

# Healthy Relationship Activities

## INTRODUCTION

REMEMBER!!! BE ENERGETIC! This is about creating an experience for the participants.

GOOD EYE CONTACT – SPEAK CLEARLY AND LOUDLY WITH ENERGY – TAKE YOUR TIME

## Activity ONE:

### *Snowball*

#### Key Objectives –

To note the prevalence and severity of teen relationship and dating violence.

To Highlight the lack of attention and reporting associated with relationship violence.

#### Materials Needed –

Pieces of paper containing facts/answers

Tape, string, or another type of room divider

#### Directions –

Every student will be given a piece of paper. This piece of paper will either have a fact or an answer on it. Once every student has his/her paper, have students crumble up the paper into a ball and place half of the group on one side of the room, and the other half on the opposite side. On the count of three, cue the “snowball fight” and everyone will throw their “snowballs” around the room.

Once the “snowball fight” has ended, each student will pick up a paper and then proceed to find the match to whatever is on the paper. Once everyone has found the match to his/her fact, have each pair read their fact aloud to the group.

#### Outcome –

Students will walk away from this activity hopefully with more information on teen dating violence than they previously had. These facts will show students how prevalent dating violence is and the importance of reporting any signs of potentially dangerous relationship situations.

## Facts

1. **Teen Dating Violence** is the physical, sexual, or psychological/emotional violence within a dating relationship
2. Nearly **1.5 million** high school students nationwide experience abuse from a partner in a single year
3. **1 in 3** adolescents in the U.S. is a victim of physical, sexual, emotional or verbal abuse from a dating partner
4. Only 33% of teens who were in a violence relationship ever told anyone about the abuse
5. **New Hampshire** is the only state with a law that specifically allows minors to apply for a protection order
6. **8** states do not include dating relationships in their definition of domestic violence, leaving young victims of abuse unable to apply for restraining orders
7. **81%** of parents believe teen dating violence is not an issue or admit they don't know if it's an issue
8. Violent relationships put victims at higher risk for **substance abuse, eating disorders, risky sexual behavior, and domestic violence**
9. Violent behavior in youth typically begins between ages 12 and 18
10. An abused teen's barriers to seeking help are **confusion about the law and his or her desire for confidentiality**
11. 20 per 1,000 women ages 16-24 experience the highest per capita rate of intimate violence
12. One in three teens say they are text messaged **10, 20, or 30 times and hour** by a partner inquiring where they are, what they're doing, or who they're with
13. Percentage of eighth and ninth graders who are "dating" 72%
14. Only **one** juvenile domestic violence court in the country focuses exclusively on teen dating violence
15. Female abuse victims are at greater risk of **pregnancy and STIs**
16. **Alcohol and drugs** can influence violent behavior in relationships
17. **24 people per minute** are victims of rape, physical violence, or stalking by an intimate partner

## Activity TWO:

### Boundaries/ Crossing the Line

#### Key Objectives –

To highlight the importance of establishing boundaries within a romantic relationship.

#### Materials Needed –

Tape line on the ground to stand on

Situational prompts

#### Directions –

Line up all participants along the line that you have placed on the floor. Once everyone has taken his/her place on the line, read the first prompt. If a person is comfortable with the situation on the prompt he/she will take a step forward from the line. If uncomfortable, he/she will take a step behind the line. It is not an option to remain on the line during any of the prompts. Once everyone has stepped forward or backward from the line, ask participants to explain their reasons for taking the steps they did. Repeat this process with other prompts.

#### Outcomes –

Students will come out of this activity having thought about how different scenarios and situations would make them feel within their own romantic relationships. Students will see the importance of establishing physical and emotional boundaries in their relationships.

#### Boundary Prompts

- Your partner gives you a kiss
- Your partner pats you on the behind
- Your partner uses your car/phone/property
- Your partner calls you several time a day
- Your partner likes knowing where you are
- Your partner sends you “sexts”
- Your partner takes you out to dinner/cooks dinner for you
- Your partner calls you by a certain nickname
- Your partner buys you presents
- Your partner tells you “I love you”
- Your partner makes comments about your outfits
- Your partner goes out with you and your friends

## Activity THREE:

### ***Draw a Healthy Relationship***

#### **Key Objectives –**

To pay attention to the qualities and characteristics that make a healthy relationship

To discuss differing opinions of good and bad relationship characteristics

#### **Materials Needed –**

Markers

Paper big enough to outline a body

Tape or something to hang paper

#### **Directions –**

Students will select one volunteer to come and trace a body on a large sheet of paper. Once the body is traced, place the paper on the wall. Students will then take turns coming writing or drawing positive traits of potential partners or relationships on the body. If students have an idea of a negative character or relationship trait, they will write or draw them around the outer border of the body. Once everyone has had an opportunity to write on the body, discuss what was drawn or written.

#### **Outcomes –**

Students will learn about the qualities of a healthy relationship through participating in this activity. They will have the opportunity to discuss why certain traits can be considered positive or negative with their peers.

## Activity FOUR:

### *True View Media Analysis*

#### **Key Objectives –**

To examine the role of the media in establishing current social norms regarding relationship behavior

To analyze the impact these messages have on today's youth

#### **Materials Needed –**

Access to music videos

True View Healthy Relationships score sheet

#### **Directions –**

Make sure every student has a True View Healthy Relationships scoring sheet. Watch the selected music video and then have students score the video according to the sheet. Once everyone has scored the video, go over why students gave the scores they did. If necessary, watch the video again.

#### **Outcomes –**

Students will use this activity to see the effects that music videos and the media have on our perceptions of relationships. After participating in this activity, students will have a more critical outlook on the music industry's portrayal of relationships, healthy or unhealthy.