Welcome to Power Up, Speak Out!

Dear Educator,

We hope this sample packet will give you a glimpse into our unique approach to healthy relationships education.

This sample packet contains

- Our Healthy Relationship Statements poster which lays out our primary core concept.
- Lesson 1 from our Healthy Relationships Toolkit.
- A description of what your purchase of a Power Up, Speak Out! toolkit will contain.

Healthy relationships are the foundation of our lives. **Power Up, Speak Out!** teaches the skills that help young people have healthy relationships. These skills and an understanding of what we deserve in relationships will help us prevent bullying, teen dating violence, sexual violence, harassment.

Please stay in touch,

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Healthy Relationship Statements

In my relationships:

- I get to be myself
- I treat others well
- I can say no
- I have fun

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Lesson 1: Healthy Relationships

LEARNING OUTCOMES
Students will
• Define a relationship as a connection between two or more people.
• Identify Healthy Relationship Statements
  In my relationships:
    I get to be myself.
    I treat others well.
    I can say no.
    I have fun.

NECESSARY MATERIALS
• Roles and Expectations and Healthy Relationship Statements posters
• Story book: One by Kathryn Otoshi (purchase separately)
• Four large sheets of paper
• White board, chalk board, or flip chart
• Markers

PREPARATIONS BEFORE CLASS ARRIVES
• Have the Roles and Expectations poster clearly posted
• Have four large pieces of white paper hung around the room. Write one of the four Graffiti activity questions at the top of each piece of paper (see page 1-5 for more detailed instructions)
• Set up chairs in a circle—this helps to encourage engaging and inclusive discussion
• Organize classroom space for student movement
• Write an introduction to the lesson “In Your Own Words”

In Your Own Words... Connect the goals of the lesson to your students’ experience in your own words. You may share why you are teaching these lessons in your classroom.
Discussion and Activities Guide

GOALS

To learn what a relationship is.

To identify what a healthy relationship looks like.

ROLES

My role as a teacher is to guide you in the activities, maintain a safe space for discussion and provide support as you work with the ideas presented.

Your role is to participate with respect and keep an open mind. Can we agree to that?

EXPECTATIONS

Speak for yourself. What does this mean? [expand on their answers with the thoughts below]. You all have [age of students] years of experience behind you, which is valuable. I ask that you speak from your own experiences, and express your own ideas and opinions rather than those of your peers or classmates. Don’t tell stories about other people. Use ‘I’ statements to frame your ideas. For example, ‘I feel judged’ instead of ‘that’s what he said’ or pointing to someone. Does that sound fair? Can we agree to that?

Listen to each other. What does this mean? We all have valuable ideas to share. If we’re all talking at once, we don’t get to hear those ideas. Let’s avoid talking when someone else is speaking—please raise your hands. Does that sound fair? Can we agree to that?

Be curious. We’re all in relationships. What we talk about today is applicable to you. You’re encouraged to ask questions. Things are more interesting when you are curious. Does that sound fair? Can we agree to that?

Teacher Tip!

This is a classroom management tool that can be used anytime. It creates a safe learning environment for your students. For example, if a student starts to explain a story about someone else, remind them to speak for themselves and not for other students.

Total Time: 5 minutes
Person to Person

_We are going to do an activity to get you thinking about relationships in your life._

Pair up students. You will give students a command—for example, to put their pinky together with their partner’s. While they hold this position, give them a minute or so to respond to each question.

Put your big toe together with your partner’s big toe: _What qualities do you look for in a friend?_

_Please find a new partner._

Palm to palm: _What qualities would you look for in a dating partner?_

_Please find a new partner._

Right knee to right knee: _Who is someone you admire? And why?_

_Everyone, please return to your seats._

_Was that activity awkward or silly? Good. Sometimes if we do something silly it is easier to talk about subjects that can be a little uncomfortable to talk about in a classroom._
Defining Relationships

Using the following questions, facilitate a student discussion. This will help you to evaluate students’ prior knowledge and personal reactions to relationships. Write the students’ responses on a white board.

Who can you have a relationship with? (Students will respond with answers such as “parents, friends, teachers, dogs, cats, bosses, girls, boys, etc.”)

Power Up, Speak Out! defines relationships as “a connection between two or more people.”

For the next five lessons we will be looking at peer relationships. Looking at your ideas, which ones are peer relationships?

• Can you have a peer relationship with your teacher? (No)
• Can you have a peer relationship with your parent? (No)

A peer relationship can be a connection between boys or girls, friends, classmates, and people who are dating who are roughly the same age—people who have a similar amount of power as you. People like parents, teachers, and bosses have more power than you, so they aren’t considered peers. Peer relationships are what we’re talking about today.

One kind of peer relationship is dating. What do you call dating? What are words that you use when referring to dating? [Examples may include “hanging out,” “hooking up,” “being together” . . . ]

[Write down what the students say.] Say “this is what you call it—but all of this is what we’re talking about when I say “dating.” You can call it whatever you want, but I am going to call it “dating.”
Graffiti Activity

Make sure four large sheets of paper are hanging around the room with one of the four statements below written at the top of each piece of paper.

We are all in relationships and with this activity we are going to explore what we already know and think about relationships. YOUR RESPONSES NEED TO BE SCHOOL APPROPRIATE AND SINCERE.

When I see people in a healthy relationship, I see them doing things like:

When I hear people in a healthy relationship, I hear them saying things like:

When people are in a healthy relationship, they usually feel:

When I see people in an unhealthy relationship, I see or hear them doing things like:

Divide the class into four groups, and assign each group to one of the large pieces of paper. Give each group a marker. Each group will have one to two minutes to write down or draw all of their ideas to finish the sentence at the top of their paper. At the end of two minutes, each group will move counterclockwise to the next large piece of paper and have one to two minutes to do the same thing. Repeat the process. Make sure all groups visit all four sheets of paper. Groups cannot repeat what previous groups have written or drawn!

When students have finished the exercise, ask them to return to their seats. Ask a volunteer from each group to share what has been written/drawn. After all posters have been revisited as a class, ask:

Which poster was the easiest to fill up? Which was the hardest? Why do you think that is? (Students will often respond that the “unhealthy poster” was the easiest to fill up. They may say they see many examples of those kinds of behaviors in life and through media.)

Teacher Tip!

You’re building rapport in discussing relationships with students. Try not to judge or correct what students answer.

If you see a student give an answer that you think is unhealthy, revisit it once you’ve defined the Healthy Relationship Statements.

This activity will help give you a sense of what your students already know and think about relationships. The Graffiti activity will help you gather information on your students’ knowledge and feelings about relationships.
LESSON 1 HEALTHY RELATIONSHIPS

Healthy Relationship Statements

This activity will introduce students to the Healthy Relationship Statements. Using the examples from the Graffiti Activity, students will see what they deserve in a healthy relationship.

Let’s take a look at these four statements. The Healthy Relationship Statements can be used to evaluate if a relationship is healthy. The Healthy Relationship Statements can help us think about our own relationships.

Hang Healthy Relationships poster and read Healthy Relationship Statements aloud to class.

Ask the following discussion questions to “unpack” the four statements.

What does “I get to be myself” mean? What does it look like?

[Have students share their ideas and then add the following if they don’t come up during discussion]

• I don’t have to change for someone else.
• I can dress the way I want.
• I can hang out with who I want to.

It includes:

• My beliefs
• My opinions
• What I like to do
• My family
• My appearance
• My skin color
• My size
• My likes and dislikes

All of what you described is part of what it means to be yourself. What it means to be yourself is going to look different for every person in this room. This is what we deserve in a healthy relationship: we deserve to get to be ourselves.
Healthy Relationship Statements (cont.)

What does “I treat others well” mean? What does it look like?

[Have students share their ideas and then add the following if they don’t come up during discussion]
- Let others be themselves.
- Treat others how we’d want to be treated.
- Treat others with respect.

Are there examples on the Grafitti sheets? [Have students identify examples of “I treat others well” on the sheets.]
The statement is “I treat others well” because “I” is who I can control. Everyone deserves to be treated well in a relationship.

What does “I can say no?” mean? What does it look like?
What can you say no to?

[Have students share their ideas and then add the following if they don’t come up during discussion]
- I can say no to anything.
- I can say no to my peers freely.
- In a healthy relationship I should be able to say no without being put down for it, without pressure, without force, without fear of scary consequences.

If someone allows us to say no easily, that is often a sign that our relationship is healthy. If it is scary to say no, it is a sign that our relationship is unhealthy.

What does “I have fun” mean? Why is that important?

[Have students share their ideas and then add the following if they don’t come up during discussion]
- It feels good.
- You feel like yourself.

Our relationships should be fun! They are not going to be fun every moment, but they should be more fun than drama.

If you are having fun, do you think that is a good sign that you are getting to be yourself in the relationship? [yes!]

You can use the Healthy Relationship Statements to evaluate if your relationship is healthy. Each Healthy Relationship Statement connects to the other statements. For example, if someone lets you say no easily, do you think you are being treated well?
It is important that you are able to think critically about any relationship. You can use the Healthy Relationship Statements to evaluate if your relationship is healthy. Keep the Healthy Relationship Statements in mind as I read the story One by Kathryn Otoshi. One is a picture book for children, but it is a book with a big message that could benefit people of any age. It is, I think, a universal story.

Read the story One by Kathryn Otoshi aloud to students (be sure they can see the book’s fantastic illustrations) followed by discussion questions. Use each Healthy Relationship Statement to explore the story. Have students provide examples from the story to support their responses.

What’s going on in this story?

How do characters get to be or not get to be themselves?

How are the characters treated?

Can the characters say no?

Are they having fun in the beginning of the story? Are they having fun at the end of the story? What changed?

How was Blue feeling in the beginning of the story? What made things better in the story?

When one person gets put down, it can make it harder for everyone to be themselves. When Red put Blue down, the other colors had a harder time being themselves too.

We know that everyone has different kinds of relationships, but everyone deserves relationships where they get to be themselves, are treated well, are able to say no freely, and have fun! This is what we deserve at school, in our friendships, and in our dating relationships.

If you don’t feel like you are able to be yourself at school, in your friendships, or in your dating relationships, who are people you can talk to? [Brainstorm resources with the students including yourself, the school counselor, the school resource officer, parents, etc].

Thank you all for your participation today!
Interested in getting all 5 Lessons?

We hope you enjoyed this lesson! There’s so much more! **Power Up, Speak Out!** is a toolkit of five lessons that helps educators teach middle school students to think critically about healthy relationships, power dynamics, boundaries, and consent. Our lessons take a positive approach that focuses on telling students what TO do rather than what NOT to do!

Want to purchase the full Toolkit?

Visit https://powerupspeakout.org/purchase/.

In a Toolkit, you’ll get:

- HEALTHY RELATIONSHIPS MANUAL WITH 5 LESSONS
- NO WORKBOOKS TO PURCHASE – CAN BE REUSED YEAR AFTER YEAR!
- 12 WIFFLE BALLS
- 6 BOUNDARIES FLIP BOOKS
- 50 "LET’S MAKE A DEAL” CARDS
- 5 CORE CONCEPTS POSTERS
- 4 POWERPOINT PRESENTATIONS
- 3 LESSON MEDIA VIDEOS
- MONTHLY E-NEWSLETTER
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