



SAFETY

BUST MYTHS



WE'RE IN THIS TOGETHER

**HEALTHY
RELATIONSHIPS
ACTIVITY
BOOK**



BOUNDARIES

RESPECT



EMPOWER!

CONSENT



CREATED BY
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Welcome to the Healthy Relationships Activity Book!
We are excited to begin this journey with you. This page provides a brief introduction to the purpose and content behind this book.

The Healthy Relationships Activity Book is split into a total of four different parts:

- 1) Identifying Healthy Relationships
- 2) What is Consent?
- 3) Busting Gender Stereotypes
- 4) Trust & Support



Each section includes topic information, discussion questions, activities, and more. Don't think of this guide as a textbook or homework. Instead, use this as a resource to begin important conversations while learning lifelong skills that you can apply to yourself and your relationships.

NOW LET'S BE HONEST..

It is weird talking to others (especially our parents or other adults!) about sex and relationships. It might be uncomfortable initially or even embarrassing. That is completely understandable and we don't blame you! On the other hand, maybe you are really excited to talk about this and that is great too. No matter how you feel, it's normal.

Despite those feelings, you might have a lot of questions about these topics. Maybe you have talked about this with friends, overheard conversations at school, or have seen things on social media. It's possible that you have really wanted to discuss some of these ideas, but have never been given the opportunity. Or you could have heard things that don't make sense or seem wrong and you want answers.

Either way – whether you are nervous, embarrassed, or excited – the lessons you learn in this guide can be used for the rest of your life. You will discover how to strengthen current relationships while also learning how to establish healthy relationships in the future. Although this guide may challenge you to think in different ways, keep an open mind to new information and how you can develop more skills.

LET'S GET STARTED!

CHECK
-IN

THIS GUIDE MAY BRING UP SOME DIFFICULT FEELINGS AND EXPERIENCES. ALWAYS REMEMBER TO TAKE CARE OF YOURSELF.

TAKE A BREAK IF YOU NEED IT, SHARE THOUGHTS AND FEELINGS WITH YOUR PARENT/GUARDIAN, PRACTICE SELF-CARE ACTIVITIES, OR TRY GROUNDING EXERCISES.

A VERY SPECIAL THANK YOU TO THE ARTISTS THAT MADE THIS BOOK POSSIBLE:

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BUILDING EXPECTATIONS AND AGREEMENTS

Before getting into any information, it is important to set some expectations and ground rules between you and your parent/guardian. This will encourage healthy communication while also establishing healthy boundaries. Exploring what you want and expect from one another can make it easier to talk about healthy relationship skills. These expectations and ground rules should be present through the whole Activity Book. You should always feel comfortable to come back to this page as a reminder or to add more.

To begin brainstorming your expectations and ground rules together, consider the following questions:

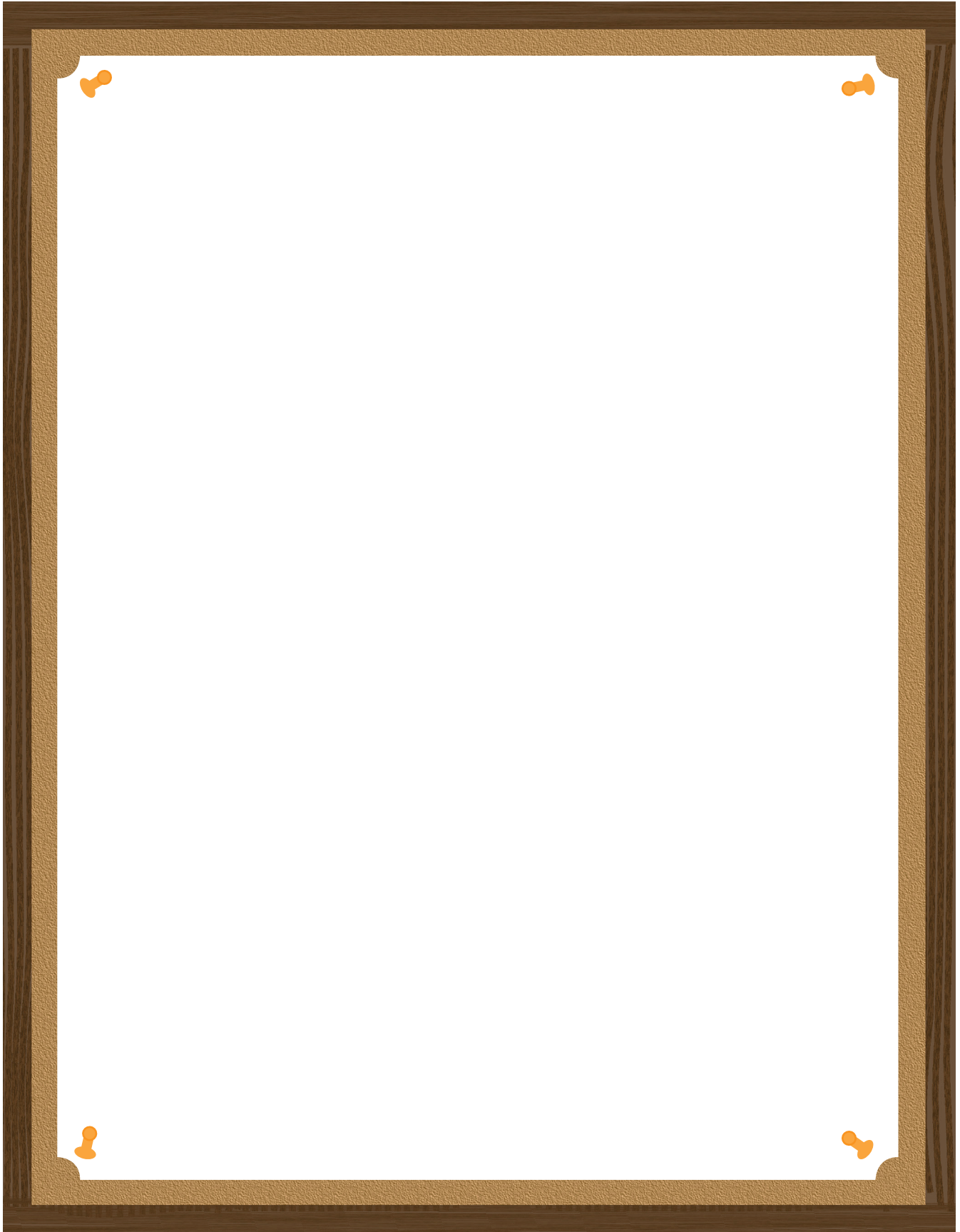
- 👤 What are some rules that we can both agree on? (no interrupting or judgement, listen with an open mind, it's okay to ask questions)
- 👤 What do I want from my parent/guardian? (To be free of judgement, I want us to talk more often about... I want to be able to ask questions such as ...)
- 👤 What should we do if we disagree or have different opinions? (we will agree to disagree)

Here is a list of common expectations and ground rules that might be helpful to consider

- 👤 I agree to establish a respectful environment for not only myself but for my parent/guardian.
- 👤 I agree to protect the privacy of all those who participate in this activity book.
- 👤 I have the right to ask questions without being judged and agree to consider perspectives other than my own.
- 👤 I have the right to receive accurate answers.
- 👤 I agree to be inclusive of everyone's beliefs, whether my own or my parent/guardian.



USE THE SPACE BELOW TO LIST THE GROUND RULES THAT YOU AND YOUR PARENT/GUARDIAN WILL FOLLOW:



PART I: IDENTIFYING HEALTHY RELATIONSHIPS

WHAT DOES A HEALTHY DATING RELATIONSHIP LOOK LIKE?

Healthy relationships are the goal of all relationships. Not only do we as individuals deserve to be treated fairly and equally, but so do those with whom we are in a relationship with. While this page talks about signs of a loving and healthy dating relationship, many of these examples can be used in other types of relationships. These might include relationships with your parents or siblings, other family members, friendships, or relationships you have with teachers, coaches, co-workers, or other people in your community. It is important that ALL of your relationships include respect, honesty, and not fearing any violence.

Check out some of the signs of a loving and healthy relationship below. Think about your current relationships and how they are healthy and how you might be able to improve them. Remember, these are skills which means they need to be learned and practiced over time. Talk with your parent/guardian about other signs of a loving and healthy relationship you both know of!

THE TERM PARTNER INCLUDES A BOYFRIEND/ GIRLFRIEND, SIGNIFICANT OTHER, INTIMATE PARTNER, SPOUSE, ETC. + CAN INCLUDE ASPECTS OF SEXUAL + NON-SEXUAL INTIMACY.

- + TREAT PARTNERS WITH RESPECT + FAIRNESS
- + SUPPORT + ENCOURAGE EACH OTHER
- + TREAT EACH OTHER AS EQUALS
- + BE HONEST + TRUSTWORTHY
- + HAVE SHARED INTERESTS
- + ALSO HAVE SEPARATE INTERESTS + IDENTITIES
- + ALLOW + ENCOURAGE OTHER RELATIONSHIPS (FRIENDS/FAMILY)
- + HAVE OPEN + CLEAR COMMUNICATION
- + HAVE THE OPTION OF PRIVACY
- + BE ABLE TO HAVE HEALTHY DISAGREEMENTS
- + VALIDATE EACH OTHER'S FEELINGS, THOUGHTS, + BELIEFS
- + ENJOY TIME TOGETHER WHILE MAKING SPACE FOR ALONE TIME
- + ACCEPT EACH OTHER'S BOUNDARIES
- + DON'T PRESSURE PARTNERS TO DO THINGS THEY ARE NOT COMFORTABLE WITH
- + NEVER HURT PARTNERS PHYSICALLY OR SEXUALLY
- + THERE IS NO FEAR OF VIOLENCE



WHAT DOES AN UNHEALTHY DATING RELATIONSHIP LOOK LIKE?

**RED FLAGS:
WARNING
SIGNS THAT A
RELATIONSHIP
MAY BECOME
UNHEALTHY OR
ABUSIVE, OR
EVEN ALREADY IS.**

Now that we have talked about signs of a healthy relationship, we also need to talk about what an unhealthy relationship can look like. Remember, this list does not include all of the ways a relationship might be unhealthy. Instead, use this list to see red flags in a relationship.

Go through the list of red flags with your parent/guardian and talk about how to avoid these kinds of relationships and behaviors. If you are feeling distressed or uncomfortable, feel free to take a break or talk to your parent/guardian about helpful resources.

RED FLAGS OF AN ABUSIVE + UNHEALTHY RELATIONSHIP

- + TREATING PARTNERS DISRESPECTFULLY + UNFAIRLY
- + FEELING PRESSURE TO CHANGE WHO YOU ARE OR WHAT YOU ENJOY
- + TREATING PARTNERS AS IF THEY ARE NOT EQUALS

- + CONSTANTLY PUTTING DOWN YOUR PARTNER AND MINIMIZING THEIR FEELINGS
- + NO OPTION OF PRIVACY AND FORCING TO SHARE PASSWORDS OR INFORMATION
- + REQUIRING CHECK-INS AND MAKING PARTNERS PROVE WHERE THEY ARE OR WHO THEY ARE WITH
- + RESTRICTING A PARTNER FROM USING CERTAIN APPS OR NOT ALLOWING YOU TO FOLLOW SOMEONE OR LIKE THEIR PHOTOS ON SOCIAL MEDIA
- + ISOLATING PARTNERS FROM FRIENDS AND FAMILY
- + CONTROLLING WHO YOUR PARTNER TALKS TO, WHAT THEY WEAR, WHERE THEY GO
- + FREQUENTLY ARGUE OR FIGHT
- + PRESSURING YOU TO DO THINGS YOU ARE NOT COMFORTABLE WITH
- + GASLIGHTING YOUR PARTNER
- + CONSTANTLY ACCUSING A PARTNER OF CHEATING
- + LYING TO OR CHEATING ON A PARTNER
- + MAKING ULTIMATUMS ("IT'S EITHER ME OR YOUR FRIENDS," "EITHER I CAN HAVE YOU OR NO ONE CAN")
- + THREATENING TO HARM YOU OR THEMSELVES

SETTING PERSONAL BOUNDARIES

Boundaries are the rules that tell other people how you want to be treated, and these rules can help you choose friends and partners who respect those boundaries. Boundaries can be about lots of different things such as how close people can be to you, your body, your feelings, and how people should talk to you. Your boundaries might look different from other people's boundaries and that's okay! Your boundaries are yours, and you get to decide how you want others to interact with you.

The next two pages show four different categories of personal boundaries you may have with other people. Discuss how these boundaries are similar or different between each group and brainstorm with your parent/guardian other personal boundaries you might include.

BOUNDARIES WITH YOUR PARENT/GUARDIAN

- + ESTABLISHING PRIVACY OF YOUR SELF, ROOM, SOCIAL MEDIA, AND MORE WHEN NECESSARY
- + BEING RESPECTFULLY ASSERTIVE IS OKAY
- + NOT MINIMIZING, DENYING, AND BLAMING WHEN DISCUSSING A CONCERN
- + FEELING FREE TO BE CURIOUS AND ASK QUESTIONS ABOUT CONFUSING OR UNCOMFORTABLE TOPICS

BOUNDARIES WITH YOUR FRIENDS

- + NOT SHARING A FRIEND'S PERSONAL STORIES OR EXPERIENCES WITHOUT THEIR CONSENT
- + BALANCE OF PROVIDING AND RECEIVING SUPPORT
- + RECOGNIZING WHEN YOU NEED TIME APART
- + SETTING BOUNDARIES AROUND CRITICISM, TEASING, AND ONE ANOTHER'S PAST HISTORY
- + NO PRESSURING TO JOIN IN CERTAIN ACTIVITIES

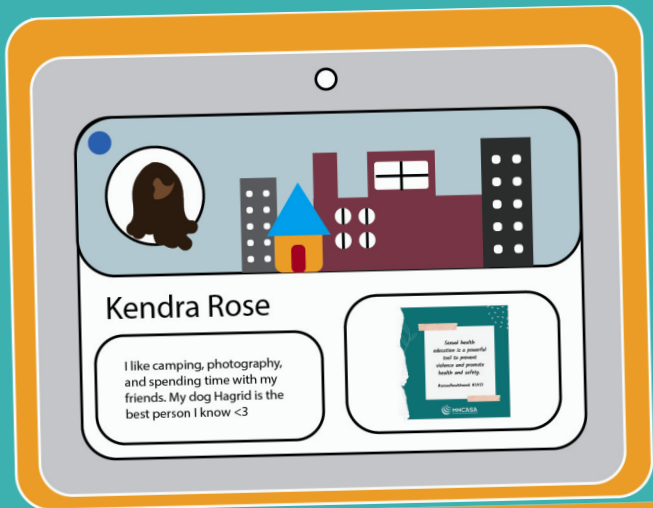
! BOUNDARIES WITH ADULTS

- + NOT ALLOWING INAPPROPRIATE PERSONAL CONVERSATIONS
- + PHYSICAL SPACE AND TOUCH
- + KNOW THAT IT IS OKAY TO SAY "NO" AND TO CHECK IN WITH YOUR PARENT/ GUARDIAN FIRST
- + IF YOU HAVE AN UNCOMFORTABLE EXPERIENCE, TRY REACHING OUT TO A TRUSTED ADULT

! BOUNDARIES WITH YOUR PARTNER

- + DISCUSSING WHAT YOU ARE AND ARE NOT COMFORTABLE WITH SEXUALLY OR INTIMATELY
- + ACKNOWLEDGING THAT DEDICATION TOWARDS FAMILY, FRIENDS, YOUR JOB, GOALS, AND DREAMS ARE JUST AS IMPORTANT AS THE RELATIONSHIP
- + BOUNDARIES SURROUNDING SOCIAL MEDIA
- + SETTING PERSONAL "ALONE TIME"

RELATIONSHIPS IN THE MEDIA

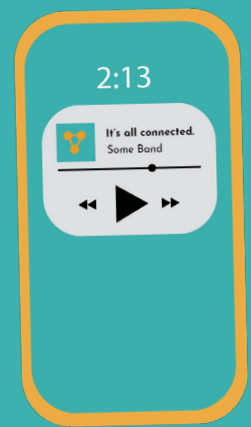


NOW THAT YOU HAVE HAD A CHANCE TO BUILD YOUR SKILLS AT IDENTIFYING HEALTHY RELATIONSHIPS AND BOUNDARIES, LET'S THINK ABOUT SOME REAL LIFE EXAMPLES. YOU HAVE PROBABLY SEEN MANY DIFFERENT TYPES OF RELATIONSHIPS WHEN WATCHING MOVIES OR SHOWS, SCROLLING THROUGH SOCIAL MEDIA, OR READING YOUR FAVORITE BOOK. THESE RELATIONSHIPS MAY HAVE

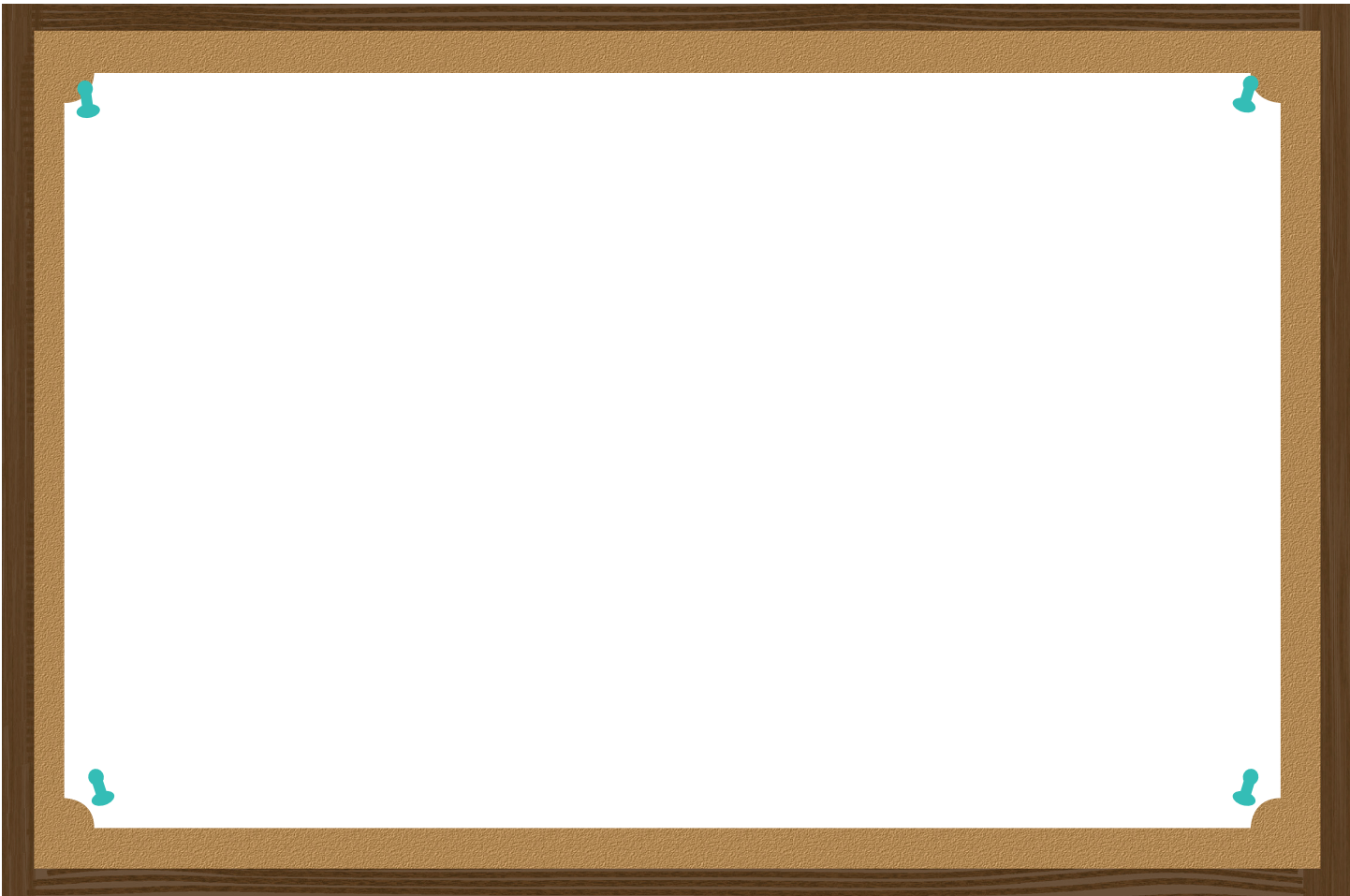
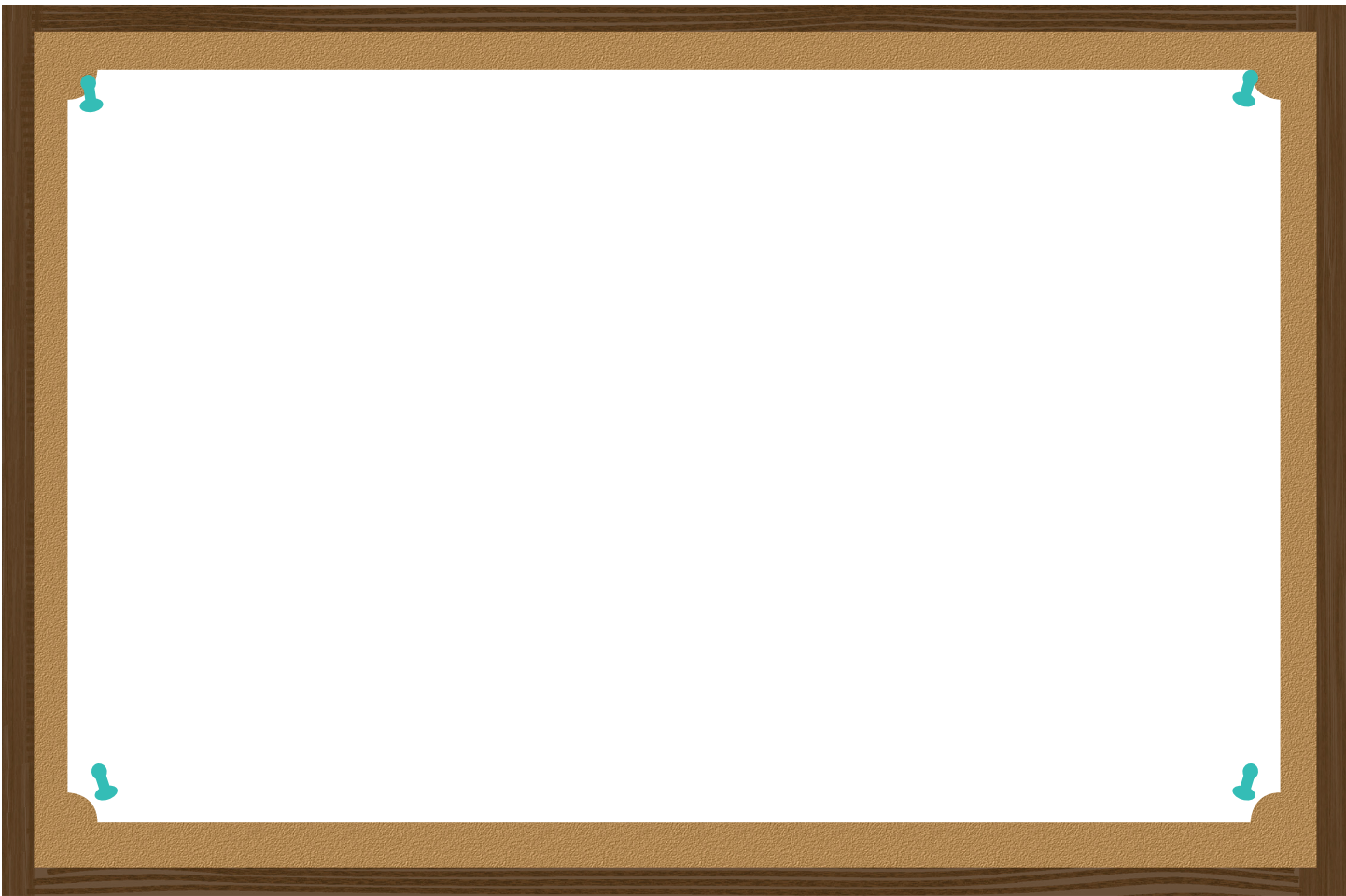
HAD AN INFLUENCE ON WHAT YOU CONSIDERED WAS A HEALTHY OR UNHEALTHY RELATIONSHIP.

FOR THIS ACTIVITY, BRAINSTORM THE FOLLOWING QUESTIONS BELOW WITH YOUR PARENT/GUARDIAN AND WRITE YOUR ANSWERS IN THE BOXES PROVIDED:

1. WHAT DID THESE RELATIONSHIPS LOOK LIKE?
2. WOULD YOU CONSIDER THEM A HEALTHY RELATIONSHIP? WHY OR WHY NOT?
3. DO YOU SEE THESE RELATIONSHIPS DIFFERENTLY NOW THAN WHEN YOU FIRST SAW THEM?



4. WHAT MAY HAVE CHANGED FOR YOU?



PART II: WHAT IS CONSENT?

CONSENT: PERMISSION OR AGREEMENT TO ENGAGE IN A SPECIFIC ACTIVITY OR ENGAGEMENT WITH ANOTHER PERSON(S).

Consent is important for healthy relationships because everyone wants to feel like their body and their things are treated with respect. Consent means giving permission for something to happen or agreeing to participate in an activity.

We use consent every single day in tons of ways. Think about the last time you asked a friend to hang out. You probably said something like, “Hey! You want to chill at my place after school?” Or maybe you were in class earlier and asked the person next to you, “Do you have a pen I can borrow?” These are examples of using consent! Even though we might not be thinking about it, we are practicing consent all the time.

Even though you now have a definition for consent, sometimes it is easier to remember acronyms. The acronym we use for consent is called FRIES. Whether you are better with definitions or acronyms, it’s up to you how you want to try and remember what consent means! Here is the acronym for FRIES:

F = FREELY GIVEN
R = REVERSIBLE
I = INFORMED
E = ENTHUSIASTIC
S = SPECIFIC

The next page offers a matching activity to build your understanding of FRIES and consent. Based on the knowledge you have about consent already and what you know about the FRIES acronym, try and match each statement to the correct letter.

Good luck!

C. Consent is _____ when a person is not tricked, coerced, or forced into agreeing; a person is conscious, present, and physically able to consent.

D. Consent should be _____. Agreeing to one activity does not automatically indicate that they consent to doing another. Just because you got consent before, doesn't mean you have the right to that action in the future. Consent must be received for every interaction.

E. Consent is honest and gives the full story. A person can only consent to an activity when it is presented honestly and they have the full story about what they are being asked to do.

B. Consent should be a clear and excited "yes!" without fear or hesitation. This is when a person's body language matches their verbal response. "Maybe" is not an _____ "yes." An unsure sounding, "uh, sure...", "I guess," or "um, okay..." is not an _____ "yes."

A. Consent can be taken back at any time, even when they originally said "yes." Agreeing to one activity in the past does not mean that consent was given to do that activity again.



kelow 021

FRIES AND CONSENT SCENARIOS

Now that you have all this knowledge about consent, let's put your skills to the test with an activity!

The next six pages offer different scenarios about consent. In some of these scenarios, the characters have received consent while in other cases, they have not gotten consent. Your job will be to identify which scenarios include consent and which scenarios do not include consent.

To make things a bit more interesting, recall the FRIES acronym we discussed above. For each scenario, identify which letter may or may not have been used in the scenario. In some scenarios, there could even be multiple letters within the FRIES acronym that are present.

And if you want to go even further, for each scenario that does not include consent, brainstorm how that scenario could be changed so that consent is present.

Don't get down on yourself if this is still a little confusing—we have all been there! In fact, you are probably learning this a lot earlier than most people. It will take a bit of time but you will catch on very fast. Be sure to ask any questions that you might have and discuss each scenario with your parent/guardian.





PART 1

"HERE,
LET ME
DO THAT
FOR YOU."



"I DIDN'T
ASK FOR
YOUR
HELP."

PART 2

PART 1



we're so cute in these photos! should we post them online?



1, 2, 3...

yes-id love that. tag me.



PART 2

PART 1



PART 2



"HEY, DO YOU WANT TO COME OVER AFTER SCHOOL?"

"SURE, THAT SOUNDS LIKE FUN!"

PART 1



"I THOUGHT IT WAS JUST GOING TO BE THE TWO OF US HANGING OUT."

PART 2

your dog's
cute.

Can i pet
her?



PART 1

she's a
service dog
and needs to
focus.
not now,
thanks for asking.

thanks
for
telling
me!



PART 2

PART 1



'i've decided we should have sex. i feel ready and have needs.'



don't you want me to be happy? ↗

we started dating last week and i'm **not ready.** also...

it's cool to have needs
it's not cool to try to pressure me into sex

PART 2

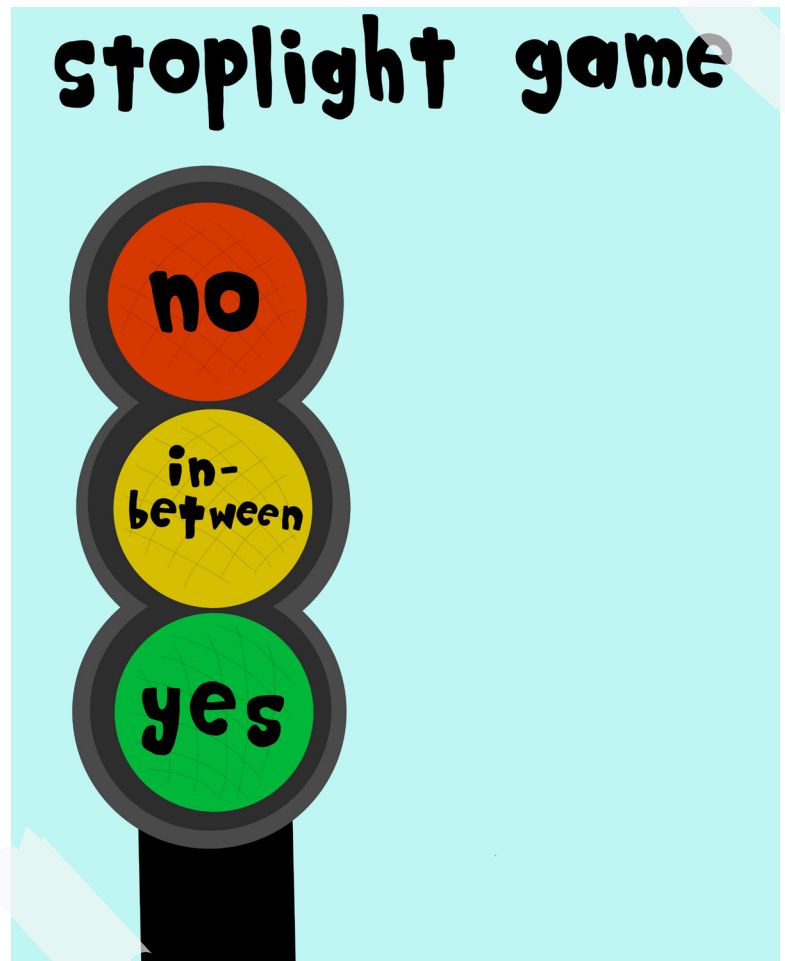
TAKING "NO" FOR AN ANSWER

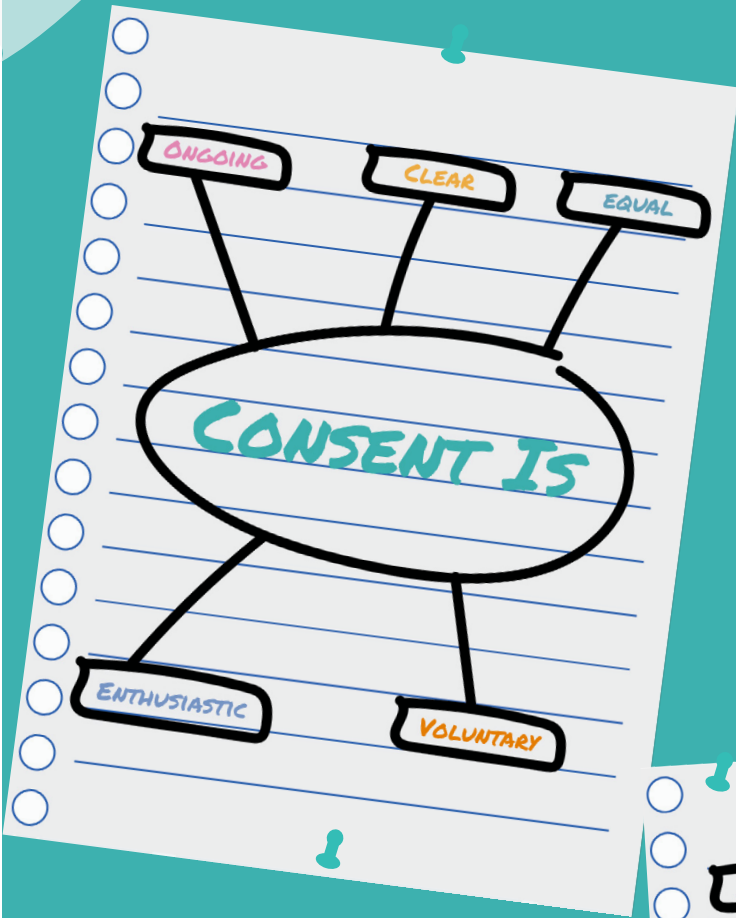
Another very important part of consent is taking "no" for an answer. There are many times when someone may ask us something and our response is "no." Other times, the question we might ask someone is met with a "no" as well. This is okay! It is important for you and the people you have relationships with to accept the word "no" as an answer. This shows good communication and creates respect in our relationships.

STOPLIGHT GAME

For this activity we will be looking at different responses to the answer "no." Together, you and your parent/guardian will evaluate each response on a scale between: good (green), bad (red), and in-between (yellow). It is possible that you might think the colors are "mixed" or that it could be a little bit of both. It is important to discuss these thoughts and feelings with your parent/guardian because one response might not just be "good" or "bad."

1. Sure. Thanks for telling me.
2. Ugh, you're no fun at all!
3. I mean, if that's how you feel about it then.
4. It's good to know that you're not okay with it.
5. Of course. I understand.
6. Oh come on. Just give it a try.
7. Really? Everyone else does it.
8. Sure, it's important to take care of yourself.
9. I'm really bummed, but okay I guess.
10. Sounds like you don't really care, so I'm just going ahead with our plans.
11. Whatever.
12. Alright I can respect that.
13. I thought you said you were okay with this?
14. Why are you making this a big deal?
15. Okay, I care about you and your feelings are important.
16. Well, I'm sorry that's the way you feel about it.





YOU'RE DOING
A GREAT JOB
LEARNING
ABOUT CONSENT!

KEEP THESE
POINTS IN MIND
ABOUT CONSENT



PART III: BUSTING GENDER STEREOTYPES

A stereotype is an idea, assumption, or belief about a group of people that is not always true. A stereotype can be about our gender, our race, age, culture, religion, the activities we are involved in, who we are attracted to, and much more. Most stereotypes are harmful. Some stereotypes may seem innocent or even harmless, but they are still hurtful because it assumes everyone in that group is the same.

STEREOTYPE: AN UNFAIR AND SOMETIMES UNTRUE BELIEF OR ASSUMPTION THAT ALL PEOPLE WITHIN A CERTAIN GROUP ARE THE SAME OR HAVE SIMILAR CHARACTERISTICS.

GENDER STEREOTYPE: BELIEFS AND ASSUMPTIONS THAT CERTAIN GENDERS ALL LOOK, ACT, OR FEEL THE SAME WAY.

We usually learn stereotypes from a young age. We are not born with the thought that “all girls like the color pink.” Instead, we are taught about how certain groups of people should look, feel, think, and act. We are taught these assumptions and stereotypes by our family members, friends, our school, the shows and movies we watch, and so much more.

One example of a stereotype is a gender stereotype – a belief that certain genders all look, act, or feel the same way. Examples of gender stereotypes might be: boys don’t cry or that all girls like to wear dresses. Additionally, stereotypes pressure us to act a certain way and even punish people who don’t act like everyone else in that certain group. For example, boys who enjoy dancing or like the color pink are often made fun of by their classmates. This is usually because the boy is not “acting like a man” since dancing and liking the color pink is not “manly” and should “only be for girls.”

The activity on the next page explains how we are either taught to “act like a man” or “act like a lady.” Work together with your parent/guardian to brainstorm some gender stereotypes, how they can be wrong, and how they can harm us.



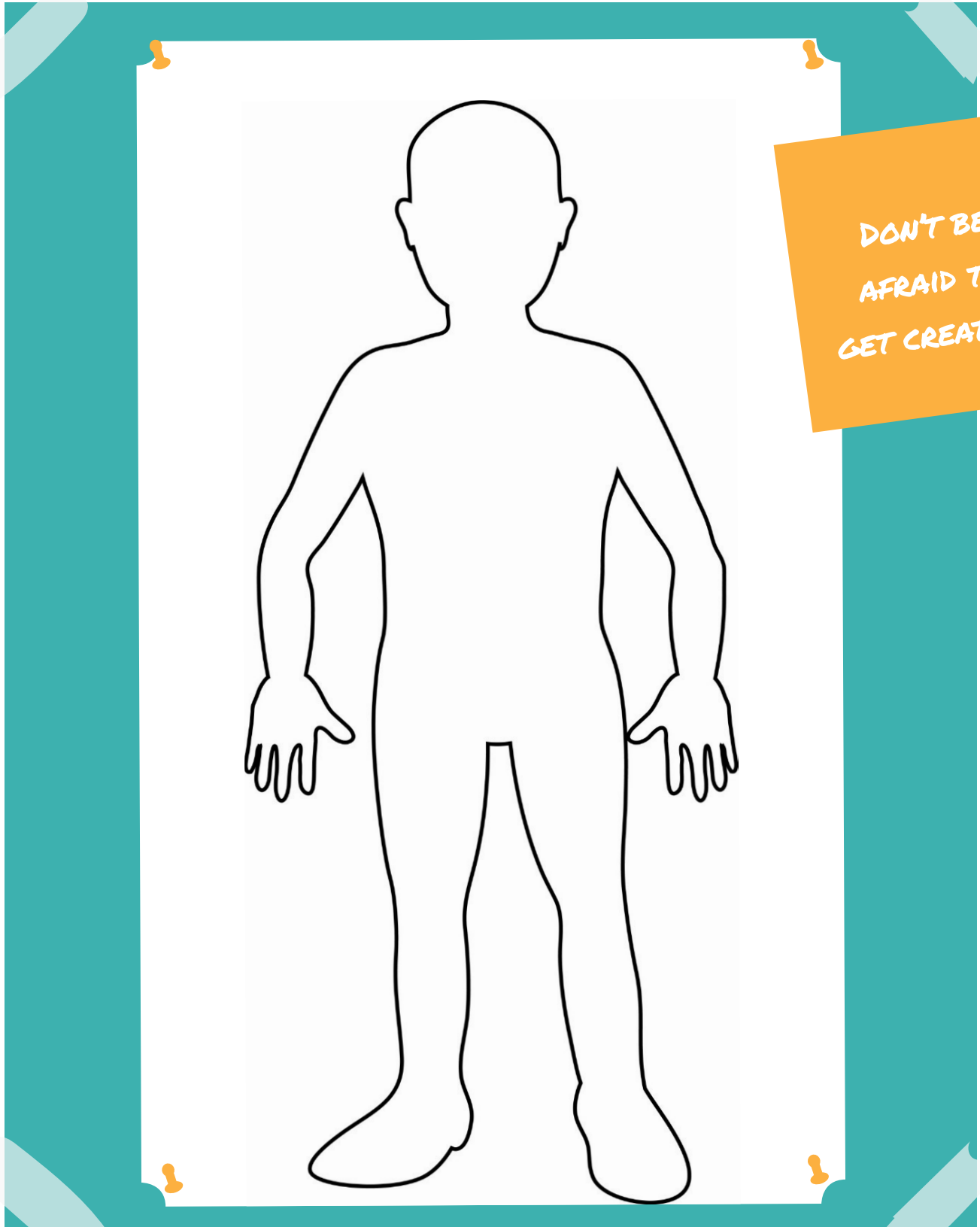
GENDER BOX BRAINSTORMING

"ACT LIKE A MAN"

"ACT LIKE A LADY"

CREATING WHO "I" WANT TO BE

It can be hard feeling like we always have to act or feel a certain way. There is such a big pressure to fit in. Even though this is difficult, take pride in who you are and all of the achievements you have accomplished. Be your true self. With the figure below, create who you want to be.



PART IV: TRUST + SUPPORT

HOW TO IDENTIFY A TRUSTED ADULT

Everyone needs help sometimes, but how do you find an adult that you can trust? A trusted adult might be a parent, grandparent, aunt/uncle, adult sibling, teacher, coach, or a friend's parent. You might already have people in your life who you trust and that is great! But if you don't, or you have friends who don't, even finding just one trusted adult can be very helpful.

Below are some signs that can help you identify a trustworthy adult:

- + **KEEPS YOU SAFE – HELPS YOU WHEN YOU ARE IN TROUBLE AND DOESN'T PUT YOU IN SITUATIONS THAT ARE DANGEROUS OR ILLEGAL; PUTS YOUR SAFETY AND WELL-BEING FIRST; DOESN'T THREATEN TO HURT YOU, YOUR FAMILY, FRIENDS, OR PETS IF YOU DON'T DO WHAT THEY SAY.**
- + **DOESN'T HELP SO THEY CAN GET SOMETHING FOR THEMSELVES – DOESN'T GET SOMETHING OUT OF HELPING AND DOESN'T EXPECT SOMETHING IN RETURN FOR HELPING YOU.**
- + **DOESN'T HOLD BACK WHAT YOU NEED – DOESN'T WITHHOLD A PLACE TO SLEEP, FOOD, MEDICINE, DOCUMENTATION (ID CARD, PASSPORT, ETC.), OR OTHER IMPORTANT ESSENTIALS; DOES NOT EXPECT YOU TO DO SOMETHING IN EXCHANGE FOR THESE ITEMS JUST BECAUSE THEY HELPED YOU.**
- + **HAS HEALTHY BOUNDARIES WITH YOUTH – HONORS BOUNDARIES BETWEEN ADULTS AND YOUTH; DOES NOT ENGAGE IN ROMANTIC, INTIMATE, OR SEXUAL ACTIVITIES WITH YOUTH.**

- + USES HEALTHY RELATIONSHIP SKILLS – PRACTICES HEALTHY RELATIONSHIP SKILLS IN THEIR RELATIONSHIPS WITH OTHERS LIKE HEALTHY COMMUNICATION, CONSENT, AND HONORING/SETTING BOUNDARIES.
- + A GOOD LISTENER – DOESN'T INTERRUPT YOU AND THEY SEEM TO REALLY "GET IT."
- + NOT JUDGMENTAL – UNDERSTANDS AND ACCEPTS YOU AS YOU ARE.
- + RELIABLE – DOES WHAT THEY SAY THEY WILL DO AND DOESN'T MAKE PROMISES THEY CAN'T KEEP.
- + HONEST – TELLS YOU THE TRUTH, DOESN'T ASK YOU TO KEEP SECRETS, OR MAKE YOU DO ANYTHING THAT IS WRONG OR ILLEGAL.
- + ABLE TO HELP YOU FIND INFORMATION AND GET ANSWERS – KNOWS WHERE TO GET INFORMATION OR WHO TO ASK FOR HELP IF THEY DON'T KNOW.

BEING A SUPPORTIVE FRIEND

In the last section, we talked about how you can identify a trusted adult. These same signs can be used to find friends who are trustworthy. You can also use these signs to show others that YOU are a trustworthy and supportive person too! This page gives you skills on how to become a better and more supportive friend.

HOW CAN I HELP?

AS A FRIEND, WE MIGHT HAVE OTHERS REACH OUT TO US AND SHARE A DIFFICULT OR UNCOMFORTABLE EXPERIENCE. OR, WE MIGHT NOTICE THAT A FRIEND IS ACTING DIFFERENTLY AND YOU CAN TELL THAT SOMETHING IS WRONG. SOMETIMES, PEOPLE WANT HELP BUT THEY DON'T KNOW HOW TO ASK FOR IT. WHEN THIS IS THE CASE, IT CAN BE HELPFUL TO ASK YOUR FRIEND IF THEY ARE OKAY OR IF THEY WANT TO TALK ABOUT ANYTHING.

IF A FRIEND SHARES A DIFFICULT STORY WITH YOU, TAKE THESE STEPS TO SUPPORT THEM:

BELIEVE THEM

VERY FEW PEOPLE LIE ABOUT DIFFICULT STORIES. THANK THEM FOR SHARING THEIR STORY AND SAY "I BELIEVE YOU." IMAGINE TELLING YOUR FRIEND A DIFFICULT EXPERIENCE AND THEY DIDN'T BELIEVE YOU. YOU MIGHT FEEL VERY HURT AND FEEL AS THOUGH YOUR FRIEND IS BLAMING YOU. RATHER THAN DOING THIS, WE WANT TO BE A SUPPORTIVE FRIEND AND THIS BEGINS WITH BELIEVING THEM.

LISTEN

LISTEN WITHOUT JUDGEMENT AND BE SURE TO ACTIVELY LISTEN. THIS MEANS THAT YOU ARE FOCUSED AND SHOWING THEM THAT YOU ARE TAKING THEIR STORY SERIOUSLY.

TELL THEM IT'S NOT THEIR FAULT

YOUR FRIEND MAY ALREADY HAVE THOUGHT THEY WERE TO BLAME FOR WHAT HAPPENED. EXPLAINING THAT IT WAS NOT THEIR FAULT BUT RATHER THE PERSON WHO HURT THEM CAN HAVE A BIG IMPACT IN SUPPORTING YOUR FRIEND.

SHARE THAT THEY ARE NOT ALONE

TELLING YOUR FRIEND THAT YOU ARE HERE FOR THEM MIGHT BE EXACTLY WHAT THEY NEED. MAYBE THEY JUST NEED YOU TO LISTEN, OFFER A SHOULDER TO CRY ON, OR HELP DECIDING ON WHAT TO DO. THIS ALSO MEANS EXPLAINING THAT OTHER PEOPLE HAVE EXPERIENCED SIMILAR SITUATIONS. THIS KNOWLEDGE CAN ALSO HELP THEM BY KNOWING THEY ARE NOT ALONE.

SUPPORT THEM AND THEIR DECISIONS

SOMETIMES YOUR FRIEND MIGHT ASK FOR HELP BECAUSE THEY ARE UNSURE OF WHAT TO DO. IF THIS HAPPENS, YOU CAN PROVIDE OPTIONS TO THEM. OFFER REACHING OUT TO A TRUSTED ADULT. OFFER RESOURCES. EVEN IF YOU DON'T KNOW ANY, HELPING THEM FIND RESOURCES IN YOUR SCHOOL, COMMUNITY, OR EVEN THROUGH GOOGLE CAN BE VERY HELPFUL.

HELPFUL PHRASES

If you are unsure of how to help, here are some supportive phrases to use:

"IT WASN'T
YOUR FAULT."

"I BELIEVE
YOU."

"THANK YOU FOR
SHARING THAT
WITH ME."

"I UNDERSTAND IF
YOU DON'T WANT TO
TALK ABOUT IT.
IF YOU CHANGE YOUR
MIND I'M HERE."

"YOU ARE NOT
ALONE."

"HOW DO YOU
FEEL ABOUT
ABOUT
_____?"

"TELL ME MORE
ABOUT
_____"

"WHAT DO YOU
WANT TO DO?"

THINGS TO AVOID

Certain statements should be avoided when a friend shares a difficult story with you. Here are a few:

"THEY DID WHAT?! THEY ARE GOING TO PAY FOR WHAT THEY DID TO YOU!"

WHILE THIS MIGHT BE A COMMON EMOTION, RESPONDING TO AN EVENT WITH VIOLENCE DOES NOT EMPHASIZE SUPPORTING YOUR FRIEND OR SOLVE THE PROBLEM

"ARE YOU SURE THAT IS WHAT HAPPENED?"

THIS STATEMENT PLACES THE BLAME ON YOUR FRIEND AND MIGHT MAKE THEM THINK YOU DON'T BELIEVE THEM

"WHAT WERE YOU THINKING? WHY WOULD YOU DO SUCH A THING? WHY WERE YOU THERE IN THE FIRST PLACE?"

THIS TYPE OF RESPONSE ALSO PLACES BLAME AND RIDICULES YOUR FRIEND FOR ANY ACTIONS THEY MIGHT HAVE TAKEN

"WELL, IF I WERE YOU, I WOULD DO _____"

RATHER THAN FOCUSING ON WHAT YOUR ACTIONS MIGHT BE, CONCENTRATE

ON SUPPORTING YOUR FRIEND'S DECISION

"YOU NEED TO TELL _____ (A
PARENT, ADULT, POLICE OFFER, ETC.) RIGHT NOW!"

ENCOURAGE REACHING OUT TO A TRUSTED ADULT BUT DO NOT FORCE
SOMEONE TO SHARE THEIR STORY WHEN THEY ARE NOT READY

CONGRATULATIONS!

**YOU COMPLETED THE HEALTHY RELATIONSHIPS
ACTIVITY BOOK! WE ARE GRATEFUL TO HAVE JOINED
YOU IN THIS JOURNEY!**

We hope you had the chance to get some of your questions answered and have the opportunity to have new and interesting conversations with your parent/guardian. You will be able to use the knowledge and skills you gained by finishing this activity book for your entire life. You improved your ability to identify healthy relationships, how to avoid potentially abusive partners, and how to be an outstanding and supportive friend.

Everything you have learned will help you have happier and healthier relationships with those around you. But it doesn't have to end with just you. You can share what you learned with those you care about. It is very likely that many of your friends and classmates have the same questions you had. Tell your friends, siblings, classmates, and others in your community. The more people learn about consent, healthy relationships, and being a good friend, the more supportive your whole community will be.

We want to say "THANK YOU" for all of the hard work, determination, and growth you have shown by completing this activity book. Congratulations!



CERTIFICATE OF ACHIEVEMENT

This certificate is presented to

Name

for completing the **Healthy Relationships Activity Book!**

Date

Congratulations on completing the "Healthy Relationships Activity Book." You learned countless skills that will help you build strong and positive relationships. In the space below, share what impacted you the most and what you will commit to do in the future to continue forming healthy relationships.