SCHOOL SHARING INFORMATION

Before Love Hurts, Teach This.

For School Leaders, Teachers, & Counselors/Social Workers

OVERVIEW

Before Love Hurts, Teach This is a ready-to-use high school learning experience built around Richard A. Celestin's 18:54 TEDxCUNY talk. Students ideally view the talk independently before class; an included informational text provides an equivalent pathway when a student does not watch it. Students then analyze an argument, distinguish healthy from controlling relationship behaviors, and practice safe allyship. The package is designed for health, advisory, counseling, ELA, social studies, Respect for All, and violence-prevention programming.

WHY INDEPENDENT VIEWING MATTERS

Students using the video pathway should open the direct YouTube link and view the full talk before the lesson. Individual viewing gives students privacy, control over pacing, access to captions, and time to process sensitive content. It also ensures that the speaker's complete message reaches students directly rather than through a summary. The timestamped guide provides accountability and prepares students for evidence-based discussion.

WHAT IS INCLUDED

- A 45- to 60-minute teacher lesson with objectives, timing, prompts, and an answer key
- A student materials that can be printed or used digitally
- A complete, original supplemental text with numbered paragraphs and text-dependent questions for use instead of the video
- A measurable learning objective and explicit alignment to all five CASEL competencies
- Twelve relationship-behavior scenario cards and a spectrum organizer
- A Rethink, Redefine, Advocate action-planning page
- An individual exit ticket and national support resources
- Trauma-informed facilitation guidance, a six-card struggling-learner pathway, and standards connections

FLEXIBLE ROLLOUT SUGGESTIONS

Model	Use
Single class	Assign viewing 24 to 72 hours ahead; teach the 55-minute lesson in advisory or health.
Grade-level week	All students view individually; advisories teach the lesson during one common period.
Two sessions	Session one focuses on argument and relationship behaviors; session two focuses on advocacy and a PSA extension.

Before Love Hurts,

Teach This.

Teacher Guide for Healthy Relationships, Consent, Masculinity, and Allyship



Grades 9 to 12 • Health, Advisory, ELA, Social Studies, Counseling

Core text	**TEDx talk by Richard A. Celestin, Esq.**
Video length	**18 minutes 54 seconds**
Learning design	**Independent viewing followed by a 45- to 60-minute lesson**

Purpose & Learning Outcomes

This resource pairs an independent viewing of Richard A. Celestin's TEDxCUNY talk with a discussion-based lesson. Students analyze how social messages can blur respect and harm, identify healthy and concerning relationship behaviors, and practice safe ways to interrupt harmful norms. A complete supplemental text provides an equivalent analysis pathway when a student does not watch the video.

Learning Objective

Students will be able to analyze how social messages about love, gender, and strength can normalize harmful relationship behaviors and use evidence from either the TEDx talk or the supplemental text to classify relationship behaviors and propose one safe, respectful advocacy response.

Success Criteria

- Cite one accurate timestamp from the talk or one numbered paragraph from the supplemental text.
- Classify relationship behaviors using precise, non-blaming evidence.
- Complete a Rethink, Redefine, Advocate response that includes a realistic safety check.

Essential Question

How can the messages young people receive about love, gender, and strength shape behavior, and how can peers help replace harmful norms with respect and accountability?

Standards Connections

✓ New York State Next Generation ELA Learning Standards 9-10SL1 and 11-12SL1:

Initiate and participate effectively in collaborative discussions with diverse partners, express ideas clearly and persuasively, and build on the ideas of others

✓ New York State Next Generation ELA Learning Standards 9-10R8 and 11-12R8:

Delineate and evaluate arguments and specific claims, including the validity of reasoning and the relevance and sufficiency of evidence

✓ **National Health Education skill strands:** analyze influences; use interpersonal communication; practice health-enhancing behaviors; advocate for personal, family, and community health

✓ **CASEL framework:** all five competencies are practiced; see the explicit alignment below

CASEL COMPETENCY ALIGNMENT

Competency	How Students Practice It
Self-Awareness	Recognize how social messages can shape beliefs about affection, gender, emotion, and strength; reflect without personal disclosure.
Self-Management	Identify non-harmful ways to manage anger, fear, sadness, rejection, and peer pressure before choosing an action.
Social Awareness	Consider impact, power, barriers to help-seeking, and another person's perspective while avoiding stereotypes and victim blaming.
Relationship Skills	Apply respect, boundaries, consent, communication, help-seeking, accountability, and safe ally language.
Responsible Decision-Making	Classify behaviors using evidence and select a safe Direct, Distract, Delegate, or Delay response.

Lesson at a Glance

Time	Phase	What Students Do	Evidence
Before	Source	Watch the full talk independently, or read the supplemental text when assigned; complete the matching guide.	Source notes
5 min	Settle	Review discussion agreements and complete a private quickwrite.	Quickwrite
10 min	Analyze	Discuss a claim, evidence, and reasoning from the assigned source.	CER notes
15 min	Classify	Sort scenarios along a relationship behavior spectrum.	Scenario sort
15 min	Act	Apply the Rethink, Redefine, Advocate framework to one scenario.	Action plan
5 min	Reflect	Complete an individual exit ticket and resource check.	Exit ticket

Trauma Informed Preparation

A strong lesson on relationship violence protects students as carefully as it challenges their thinking. Review the talk and your school's reporting and response procedures before assigning it. Coordinate with a counselor, social worker, or designated support person, and insert local help information in the student packet.

Materials: Student packet; one set of cut-apart scenario cards per group; chart paper or shared slides; pens or highlighters; school support-resource information.

Recommendations Before Assigning the Talk

- Send a content note in advance: the speaker describes emotional, financial, physical, and psychological abuse and the shooting death of his sister. The talk does not show graphic violence.
- Provide a private pathway for students to request a comparable alternative. Do not require a student to explain a personal reason for opting out.
- Tell students what confidentiality can and cannot mean at school. Use your local mandated-reporting language and never promise secrecy.
- Identify a quiet support option during the lesson. Students may pause, step out according to school procedure, write instead of speak, or pass during discussion.
- Do not ask who has experienced abuse, who is dating, or whether a scenario resembles a student's life. Keep responses focused on ideas and behaviors.
- Use inclusive language. Dating abuse can affect people of any gender or orientation. The speaker's focus on boys and men should be examined without treating any gender as a stereotype.

Suggested Opening Language

Today's lesson addresses unhealthy and abusive relationship behaviors, including a death caused by domestic violence. You will never be asked to share personal experiences. You may pass on speaking, respond in writing, or use our class support procedure. We will discuss behaviors, not diagnose people, and we will not blame someone for being harmed or for staying in a harmful situation. If something raises a concern for you or a friend, speak privately with a trusted adult or use the resources at the end of your packet.

Facilitator Guardrails

- Replace 'Why didn't the person leave?' with 'What barriers can make leaving difficult, and what support could increase safety?'
- Correct joking, victim blaming, gender stereotyping, and pressure to disclose immediately and calmly.
- Do not encourage students to confront a potentially abusive person. Safe allyship may mean involving a trusted adult or trained professional.
- If a student discloses harm, thank them for telling you, explain the next required step, and follow school protocol promptly.

Part One: Independent Viewing

Assign the viewing 24 to 72 hours before the class lesson. Students should open the original YouTube link and watch the complete 18:54 talk independently. They may use captions, adjust playback speed, and pause as needed. The timestamped response makes the viewing accountable while preserving student choice about which ideas to discuss.

Required video: Before Love Hurts, Teach This by Richard A. Celestin, Esq.

Suggested Assignment Post

Before our next class, watch the entire TEDx talk at the direct YouTube link above. As you watch, complete the Independent Viewing Guide. Record three timestamps: one moment that reveals a harmful message, one moment that challenges or redefines that message, and one moment that calls people to act. For each, paraphrase the idea and explain why it matters. You will not be asked to share personal experiences.

Viewing Completion Criteria

- Three accurate timestamps from different parts of the talk
- A paraphrase rather than a copied transcript
- One explanation connecting a message to a possible effect on behavior
- One genuine question or point of tension
- A completed readiness check: ready to discuss, prefer to write, or would like to speak privately with an adult

Comparable Alternative

If a student does not watch the video, assign the included text, Before Harm Becomes Normal: Respect, Boundaries, and Allyship, in the student packet. The student cites numbered paragraphs instead of timestamps and completes the same claim-evidence-reasoning, scenario, advocacy, and exit-ticket work. Grade the shared learning objective, not the source format or the student's willingness to engage with traumatic content.

Alternative Text Evidence Map

- Paragraphs 1 to 2: repeated messages, influence, peer norms, and normalization
- Paragraphs 3 to 4: healthy relationships, boundaries, consent, and harmful behaviors
- Paragraphs 5 to 6: barriers to help-seeking, non-blaming support, emotion, and healthy strength
- Paragraphs 7 to 8: Rethink, Redefine, Advocate; the four safe action options; shared prevention

Teacher Preview Map

Time	Phase	Context Check-Points	Evidence
0:04	Rethink	Early messages can confuse harassment with affection.	Opening claim
2:29	Influence	Media examples normalize pursuit without respect.	Examples
3:53	Peer norms	Group talk and peer pressure can reward degrading behavior.	Cause and effect
8:16	Impact	The speaker describes his sister's controlling and abusive relationship.	Personal evidence
11:02	Loss	The speaker recounts his sister's murder by her husband.	Content warning
12:03	Response	He proposes Rethink, Redefine, and Advocate.	Central framework
13:54	Redefine	Manhood can include empathy, self-control, care, and vulnerability.	New definition
16:10	Advocate	Men can challenge harmful norms and hold one another accountable.	Call to action

Part Two: Classroom Lesson

I. SETTLE & ESTABLISH CHOICE… 5 min.

A. Read the opening language and point out the private support pathway.

B. Students respond silently: Name one message people may receive about love, gender, or strength. Who or what can send that message? Students may write 'pass.'

C. Review agreements: discuss ideas rather than personal stories; critique behavior rather than people; listen without fixing; no jokes at another person's expense; anyone may pass.

II. ANALYZE THE ARUGMENT… 10 min.

In groups of three, students select one timestamp from the viewing guide or one numbered paragraph from the alternative text and complete a claim, evidence, reasoning discussion:

- Claim: What does the speaker or author want the audience to believe or do?
- Evidence: What story, example, explanation, or contrast does the source use?
- Reasoning: How does that evidence support the claim? What assumption connects them?
- Reach: Which audience might be persuaded, and what question remains?

III. RELATIONSHIP BEHAVIOR SPECTRUM… 15 min.

D. Give each group the scenario cards. Students place each card under Healthy, Concerning or Unhealthy, or Abusive or Unsafe.

E. Require a behavior-based reason for every placement. Students may place a card on a boundary and note what additional information they need.

F. Debrief cards 3, 5, 7, 9, and 11. Emphasize that a pattern of power and control matters, but a single threat, act of violence, or sexual coercion is already serious.

IV. RETHINK • REDFINE • ADVOCATE… 15 min.

Each group chooses one concerning or unsafe scenario and develops a response using the three-part framework from the talk:

- RETHINK: Identify the harmful message or assumption beneath the behavior.
- REDEFINE: Replace it with a clear norm grounded in respect, consent, equality, boundaries, or emotional health.
- ADVOCATE: Choose a safe action. Students may act directly, create a distraction, delegate to a trusted adult, or check in later. They should never be asked to place themselves in danger.

V. INDIVIDUAL REFELECTION… 5 min.

Students complete the exit ticket privately. Collect it as students leave. Follow up the same day on any request to speak with an adult or any response that raises a safety concern.

SUGGESTED DIFFERENTIATED PATHWAY

Keep the same learning objective while reducing reading, memory, and writing load:

- Preview six words with examples: normalize, boundary, consent, coercion, accountability, advocate.
- Chunk the supplemental text into paragraphs 1 to 2, 3 to 4, 5 to 6, and 7 to 8. After each chunk, students write or say a gist of eight words or fewer.
- Allow partner reading, teacher read-aloud, text-to-speech, speech-to-text, or a scribed response.
- Use the six-card core set: 1, 2, 3, 5, 7, and 11. These preserve the healthy, controlling, stalking, isolation, and consent concepts.
- Offer an evidence menu and frames:
    - The source argues ___.
    - In paragraph ___/ at ___:___, ___. This matters because ___.
- Let students rehearse orally before writing and assess one well-supported classification plus one safe advocacy response rather than the amount written.

DISCUSSION PROMPTS & FACILITATION NOTES

Focus	Prompt	Listen for
The opening phrase	What does the phrase 'if a boy bothers you, it means he likes you' teach the person causing harm? What might it teach the person receiving it?	Move students from intent to impact. Affection does not excuse disrespect.
Media influence	How do repeated storylines make persistence, jealousy, or emotional detachment look normal?	Students may critique a pattern without condemning every viewer or creator.
Peer pressure	Why can silence feel safer when friends use degrading language? What forms of resistance carry less social risk?	Elicit several ally options, including distraction and private follow-up.
Masculinity	What is gained when strength includes empathy, self-control, care, and vulnerability?	Avoid implying that emotion belongs to one gender. Invite a broader definition of healthy humanity.
Accountability	What is the difference between accountability, punishment, and humiliation?	Accountability names harm, prioritizes safety, accepts consequences, and requires changed behavior.
Advocacy	When is direct intervention appropriate, and when should someone delegate to an adult or trained professional?	Safety comes first. Peers are supporters, not investigators or counselors.

PHRASES THAT PROTECT THE CONVERSATION

- *Let's focus on the behavior and its impact rather than guessing about the person.*
- *No one is responsible for another person's decision to abuse them.*
- *There may be safety, financial, family, social, or emotional barriers that outsiders cannot see.*
- *A peer can listen and connect someone to help; a peer does not have to solve the situation.*
- *We can challenge the message without attacking the person who learned it.*

SCENARIO ANSWER KEY

Card	Suggested placement	Reasoning
1	Healthy	Both people communicate a boundary and adjust the plan without punishment.
2	Healthy	Permission before sharing an image and acceptance of 'no' show consent and respect.
3	Abusive or unsafe	Demanding passwords and using anger to force access are digital control.
4	Concerning or unhealthy	Mocking emotion reinforces a harmful gender norm and discourages help seeking.
5	Abusive or unsafe	Repeated contact after a clear request to stop can be harassment or stalking behavior.
6	Healthy	A specific apology plus repair and changed behavior demonstrates accountability.
7	Abusive or unsafe	Isolation from friends and control over clothing are coercive behaviors.
8	Concerning or unhealthy	Jealousy framed as proof of love can normalize mistrust; the behavior and pattern determine severity.
9	Abusive or unsafe	Threatening self-harm to prevent a breakup is coercion and requires adult or professional support.
10	Healthy	Each person maintains friendships and interests outside the relationship.
11	Abusive or unsafe	Pressure or guilt after a boundary is not consent. Consent must be freely given and reversible.
12	Concerning or unhealthy	A degrading group-chat joke reinforces harm; peers can interrupt safely and support the target.

*** Placement notes**: Cards 8 and 12 are useful for discussing context, pattern, and escalation. If students justify a more serious placement with sound reasoning, accept it. The goal is not to minimize isolated incidents; it is to distinguish behaviors while recognizing that unsafe patterns can escalate.

EVIDENCE OF LEARNING

Criterion	Meets the target when the student
Accurate	**Identifies healthy and harmful behaviors using precise, non-blaming language.**
Evidence based	**Uses an accurate timestamp or paragraph number and explains how the example supports a claim.**
Actionable	**Proposes a safe, realistic ally action and identifies when adult help is needed.**
Reflective	**Revises a harmful message into a clear norm grounded in respect and consent.**

OPTIONAL EXTENSION

Students create a 60-second public service announcement titled 'Real Respect Looks Like.' It must name one harmful norm, replace it with a healthy norm, and offer one safe action for peers. Do not use personal stories or images of real classmates without documented permission.

SOURCES & SUPPORT RESOURCES

Verify local procedures and resources before use. National services listed below are current as of September 2026.

Core video: Before Love Hurts, Teach This by Richard A. Celestin, Esq., TEDxCUNY

Background: CDC Teen Dating Violence

Youth support: love is respect

Healthy relationship indicators: love is respect Green Flags

Consent guidance: love is respect How Consent Works

Call 1-866-331-9474 or text LOVEIS to 22522. Chat is available through the website. Message and data rates may apply.

Domestic violence support: National Domestic Violence Hotline

Call 1-800-799-SAFE (7233) or text START to 88788. In immediate danger, call 911.

USE & ATTRIBUTION

This instructional resource links to, but does not include or reproduce, the TEDx video or transcript. TED, TEDx, TEDxCUNY, YouTube, Richard A. Celestin, and the linked organizations retain all rights to their respective content and marks. This resource is independently developed and is not endorsed by or affiliated with them. Users should access the original video through the direct link and comply with school policy and applicable platform terms.

Before Love Hurts, Teach This.

From Harmful Messages to Healthy Relationships and Safe Allyship

Learning Objective

Students will be able to analyze how social messages about love, gender, and strength can normalize harmful relationship behaviors and use evidence from either the TEDx talk or the supplemental text to classify relationship behaviors and propose one safe, respectful advocacy response.

Independent Viewing Guide

Watch the complete 18:54 TEDx talk independently at the direct YouTube link. You may use captions, adjust the playback speed, pause, or take a break. Record ideas in your own words rather than copying the speaker's exact language.

Video: Before Love Hurts, Teach This by Richard A. Celestin, Esq.

Content Note

The speaker discusses emotional, financial, psychological, and physical abuse and describes the shooting death of his sister. The talk does not show graphic violence. If you need an alternative or support, follow your teacher's private request procedure. You do not need to explain personal details.

NOTICE • NAME • QUESTION

A Harmful Message

Find a moment that shows how a message about love, gender, or strength can normalize disrespect. Timestamp: _____

In my own words: _____

_____

_____

Why it matters: _____

_____

_____

A New Definition

Find a moment that replaces a harmful message with respect, empathy, accountability, or emotional health. Timestamp: _____

In my own words: _____

_____

_____

Why it matters: _____

_____

_____

A Call to Act

Find a moment that asks individuals, peers, schools, or communities to do something differently. Timestamp: _____

In my own words: _____

_____

_____

Why it matters: _____

_____

_____

Question or Tension

What do you want to question, complicate, or understand better?

_____

_____

_____

Readiness Check

[ ] Ready to discuss

[ ] Prefer to participate in writing

[ ] Would like to speak privately with an adult

Supplemental Text

Before Harm Becomes Normal: Respect, Boundaries, and Allyship

Read this original informational text if you are using Path B. It addresses the same core ideas without recounting the speaker's family tragedy. Cite paragraph numbers in place of timestamps.

[1] Messages become norms. Young people receive lessons about relationships long before they enter one. A teasing comment may be dismissed as proof that someone has a crush. Relentless pursuit may be framed as romantic. Jealousy may be called evidence of love, and emotional distance may be treated as strength. Any single message can seem small, but repetition matters. When disrespect is repeatedly excused as affection, people may become less likely to notice a boundary violation or challenge it.

[2] Where messages come from. Families, friends, entertainment, advertising, social media, and group chats can all shape expectations. These influences do not force anyone to act in a particular way, but they can reward some behaviors and make others feel risky. A person may stay silent when friends degrade someone because speaking up could cost social approval. Prevention begins by noticing the message beneath the behavior and asking who benefits, who is harmed, and what healthier message could replace it.

[3] What healthy relationships require. A healthy relationship is built on equality, trust, honesty, communication, respect, and room for each person to keep friends and interests. Boundaries are limits a person sets for their body, time, privacy, possessions, and emotional energy. Consent is a clear and voluntary agreement to a specific activity. It must be freely given, can be changed or withdrawn, and is needed each time; agreement in the past does not create permission now. Pressure, guilt, threats, intoxication, or fear interfere with meaningful consent.

[4] Recognizing harm. Relationship abuse is not limited to physical injury. Harm can be sexual, emotional, psychological, digital, or financial, and it can include stalking. Warning behaviors include monitoring a phone, demanding passwords, isolating someone from friends, controlling clothing or money, humiliating a partner, threatening harm, or continuing contact after being told to stop. A pattern of power and control is important to recognize, but one act of violence, threat, stalking, or sexual coercion is already serious and deserves adult or professional support.

[5] Support without blame. It is never the harmed person's fault that another person chooses abuse. Leaving can be complicated by fear, threats, isolation, financial dependence, family pressure, hope that the person will change, or concern about making the danger worse. Instead of asking why someone stayed, a supportive person can ask what would help them feel safer. Peers can listen, believe, avoid spreading details, and connect the person with a trusted adult or trained advocate. They should not investigate, mediate, or confront a potentially dangerous person.

[6] Expanding the meaning of strength. Rigid gender rules can make prevention harder. For example, teaching boys that sadness or fear is weakness can discourage honest communication and help-seeking. Teaching anyone that control proves leadership can turn domination into a status symbol. Healthy strength includes empathy, self-control, care, accountability, and the ability to ask for help. People of every gender and sexual orientation can experience harm, cause harm, support others, and help build safer norms.

[7] From belief to action. A useful response has three parts: rethink the harmful assumption, redefine the norm, and advocate safely. A student might rethink the belief that jealousy proves love, redefine love as trust plus boundaries, and advocate by checking in privately with a friend. Four options can guide action: Direct by calmly naming a behavior when safe; Distract by interrupting the moment; Delegate by involving a trusted adult or professional; or Delay by checking in afterward. Safety matters more than making a dramatic stand.

[8] Prevention is a shared practice. Culture changes when people repeat healthier messages and back them with behavior. Schools can teach consent and communication, make support easy to find, and respond consistently to reports. Friends can refuse to reward degrading jokes, respect a person's no, and encourage help-seeking. Individuals can examine what they have learned and choose differently. No student has to disclose a personal experience to participate in prevention. Learning to recognize harm, communicate respect, and seek qualified help is meaningful action.

Source note: Original instructional text informed by CDC teen dating violence guidance and love is respect resources on healthy relationships and consent. It is not a transcript or summary of the TEDx talk.

Support Option
Read one chunk at a time: paragraphs 1 to 2, 3 to 4, 5 to 6, and 7 to 8. After each chunk, say or write its main idea in eight words or fewer. You may use partner reading, text-to-speech, or a teacher read-aloud.

VOCABULARY

Word	Student friendly meaning
normalize	make something seem ordinary or acceptable
boundary	a limit a person sets for safety, comfort, privacy, or well-being
consent	clear, voluntary, specific, and reversible agreement
coercion	pressure, guilt, threats, or force used to obtain compliance
accountability	recognizing harm, accepting consequences, repairing, and changing behavior
advocate	support safety or change through words and actions

TEXT DEPENDENT RESPONSE

1. What is the central claim of the text? Cite one paragraph that develops it.

2. How does the author connect repeated social messages to relationship behavior? Use evidence from paragraphs 1 or 2.

3. What distinguishes a healthy boundary from coercion? Use evidence from paragraphs 3 or 4.

4. Choose one harmful norm from the text. Rethink it, redefine it, and propose one safe advocacy action.

CLAIM • EVIDENCE • REASONING (CER)

Choose one claim from your assigned source (video or text). Use a timestamp or numbered paragraph and explain the connection. Focus on ideas; you do not need to refer to personal experience.

Claim: What does the speaker or author want the audience to believe or do?

Evidence: What example, explanation, or contrast does the source use? Include a timestamp or paragraph number.

Reasoning: How does the evidence support the claim? What assumption connects them?

Reach: Who might be persuaded by this part of the source? What question remains?

DISCUSSION AGREEMENTS

- Discuss ideas and behaviors, not private histories.
- Critique without joking, blaming, stereotyping, or diagnosing.
- Listen without trying to fix another person's life.
- Use evidence, make room for others, and allow anyone to pass.
- Bring safety concerns to a trusted adult rather than handling them alone.

RELATIONSHIP BEHAVIOR SPECTRUM

Cut apart the cards or read them in your group. Place each behavior under Healthy, Concerning or Unhealthy, or Abusive or Unsafe. Base your explanation on what the person does and its impact. You may place a card on a boundary if you can explain what additional information matters.

CARD 1 Two people disagree about how often to text. Each explains what they need, and they agree on a plan without punishment or pressure.	CARD 2 Before posting a photo of someone they are dating, a student asks permission. The other person says no, and the photo stays private.
CARD 3 A partner demands phone passwords and becomes angry when access is refused, saying, 'If you trusted me, you would prove it.'	CARD 4 A friend tells a boy to 'man up' when he says he feels hurt and urges him never to talk about feelings again.
CARD 5 After someone asks for no further contact, the other person continues messaging from new accounts and appears unexpectedly at activities.	CARD 6 Someone makes a hurtful joke, listens when told its impact, apologizes without excuses, and changes the behavior.
CARD 7 A partner criticizes clothing, decides which friends are acceptable, and creates conflict whenever time is spent with family.	CARD 8 Someone says jealousy proves love and repeatedly questions why their partner talks to other people.
CARD 9 When a partner tries to end the relationship, the other person threatens self-harm unless the relationship continues.	CARD 10 Both people keep their own friends and interests, celebrate each other's successes, and can spend time apart.
CARD 11 A person says no to physical contact. The other person keeps asking, uses guilt, and says consent was given on an earlier date.	CARD 12 A degrading joke about a classmate appears in a group chat. Several people react with laughing emojis while others stay silent.

RELATIONSHIP BEHAVIOR SPECTRUM

Card	Placement (Healthy, Concerning or Unhealthy, or Abusive or Unsafe)	What the Behavior Shows
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

Pattern and Context

Choose one card where context or pattern matters. What additional information would help you decide how serious the behavior is?

RELATIONSHIP BEHAVIOR SPECTRUM

Choose one concerning or unsafe scenario. Build a response that changes the underlying norm and protects safety. Peers are supporters, not investigators or counselors.

Scenario Card _____

RETHINK

What harmful message or assumption sits beneath this behavior?

_____

_____

REDEFINE

Replace it with a clear norm grounded in respect, consent, equality, boundaries, or emotional health.

Instead of teaching or accepting _____

_____

we should normalize _____

_____

ADVOCATE

Choose the safest response. More than one may be appropriate.

[ ] Direct	Calmly name the behavior or check in if it is safe.
[ ] Distract	Interrupt the moment or shift attention to reduce immediate risk.
[ ] Delegate	Bring the concern to a trusted adult, counselor, administrator, caregiver, or trained service.
[ ] Delay	Check in privately afterward, document what is appropriate, and connect the person to support.

Our safest action:

_____

Exact words or first step: _____

Safety check: Who could help, and what should we avoid doing? _____

_____

RELATIONSHIP BEHAVIOR SPECTRUM

Complete this privately. You may write about your assigned source, the scenarios, or a general social message. You do not need to disclose personal experience.

1. One harmful message I can now challenge is:

2. A healthier replacement message is:

3. One safe way a peer can advocate is:

4. One question I still have is:

Support Check

[ ] I am okay to leave class. [ ] I would like a private check-in with: _____

RELATIONSHIP BEHAVIOR SPECTRUM

If you or someone you know may be unsafe, reach out to a trusted adult or trained advocate. If there is immediate danger, call 911. School staff may be required to report certain safety concerns; you may ask what they must report before sharing details.

School contact: _____

love is respect: loveisrespect.org

Call 1-866-331-9474 or text LOVEIS to 22522. Chat is available online. Message and data rates may apply.

National Domestic Violence Hotline:

thehotline.org Call 1-800-799-SAFE (7233) or

text START to 88788.