

8th Grade N.E.S.T. Plans

Healthy Relationships

Coming up this week: Healthy Relationships/Dating Violence

This week 8th grade scholars will be discussing Healthy Relationships and Dating Violence.

Teaching prevention in middle school matters. During these years we have a critical window of opportunity to teach young adolescents about healthy relationships and how to prevent teen dating violence. Studies have shown that teen dating violence behaviors and associated risk factors are prevalent among middle school students.

This week we will review protective factors that can be strengthened to reinforce positive norms and promote healthy relationships. These early healthy relationships can set the stage for the future.

Studies have also shown that being the victim of child abuse and/or adolescent dating violence is highly predictive of intimate partner violence among young adults. Rather than repairing the damage later on, we can help equip young teens to develop healthy relationships throughout their life. Overall, prevention needs to be a priority.

Please make sure to dedicate time on Day Two to discuss respect amongst each others views and go over other N.E.S.T. norms prior to beginning this topic. We must remind students that N.E.S.T. is a safe place.

Routine Reminder

Students should walk into the meeting area and answer the **DAILY NEWS** on the board(s), get into their **CIRCLE**, and listen to the morning announcements. After morning announcements, students **GREET** each other and then begin to check-in. Mondays are all about the **CHECK-IN**. It is important to really scaffold students to get them sharing as much as possible. Once each student has had the opportunity to check-in the group may begin the **ACTIVITY**. 5 minutes before transition, the group may **REVIEW** the answers on the daily news board and/or **REFLECT** on the activity.

Day One

OBJECTIVE: Students will share details about their weekend.

OBJECTIVE: Students will briefly discuss relationships and will discuss how to spend the January N.E.S.T. Choice Day.

Materials Needed: none

1. **Daily News:** What relationship do you consider to be the most important to you (parents, teachers, friends, siblings, boyfriend/girlfriend, teammates, mentors, etc.)?
2. **Greeting:** Everyone Greets and is greeted (students sit in a circle)
3. **Formal Sharing/ Check-in: Ball Toss Sharing** (students sit in a circle)

A student is selected to begin and is given a ball. She begins sharing, once finished she picks who she wants to toss the ball to and that person begins sharing. Students should track only the person who is holding the ball. Many advisors are already using this method to share and check in. It is a good way to structure this part of N.E.S.T..

Sharing Questions:

- What did you do this weekend?
- What is one thing you accomplished last week that you are proud of (ie. Completing 100% of your homework, passing a test/quiz, doing well on classwork/group work.)
- Look at the Daily News responses and ask: Why did you choose that relationship? What is it about that relationship that makes it important for you?
- What do you want to do this Friday for NEST Choice Day.

5. Review Daily News and Discuss:

Ask the following questions to guide students in reflection:

Done during share out.

Day Two

OBJECTIVE: Students will take a healthy/unhealthy relationship quiz and will discuss answers.

Materials Needed: Healthy/Unhealthy Relationship Quiz, pencils

1.**Daily News:** Who do you have the most healthiest relationship with? Why is that your most positive relationship?

2.**Greeting:** Everyone Greets and is greeted (students sit in a circle)

3.**Formal Sharing/ Check-in:** (5 minutes)

4. **Activity:** Relationship Questionnaire

Procedure:

- Remind students that yesterday, for Daily News, you asked them to think about all type of relationships we have with others. Ask one student to go up to the board and serve as the scribe. Ask other students to share out the type of relationships they have with others (i.e: friendships, parents, teachers, mentors, family, boyfriend, girlfriend, etc.) As students share out the scribe writes what the group shares on the board. Once done, ask scribe to join the group.
- Inform students that this week for NEST you will be discussing healthy/unhealthy relationships. Tell students that this topic may bring out emotions in some students and that we must remain mindful of others feelings. Tell students that when discussing relationships (either your own or someone elses- **REFRAIN FROM MENTIONING NAMES.** Respect peoples privacy and do not mention who you are talking about.) Remind students of the N.E.S.T. norms that creates an emotionally safe space.

This N.E.S.T. Group Agreement may include:

- Confidentiality: Everything said in here stays in here
 - Respect people's privacy
 - Remember that everybody is entitled to an individual viewpoint and experience.
 - Appreciate differences.
 - Practice listening without interruption.
 - Talk about your own experience.
 - Share experiences, not advice.
 - Support each other.
 - Expect each member to contribute.
 - Know that you can pass or share.
 - Be honest and be real.
 - It is OK to make mistakes and take risks.
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- Direct students get into groups of four and give each group a copy of the [Healthy and Unhealthy Relationship Quiz Handout](#).
 - The groups will need to go over the Healthy and Unhealthy Relationship Quiz and answer each statement.
 - After all groups are done with the quiz, have your N.E.S.T. come together as a whole group again.
 - Have a member of each group choose one statement and explain to the class whether his/her group thought it was True or False and why. Discuss their answer and ask if the rest of the class agrees.

Questions to ask groups:

1. Why do you think some people stay in unhealthy relationships?
2. Do unhealthy relationships only happen between boyfriends and girlfriends? What are other unhealthy relationships (friends, families, etc.)?
3. What should you do if you or someone you know is in an unhealthy relationship?
4. What can you do to make sure your relationships with others are healthy?

Review Daily News and Discuss: (5 minutes)

Ask the following questions to guide students in reflection:

- What qualities does the relationship you wrote have that makes it so healthy?

Day Three

OBJECTIVE: Students will discuss characteristics of healthy and unhealthy relationships.

Materials Needed: 4 blank copy papers -1 for each group, different colored markers

1. **Daily News:** How do we show others respect?
2. **Greeting:** Everyone Greets and is greeted (students sit in a circle)
3. **Formal Sharing/ Check-in:** (5 minutes)
4. **Activity:** Characteristics of Healthy/ Unhealthy Relationships (20 min)

Procedure:

- Divide students into even sized groups.
- Give each group a piece of blank white copy paper and some markers.
- Then give them the following directions: “I want each group to pick 1 speaker and 1 recorder.

Once you have done that, I want you to think about the friendships/relationships you have- with your friends, your boy/girlfriend, your parents/guardians, brothers/sisters, and other family. Then ask yourself- “Are they good/healthy relationships or bad/unhealthy relationships?” “Now, think about the characteristics these relationships have-What makes them “healthy” or “unhealthy?” I am going to assign you the type of relationship- “healthy” or “unhealthy”- and I want your group to write down as many characteristics as you can that make those relationships that way. I want you to use the colors of the markers to show how you feel about those words. Be sure you put the type of relationship at the top.”

- Assign the types of relationships to the groups (Healthy or Unhealthy), and then give them 10 minutes to discuss & write.
- Have the speakers tape or stick the papers to the wall and stand by their papers with a marker color of their choice.
- Discuss what makes a “healthy” relationship first. Look at all of the chart papers, and have the speakers read the characteristics for healthy relationships. They should circle all of the ones that are the same on their papers. RESPECT should be on one, if not all of the papers.
- Now follow the process with the “unhealthy” relationships. Discuss the differences.

Some suggested questions to ask as students share out:

- o How do the students feel when they are involved in unhealthy relationships?
- o How do they know the relationship is unhealthy?
- o How have some of your relationships changed over the years?
- o Have any stayed the same? Explain.
- o Can a relationship “mess up your whole life?” Explain.
- o What is verbal abuse?
- o What is emotional abuse?

- o Why is respect important in a relationship?
- o Why is trust important in a relationship?
- o Why are some people afraid to leave an unhealthy relationship? Girlfriends?
Boyfriend/girlfriend? Etc.

5. Review Daily News and Discuss:

Ask the following questions to guide students in reflection: Can a relationship be healthy without RESPECT?

Day Four

OBJECTIVE: Students will compare and contrast healthy relationships with unhealthy relationships by defining what each are and participating in a group discussion for better understanding.

Materials Needed: Handout 1- Healthy Relationships (one for each PAIR of students), Handout 2- Types of Abuse/Warning Signs (one for each PAIR of students)

1. Daily News: Think of 2-3 relationships you know of. Without discussing that relationship (keeping it private), place a tally in the appropriate column as to how you perceive that relationship.

HEALTHY	UNHEALTHY

2. Greeting: Everyone Greets and is greeted (students sit in a circle)

3. Formal Sharing/ Check-in: (5 minutes)

4. Activity: Healthy VS Unhealthy Relationships

Procedure:

- Review the characteristics of healthy and unhealthy relationships that students listed yesterday.
- Tell students that today you will be reviewing characteristics of a healthy relationship, types of abuse, and warning signs in unhealthy relationships. Tell students that as middle school students it is normal not to have a boyfriend or girlfriend yet. Therefore, they may not have a specific romantic relationship to reflect on. However, it is very important for them to discuss and learn what makes a healthy relationship versus what makes an unhealthy relationship so when they are in a romantic relationship in the future they know what signs to look for. We want every student at Segue to be in safe relationships in the future that make them happy.
- Give each pair of students a copy of [Handout 1- Healthy Relationships](#).
 - o Take turns reading the handout having students read the bullet points.
 - o Discuss each point after it is read.

- Compare this list with the “Healthy Relationship” list they made yesterday.
- Next, give each pair of students a copy of [Handout 2- Types of Abuse](#) and [Handout 3- Warning Signs](#).
 - Have students take turns reading it out loud as the class follows along.
 - Discuss the handout with the group.
 - Compare this list with the “Unhealthy Relationship” they made yesterday.

Discussion Questions:

- Why do you think some people stay in unhealthy relationships?
- Do unhealthy relationships only happen between boyfriends and girlfriends? What are other unhealthy relationships (friends, families, etc.)?
- What should you do if you or someone you know is in an unhealthy relationship?
- What can you do to make sure your relationships with others are healthy?

Review Daily Quote and Discuss:

Guide students in reflection:

Do not share the names of the people in the relationship. What makes the relationship you thought of healthy or unhealthy?

Day Five

OBJECTIVE: January NEST DAY

Materials Needed:

1. **Daily News:** Let’s celebrate our NEST relationships!
2. **Greeting:** Everyone Greets and is greeted (students sit in a circle)
3. **Formal Sharing/ Check-in:** (5 minutes)
4. **Activity:**

NEST CHOICE DAY