

‘What should love look like?’

A guide to healthy relationships

Group Worksheet

We've designed this worksheet for you to conduct a group session with your young people focusing on Healthy Relationships. We've modified certain activities from the guide to suit group settings of ideally, no more than 15 people.



Please issue the group a **trigger warning** before you start to go through the guide with them as there are themes of relationship abuse throughout the guide. Give the young people an opportunity of a 'safe space' to go to if they are triggered; whether that be to leave the room or go to another class etc.

Equipment List

- The WSLLL Healthy Relationship guide
- Pens
- Flipchart Paper
- Blue-tac (optional)
- String (optional)

Reflective activity 1:

Ask the class to think about their best friend and imagine they are in a relationship. Instruct the class to shout out their answers to the following:

1. What qualities would you want for them in a partner?
2. What qualities should be a non-negotiable in their partner?

Ask the class to discuss the difference between what they desire in a relationship, and what they would consider a non-negotiable, for example they may desire someone who has long hair but a non-negotiable could be that they are respectful all the time, even when they are angry.



Someone in an abusive relationship may feel like they don't have anyone that supports them and this could lead them to be willing to tolerate behaviour that is unhealthy.

What other examples can the group think of as to why someone may stay in an unhealthy relationship?

Ask the class to **complete page 3 individually**. If they are finding this difficult ask them what they would bring to a relationship for example, being empathetic towards their partner, and if they share any of the same characteristics from the non-negotiables list

What is abuse?

Have 4 pieces of large paper, each titled with a different type of abuse;

- Physical,
- Economic and Financial
- Emotional and psychological
- Sexual

Divide the class into 4 groups and give each group 3 minutes to brainstorm examples of abuse that is relevant to the title. Every 3 minutes, ask the groups to rotate round until each group has written on each piece of paper.

Ask one member of each group to read out some of the examples given and then you give them any additional examples from the booklet and/or your own knowledge that they may have missed.

Reflective Activity 2

Each young person will be given a piece of card (cards are at the bottom of this document). Some cards will have examples of unhealthy behaviours and some cards will have examples of healthy behaviours.

Ask the young people to go around the room and match with the person who has the healthy alternative to the abusive behaviour on their card or vice versa; for example, one person may have gaslighting on their card and another may have taking accountability for your actions. Ask them to shout out “match!”

Once everyone has found their partner, ask them to read out to the class what is on their cards and explain why they made the matches.



Too easy? Make this more interesting by giving them a time limit to find their partner

Consent

Use the guide to explain what consent is and the different elements of FRIES.

F
R
I
E
S

Learning activity 1

Label each side of the room as consensual and non-consensual. Read out the scenarios on page 12 and 13 and ask them to stand on the side of the room that matches what they think is the answer.

After each scenario ask them to say why they thought it was or was not consensual and then reveal the answer and ask them what consent they think was missing (Answers on page 31)

Quiz

Print out the words and their definitions (at the bottom of this document) and stick them up on a wall or lay them down on the floor in a random order. Ask students/young people to place the right words and definitions next to each other or connect them to the right one using string. Once completed, show them the answers on page 31



Ask the students if they knew any of the words before

Reflective Activity 3

Ask the students to complete page 15 individually. Give them 5-10 minutes for the task.

How healthy is your relationship quiz

Complete in class, individually or with a partner - can be answered based on own, another or a fictional character (can provide 3 characters as reference), if fictional character used, it is also encouraged that they complete it for themselves at a different time if they do not feel able to do so within the group setting

Signs of Abuse

Use flip chart paper and draw a person in the middle of it. Ask the students/young people to come up in groups and draw how physical and emotional signs of abuse can show up in/on the body.

Some additional examples to give:

Someone pulling out their own eyelashes, hair loss, more reserved personality, increased substance use, lack of self esteem.



Remind the students/young people that these examples do not mean someone is definitely in an abusive relationship but can also be signs of other harm or challenge; we use these signs as an 'invitation for a conversation' and an opportunity to check in or seek help.

Learning activity 2

Part 1

Split the class into 3 groups and read out the scenarios. Assign each group a question to answer and then feedback to the class

1. What form of abuse did you identify?
2. How do you think Steph feels in this relationship?
3. What red flags did you identify? Did you identify any green flags?

Part 2

In the same groups, ask the same questions for the Jax scenario but assign a different questions to each group and replace 'Steph' in question 2 with 'Jax'



Ask the group if they can think of any other red or green flags?

Reflective Activity 4

Ask the students to complete this activity by themselves

Final activity

Ask all the students to write a compliment about the person to their right and give it to them.

Closing

Remind the students that if they have been triggered at all during the session they can speak to you, a trusted adult or friend. Remind them they can also find information about safety planning, where to find support and messages from survivors in the booklet.

*Instead of saying, "I'm damaged,
I'm broken, I have trust issues", try
to say "I'm healing,
I'm rediscovering myself,
I'm starting over"*

~ Horacio Jones

© Youth Realities 2024
www.youthrealities.co.uk
info@youthrealities.co.uk
020 3916 5709

Charity number (1197209)
Company number (10855551)

INSULTING YOUR PARTNER

**LETTING YOUR PARTNER
KNOW RESPECTFULLY IF
THEY HAVE DONE
SOMETHING TO UPSET YOU**

PUSHING YOUR PARTNER

HUGGING YOUR PARTNER

**TELLING YOUR PARTNER
THEY ARE CRAZY FOR HOW
THEY FEEL BECAUSE YOU
DON'T AGREE**

**AFFIRMING HOW YOUR
PARTNER FEELS, EVEN IF
YOU DON'T AGREE**

**MAKING YOUR PARTNER
FEEL BAD ABOUT
THEMSELVES**

**COMPLIMENTING YOUR
PARTNER AND LETTING
THEM KNOW WHAT YOU LIKE
ABOUT THEM**

**TELLING YOUR PARTNER
WHAT THEY CAN AND CAN'T
DO**

**ALLOWING YOUR PARTNER
TO MAKE DECISIONS FOR
THEMSELVES AND BEING
HAPPY FOR THEM TO DO SO**

LYING AND HIDING THINGS

BEING OPEN AND HONEST

**PRESSURING YOUR PARTNER
TO DO SOMETHING BECAUSE
YOU WANT IT TO HAPPEN**

**LISTENING TO WHAT YOUR
PARTNER WANTS AND
RESPECTING THEIR
BOUNDARIES**

**INTIMIDATING YOUR
PARTNER**

**MAKING SURE YOUR
PARTNER FEELS SAFE AND
COMFORTABLE**

COERCION

**MANIPULATING SOMEONE TO QUESTION THEIR
OWN REALITY**

NEGGING

**REMOVING A CONDOM DURING SEX WITHOUT
CONSENT FROM THEIR PARTNER**

STEALTHING

**PERSUADING SOMEONE TO DO SOMETHING BY
USING THREATS OR FORCE**

MANIPULATION

**LAVISHING SOMEONE WITH ATTENTION OR
AFFECTION TO MANIPULATE OR CONTROL THEM**

LOVE BOMBING

**REFUSING TO ANSWER QUESTIONS OR BEING
EVASIVE AS A MEANS OF CONTROL**

GASLIGHTING

**MAKING NEGATIVE AND 'BACKHANDED'
COMPLIMENTS OR COMMENTS TO CAUSE UPSET**

STONEWALLING

**INFLUENCING OR CONTROLLING SOMEONE TO YOUR
ADVANTAGE**