated, simply may not have any healthy models.

- d. Now, allow the students some time to individually write down the answers to question #3 on **Worksheet: “Love.”**
- e. After they complete question #3, write what made the relationship they chose healthy, ask them to share within their group what they came up with.
- f. When each group is finished, ask them to share what they came up with and make a master list on newsprint or whiteboard of what characteristics make a healthy relationship.
- g. Repeat the process looking at unhealthy relationships and answering **Worksheet: “Love”** question #4.

5. Warning Signs

- a. Introduce the concept of warning signs by asking people to imagine the following scenario:

Imagine that your best friend, T.J., moved away. (T.J. may be female or male, and heterosexual, bisexual, or homosexual that doesn’t matter for this exercise). Six months later you get a phone call from T.J.

“I know it’s long distance but I just had to talk to you. Wait ‘til you hear this. You won’t believe it...I’m in love.”

So you chuckle at your friend’s excitement and you say, “OK, OK. Tell me the three things you love most about this person.” Suppose your friend starts out,

“Well, this may sound stupid but one thing I love about them is that they’re patient with me. You know me; I’m late a lot. But they never crab at me about it.”

You might say to yourself, “Alright! Finally found someone who treats you right. That sounds like a healthy sign to me.” But suppose, instead of talking about how patient this new love was, your friend started out,

“Well, the thing I love the most is that they have a lot of time for me. They’re not in school or working, so we can be together as much as I want.”

You might say to yourself, “Uh-oh. No school or job?! This person could be a real loser. Maybe it’s no big deal...maybe it’s just a vacation. But, does T.J. really know what T.J. is getting into?” You might not say it out loud, unless your friend asked your opinion, but you might be thinking, “This could be a warning sign about a not so healthy relationship. I’m a little worried about T.J.” Or you might say to yourself, “There goes T.J. being stupid again.”

- b. Explain to the group that you are going to give each group a page of statements their friend might make about why they are so in love.**

There are four pages of *Handout: Healthy v. Unhealthy Love Cards*. (or use the larger versions which need to be pre-cut) So, if you have eight groups of students, two groups will get copies of “A” and so on. Give each group a page (or set) of *Handout: Healthy v. Unhealthy Love Cards*, and this instruction:

In each set of *Healthy v. Unhealthy Love Cards*, there are five or six that ought to set off little “worry alarms” in your heads. Each one, by itself, may be no big deal. But they may be signs of a problem, if they are all that your friend sees in this new person, or if they get carried to an extreme.

Try to find three of these statements your group thinks could be warning signs, dangerous or shallow things to love about someone. If your friend chose those three statements you might be a little worried, or you might shake your head.

Within your group, talk about why you'd be concerned with the three statements you chose.

- c. As the groups work on this, hand them a roll of tape, scissors, and the **Handout: Relationship Signals: Red, Yellow, Green** (to color in with crayons or markers). While they talk, they can color in their signal light.
- d. When they have chosen at least three "warning signs" ask them to cut them out and tape them to their red light. Statements they are unsure about can be taped to the yellow light. Give them about five minutes.
- e. Now ask students to choose at least three "green-light" activities and tape them to the green light.
- f. As each group finishes taping their activities to their signal light, have them choose a spokesperson who can explain why they decided they ought to be concerned about those three statements (as well as the statements they thought were more positive and the ones they weren't sure about).
- g. When most of the groups are finished, stop them all. Have the spokespeople from the groups that have finished, report to the class. Once they have reported, encourage discussion.
- h. Use the **Printout: Learning to Love Discussion Guide** to help identify the warning signs:

6. Closure

- a. Explain that everyone deserves to be in a healthy relationship.
- b. I've heard some of you say (or "Experts say...") that the best advice is:

Pay attention to a person's actions, not their words.

As you get to know the person, ask yourself if they are capable of loving. (Remember the baby we talked about earlier, who is capable of needing their parent, but not yet able to truly love?)

c. In addition:

A person is capable of loving another...

...only if they have healthy self-esteem (not conceited, but confident self-love: likes own self, knows own strengths and weaknesses, takes good care of self),

...only if they are cognitively and emotionally able to understand that others have needs, feelings (all babies and, sadly, some adults, are simply unable to understand this), and wants to (not only is able to, but does indeed) like and care about the other person.

d. Lastly, close with a plea to the class, as future parents:

Most of you will be parents some day, if not biological ones, then parents in a more general sense. You know that young people who grow up watching healthy relationships at home have an advantage. They are more likely to choose partners who will treat them well, and more likely to know how to treat a partner well in return. Of course that doesn't mean that kids who've grown up watching adults hurt one another can't break the cycle. But they have to pay extra attention to the subtle, early clues of warning in their relationships...and it's hard. I'm asking you to work at developing healthy relationships, if not for yourselves then for your children: what you show them is all they will know. Please, teach them how to love, by loving another adult really well.

e. Pass anonymous question bag or box around.

f. Answer anonymous questions.

7. Homework

a. Participants have the following options for homework:

- Finish the **Worksheet: "Love"** individually and in writing.
- Finish the **Worksheet: "Love"** with a family member and instead of turning in the worksheet for credit, they will turn in the **Family/Friend Homework: "Love" Confirmation Slip**.
- Or, if they are currently in a romantic relationship (i.e., boyfriend, girlfriend, husband, or wife) and if they are willing to have someone, like their partner or a family member, see their answers, they can take

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the **Family/Friend Homework: *Relationship Test***. In addition, they will have their partner or family member sign a **Family/Friend Homework: *Relationship Test Confirmation Slip*** to attest that they completed the assignment.

- b. Explain that before the next lesson, everyone will have a chance to share what they did for their homework and the results that they got. However, make sure that they understand that this part is optional and if they are doing their homework with a partner or family member, they must have their permission to share also.

Worksheets and Printouts

(Adapted from 11/12 F.L.A.S.H., Lesson 6, <http://www.kingcounty.gov/health/FLASH>)

PRINTOUT: LEARNING TO LOVE (DISCUSSION GUIDE)

ONE-WAY STREET	CARD #s: 1, 21	HOW COULD THIS BE A PROBLEM? It's only a problem if it's a one-way street. It is healthy to enjoy another person's attention, their little gifts and symbols of caring. It's healthy to take pleasure in doing something for someone you love. It is not healthy, though, unless it is a mutual thing. Why not ask your friend if it goes both ways?
	CARD SUMMARY: I love... ...how much they do for me, all the things they give me. ...that I enjoy doing things for them.	
LOOK WHO I'VE GOT	CARD #s: 35, 37	HOW COULD THIS BE A PROBLEM? It's only a problem if it's a person's only source of pride (if they feel otherwise inadequate), or if one's partner is only a showpiece. It's certainly not healthy to be in a relationship you are ashamed of. It is terrific and healthy to be proud of a relationship, as long as other people's approval isn't the reason for the relationship. Why not ask your friend if they both enjoy walks alone in the park (or doing homework together), or if they only ever spend time with people who shower them with approval?
	CARD SUMMARY: I love... ...how proud they seem to feel that we are a couple. ...how good I look when we're out together.	
PEOPLE AS THINGS	CARD #s: 11, 19, 32, 46	HOW COULD THIS BE A PROBLEM? These are all shallow things. Some people might consider it wrong or stupid to find the money and the car attractive, or to focus on body parts instead of whole people. But even those who don't consider it wrong (who agree, for example that it's fun to be in love with a tall man or a leggy woman) will probably concede that if that's all one finds attractive, the relationship is not likely to be very fulfilling. Liking these things may not be a problem; liking only these sorts of things, may be. Why not ask your friend what else they love about this person?
	CARD SUMMARY: I love... ...their car. ...their height. ...their legs. ...their hair.	

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BETTER THAN ME	CARD #s: 5, 24, 28, 42	HOW COULD THIS BE A PROBLEM?
	<p style="text-align: center;">CARD SUMMARY:</p> <p style="text-align: center;">I love...</p> <p style="text-align: center;">...their maturity.</p> <p style="text-align: center;">...that they know how to do everything.</p> <p style="text-align: center;">... that they put me on a pedestal, say they don't deserve me.</p> <p style="text-align: center;">...that they look up to me, say they wonder what I see in them.</p>	<p>Loving someone's maturity and talents is healthy. It's only a problem if it's a sign of a real difference in age, life experience, or self-esteem. These kinds of differences usually mean big disparities in personal and emotional power in the relationship. They set the less confident partner up for serious pain and disappointment...even sometimes abuse. They set the more confident partner up for guilt if they end the relationship and also sometimes for abuse (the less confident partner may become abusive to try to take back or equalize the power). Why not ask your friend whether they feel like equals, whether they take turns deciding things and both admire the other?</p>
MARLBORO MAN, STEPFORD WIFE	CARD #s: 15 & 29	HOW COULD THIS BE A PROBLEM?
	<p style="text-align: center;">CARD SUMMARY:</p> <p style="text-align: center;">I love...</p> <p style="text-align: center;">...that he's a real man, not a wimp, doesn't let people push him around.</p> <p style="text-align: center;">...that she let's me be the boss, wants to do what I want to do.</p>	<p>Enjoying someone else's assertiveness could be healthy, but not when it becomes aggression and only if the partner can assert themselves in the relationship, too. The problem with needing to "be a real man" is that our images of ultra-masculinity can be distorted; fantasy images may look fun in movies, but they aren't safe or kind in real life. Experts agree that relationships based on rigid gender roles (whether they are heterosexual or homosexual), while certainly not guaranteed to lead to abuse, are at greater risk for it than relationships between people who feel like equals. That doesn't mean that one person can't enjoy dressing in ruffles, or that the other can't prefer football to sewing...it just applies to how they feel about and treat one another.</p>

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MINE ALL MINE	CARD #s: 16 & 33	HOW COULD THIS BE A PROBLEM?
	<p style="text-align: center;">CARD SUMMARY:</p> <p style="text-align: center;">I love...</p> <p>...that they're kind of jealous.</p> <p>...that she's a real lady and not a slut; she doesn't flirt or come on to other people.</p>	<p>Experts disagree about whether a little jealousy is a healthy sign or not. But they are unanimous in their concern that an excess of jealousy, especially over a partner's platonic friendships, is a sign of low self-esteem and often precedes abusive behavior. Maybe you can help your friend think of healthier symbols that this new love reciprocates their feelings.</p>
MOMMY OR DADDY	CARD #s: 9	HOW COULD THIS BE A PROBLEM?
	<p style="text-align: center;">CARD SUMMARY:</p> <p style="text-align: center;">I love...</p> <p>...how much they need me, that they're such a little child.</p>	<p>Seeing the child in one's partner can be a healthy thing, a sign that you are seeing behind the partner's public self, to the real person inside. But this statement could also show a condescending attitude, or a power disparity. Is it usually a relationship of equals, or is your friend stuck in a parent-child dance with this person? Sometimes parent-child struggles in romantic relationships lead to abuse.</p>
POPULARITY JUNKIE	CARD #s: 44	HOW COULD THIS BE A PROBLEM?
	<p style="text-align: center;">CARD SUMMARY:</p> <p style="text-align: center;">I love...</p> <p>...that they're so well-liked, so popular.</p>	<p>Enjoying the other person's success is healthy, including their success at social skills (at making friends, making acquaintances feel liked, etc.). When it's not healthy is when the partner's popularity is a commodity, like money or a car...when you like them only for something they can give you. Why not ask your friend what about this person's popularity is so much fun? If it's fun to watch the person having fun at center-stage, more power to them both. If it's fun because your friend gets invited places as this person's date, then it's worth finding out what else your friend likes about this person.</p>

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LUST AS LOVE	CARD #s: 8 & 40	<p>HOW COULD THIS BE A PROBLEM? Being “turned on” by someone you love romantically is healthy and most people would even describe it as an essential part of romantic love. It’s only unhealthy if it’s all that attracts you about the person, or if you confuse this “lust” or “infatuation” for love itself. It isn’t love, by itself. It’s just a nice precursor (it often happens early in a relationship, before you know a person well enough to love them) or an enhancement or component of love. Maybe you can find out if your friend is confusing this feeling with love.</p>
	<p>CARD SUMMARY: I love... ...how sexy and attractive I feel when I am with them. ...how sexy and attractive they are</p>	

Warning Signs: Quick Reference Sheet

CARD #	TEXT ON CARD	WARNING SIGN?
1	...how much they do for me, all the things they give me.	ONE-WAY STREET
5	...their maturity.	BETTER THAN ME
8	...how sexy and attractive I feel when I am with them.	LUST AS LOVE
9	...how much they need me. They're such a little child in some ways.	MOMMY OR DADDY
11	...their car.	PEOPLE AS THINGS
15	...that he's a real man and not a wimp; he doesn't let people push him around.	MARLBORO MAN
16	...that they're kind of jealous.	MINE ALL MINE
19	...their height.	PEOPLE AS THINGS
21	...that I enjoy doing things for them. It makes me feel good.	ONE-WAY STREET
24	...that they know how to do everything!	BETTER THAN ME
28	...they put me on a pedestal; they sometimes say they don't deserve me.	BETTER THAN ME
29	...she lets me be the boss. She wants to do what I want to do.	STEPFORD WIFE
32	...their legs.	PEOPLE AS THINGS
33	...that she's a real lady and not a slut; she doesn't flirt or come on to other people.	MINE ALL MINE
35	...how proud they seem to feel that we are a couple.	LOOK WHO I'VE GOT
37	...how good I look when we're out together.	LOOK WHO I'VE GOT
40	...how sexy and attractive they are.	LUST AS LOVE
42	...they look up to me; they sometimes say they wonder what I see in them.	BETTER THAN ME
44	...that they are so well liked, so popular.	POPULARITY JUNKIE
46	...their hair.	PEOPLE AS THINGS

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Worksheet: "Love"

NAME _____

DATE _____

Directions: Answer each question with specific, concrete examples. Use extra paper if needed.

1. What is love?

a. Your definition: _____

b. Your class' definition: _____

2. List four kinds of love:

a. _____ c. _____
b. _____ d. _____

3. Think of two people you know who have the healthiest relationship you can think of (can be a parent and child, a couple "in love," a pair of close friends, an aunt and nephew, any two people with a healthy loving relationship).

a. Why do you describe their relationship as "healthy?" What do you mean by "healthy?"

b. Still thinking about the same relationship, describe at least one specific thing each of them does to keep the relationship "healthy."

Person 1: _____

Person 2: _____

4. Think of two people you know who have the unhealthiest relationship you can think of (again, can be any two people, but don't identify them by name or say how you know them).

a. Why do you describe their relationship as "unhealthy?"

b. What concrete behaviors have you seen that show you it's "unhealthy?"

5. List five things someone could do that would warn you that a relationship with this person would probably be unhealthy:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

6. Now that you have had time to think about love and relationships, what five characteristics are you going to look for in a relationship that is healthy?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Healthy v. Unhealthy Love Cards (Set A: 1-12)

1

One thing I love about them is....how much they do for me, all the things they give me.

2

One thing I love about them is...how much they enjoy being with me, spending time with me.

3

One thing I love about them is...that they don't let me bully them. They stand up to me.

4

One thing I love about them is...that they aren't jealous and possessive. I can have other friends without them feeling left out.

5

One thing I love about them is...their maturity.

6

One thing I love about them is...how much we have in common.

7

One thing I love about them is...that they like and get along with my family.

8

One thing I love about them is...how sexy and attractive I feel when I am with them.

9

One thing I love about them is...how much they need me. They're such a little child in some ways.

10

One thing I love about them is...that I can be honest with them.

11

One thing I love about them is...their car.

12

One thing I love about them is...that they get just as excited as I do when I accomplish something. They don't tell me I'm conceited.

Healthy v. Unhealthy Love Cards (Set B: 13-24)

13

One thing I love about them is...how affectionate and romantic they are.

14

One thing I love about them is...that they understand when I want time to myself.

15 One thing I love about him is...that he's a real man and not a wimp; he doesn't let people push him around.

16

One thing I love about them is...that they're kind of jealous.

17

One thing I love about them is...that they like and get along with my friends.

18

One thing I love about them is...that they care about my feelings.

19

One thing I love about them is.....their height.

20

One thing I love about them is...that they understand my sadness or hurt or whatever I'm feeling.

21

One thing I love about them is...that I enjoy doing things for them. It makes me feel good.

22

One thing I love about them is...how good I feel about myself when we're together (smart, mature, funny, whatever).

23

One thing I love about them is...that they are active in school activities (sports, music, whatever).

24

One thing I love about them is...that they know how to do everything!

Healthy v. Unhealthy Love Cards (Set C: 25-36)

25 One thing that I love about them is...how good they are at (fixing things, cooking, playing drums, whatever).

26 One thing I love about them is...that I just enjoy being together, spending time together.

27 One thing I love about them is...that I can be my real self with them. They know the real me behind my public mask.

28 One thing I love about them is...they put me on a pedestal; they sometimes say they don't deserve me.

29

One thing I love about her is...that she lets me be the boss. She wants to do what I want to do.

30

One thing I love about them is...how they don't put other people down or talk about them behind their backs.

31

One thing I love about them is...they get just as excited as I do when I accomplish something. They don't tell me I'm conceited.

32

One thing I love about them is...their legs.

33 One thing I love about her is...that she's a real lady and not a slut; she doesn't flirt or come on to other people.

34 One thing I love about them is...that we enjoy doing the same kinds of things for fun.

35 One thing I love about them is...how proud they seem to feel that we are a couple.

36 One thing I love about them is...how much we share in terms of spiritual beliefs.

Healthy v. Unhealthy Love Cards (Set D: 37-48)

37

One thing I love about them is...how good I look when we're out together.

38

One thing that I love about them is...their sense of humor.

39

One thing I love about them is...that they let me know the real them, the part of them the "public" doesn't see.

40

One thing I love about them is...how sexy and attractive they are.

41 One thing I love about them is...they're nice, but they don't let people walk all over them. They're not too shy to speak up.

42 One thing I love about them is...they look up to me; they sometimes say they wonder what I see in them.

43

One thing I love about them is...that we feel like equals.

44

One thing I love about them is...that they are so well-liked, so popular.

45

One thing I love about them is...that they take pride in looking good.

46

One thing I love about them is...their hair.

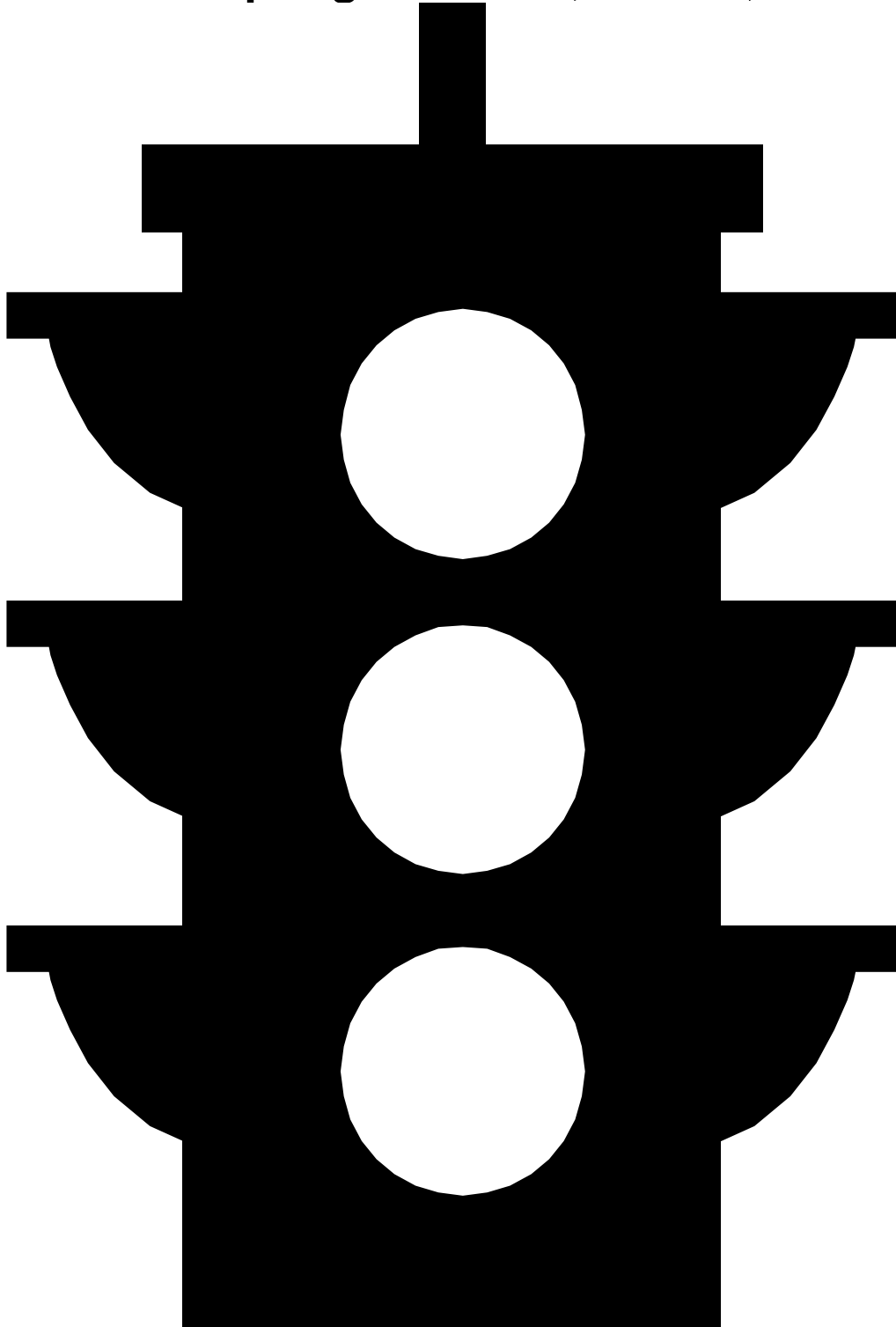
47

One thing I love about them is...that they are active in their community outside of school.

48

One thing I love about them is...how they don't let me hurt myself, take stupid risks, put myself down.

**Handout:
Relationship Signals: Red, Yellow, Green**



(Adapted from 11/12 F.L.A.S.H., Lesson 6, <http://www.kingcounty.gov/health/FLASH>)

Family/Friend Homework: “Love”

CONFIRMATION SLIP

FOR FULL CREDIT, THIS EXERCISE IS DUE: _____

Today you got a handout called the **Worksheet: “Love.”** Read over it again and think about it. Talk it over with a family member or another trusted adult or with a close friend, boyfriend or girlfriend. Practice really trying to understand the other person’s point of view. Then together, sign this homework confirmation slip and return it for credit.

We have completed the **Worksheet: “Love,”** aloud together.

Date: _____

X _____
Student’s signature

X _____
Signature of family member or friend

Family/Friend Homework: Relationship Test

Directions: This test combines the results of several studies of healthy and unhealthy relationships. If you are in a romantic relationship (if you have a boyfriend or girlfriend or if you are married) try asking yourself these questions. **Because what you fill out is personal information, the teacher will not read what you write, but you will give you credit for completing this homework.**

Circle your answers:

1. Can you describe specific things you love about them? Yes No
2. Do they have a lot in common with your “ideal partner?” Yes No
3. Are they willing for you to spend time by yourself, instead of being together every minute? Yes No
4. Are they glad you have other friends and interests? Yes No
5. Do they have other good friends and interests besides you? Yes No
6. Are they pleased about your goals, plans and dreams? Yes No
7. Do you both talk and listen to each other? Yes No
8. Do they ever ask your opinion? Yes No
9. Do they ever express an opinion? Yes No
10. Does your partner enjoy your successes, and let you enjoy them, instead of ignoring them or putting them down? Yes No

How many times did you say “yes” so far? Add them up: _____

The more “yes” answers in questions 1-10, the more likely it’s a healthy relationship.

11. Has your partner ever bitten, hit, slapped, kicked, pushed, shoved, choked, or punched you? Yes No
12. Has your partner ever thrown objects at you? Yes No
13. Has your partner ever left you somewhere that wasn't safe? Yes No
14. Has your partner ever refused to help you when you were sick, hurt, or pregnant? Yes No
15. Has your partner ever held you to keep you from leaving or locked you out of the house? Yes No
16. Has your partner ever tried to get you to break a family rule or said you were immature for caring what your family thinks? Yes No
17. Has your partner ever forced you to ride with them when they had been drinking or was driving recklessly? Yes No
18. Has your partner ever threatened to hurt you with a weapon, or threatened to hurt your family or friends? Yes No
19. Has your partner ever made jokes or insulting remarks about people of your gender, religion, race, class, sexual orientation, or family? Yes No
20. Has your partner ever punished you with the silent treatment (sulking, "splitting" in the middle of an argument)? Yes No
21. Has your partner ever put you down or told you to "shut up" in front of other people? Yes No
22. Has your partner ever called you names (especially, "slut" or "dyke" if you are a woman, or "wimp" or "faggot" if you are a man) or told you that you are stupid, ugly, no good, etc.? Yes No
23. Has your partner ever insulted or driven away from friends or family? Yes No
24. Has your partner ever taken your car keys, your money, or any other things you value or need? Yes No
25. Has your partner ever told you about "cheating on you" or accused you of "cheating" when you weren't? Have they ever "come on" to someone else in front of you? Yes No
26. Has your partner ever lied to you or broken a promise? Yes No

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- 27. Has your partner ever insisted that you dress in a more “sexy” way than you wanted? Yes No
- 28. Has your partner ever forced you or pushed you into doing something sexual that you didn’t want to do? Yes No
- 29. Has your partner ever broken, burned, or torn something of yours in anger? Yes No
- 30. Has your partner ever gotten drunk or high and used it as an excuse for sex or to hurt you? Yes No

How many times did you say “no” in questions 11-30? Add them up: _____

Even one “yes” to questions 11-30 means you are being abused, by most standards. If you said “yes” to one or more of these, it is recommended that you talk to a trusted adult about your relationship.

- 31. Do they show you affection even when they aren’t saying sorry for something they have done, or asking for sex? Yes No
- 32. Do you mostly feel good about yourself when you are around them? Yes No
- 33. Could you feel proud about telling them you got accepted to your first choice of college or that you got a great new job? Do you trust that they would be truly happy for you? Yes No
- 34. Do they mostly feel good about themselves, instead of always needing your approval? Yes No
- 35. Are they proud of loving you and able to tell at least a few of the people who care about them? Yes No

How many times did you say “yes” in questions 31-35? Add them up: _____

These are also signs that your relationship is healthy.

FINISH THIS SENTENCE: So far, looking at my answers makes me realize...

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What five adjectives would best describe your relationship?

1. _____
2. _____
3. _____
4. _____
5. _____

Is this relationship good for you? both of you?

Is there anything you've learned about your relationship that you are happy about? What?

Is there anything you discovered that you want to change about your relationship? What?

Now comes what may be a great opportunity & possibly “the hard part” of this exercise: do you want to talk about it with your boyfriend or girlfriend? If so, you may both want to fill out the “test”, first. Then go someplace private, where there won't be interruptions (phone, TV, etc.) Take your time to really listen to one another. This could be an opportunity to learn about what you really appreciate about each other and also ways that you could make your relationship better.

If you answered “yes” to any of questions 11-30, it is not recommended that you talk to your partner. Seek a trusted adult instead.

*Parts of this test were adapted with permission from **Getting Free**, by NiCarthy and **No is Not Enough**, by Adams, Fay, and Loreen-Martin.*

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Family/Friend Homework: Relationship Test

CONFIRMATION SLIP

FOR FULL CREDIT, THIS EXERCISE IS DUE: _____

Today you received a relationship test. Read and answer the questions. If you answered “yes” to any of questions 11-30, you could be in an abusive relationship and should talk to a trusted adult.

If you did not answer “yes” to questions 11-30, go over the test with either a family member, another trusted adult, a close friend, or boyfriend or girlfriend. Practice really trying to understand the other person’s point of view. Then together, sign this homework confirmation slip and return it for credit. You do not need to return the test.

We have completed the Relationships Test, aloud together.

Date: _____

X _____
Student’s signature

X _____
Signature of family member or friend