



RELATIONSHIPS — *Boundaries,* — — AND — WISE CHOICES



LEARNING TO BUILD SAFE, HEALTHY,
AND RESPECTFUL RELATIONSHIPS



RESPECT
THAT HONORS



BOUNDARIES
THAT PROTECT



WISDOM
THAT GUIDES



SAFETY
THAT MATTERS



CHOICES
THAT STRENGTHEN

— RELATIONSHIPS. BOUNDARIES. WISE CHOICES. —

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Above all else, guard your heart, for everything you do flows from it. - Proverbs 4:23

Session 1: What Healthy Relationships Look Like

A 90-Minute Instructor Guide and Printable Participant Handout

Session Goal: Participants learn the difference between a relationship that helps a person grow and a relationship that drains, controls, confuses, or harms. This lesson sets the foundation for the entire course by naming dignity, respect, truth, safety, responsibility, and wisdom as basic markers of healthy connection.

A Biblical Perspective on Dignity, Respect, Safety, and Wise Connection

Category	Session Details
Target Audience	Adult learners in Christian basic adult education, compassion ministry, job readiness, life skills, mentoring, recovery support, reentry support, ESL, GED/HiSET preparation, and discipleship settings.
Suggested Class Length	90 to 120 minutes. For shorter classes, teach the opening, biblical foundation, one activity, one scenario, the handout, and the weekly assignment.
Session Focus	To help participants recognize healthy relationship patterns and begin describing what respect, honesty, safety, and responsibility look like in everyday life.
Main Scripture	Genesis 1:27; Mark 12:30-31; Romans 12:10 - "Honor one another above yourselves."
Materials Needed	Bible, pens, participant handouts, whiteboard or chart paper, scenario cards, highlighters, optional sticky notes, and a completed local referral page for safety concerns.

Learning Objectives

- Name at least five signs of a healthy relationship.
- Distinguish kindness from control and help from rescue.
- Identify one relationship area where growth is needed.
- Practice respectful words that build safety and trust.
- Create one simple relationship standard for the week.

Key Vocabulary for Adult Learners

Key Word	Simple Meaning
healthy relationship	a connection where people are treated with respect, honesty, safety, and responsibility
respect	showing that another person has value even during disagreement
mutual	going both ways, not one-sided
dignity	the God-given worth of every person

Key Word	Simple Meaning
relationship standard	a clear expectation for how I will treat others and how I will allow myself to be treated

Before Teaching

- Read the lesson Scriptures and review the lesson tool before class so the biblical teaching and practical skill remain connected.
- Prepare one low-risk fictional example related to family requests, friendships, dating, parenting, church relationships, workplace communication, and online contact rather than asking participants to disclose personal situations.
- Review the completed local referral page and know whom to contact if a participant raises concerns involving violence, threats, stalking, coercive control, abuse, child danger, self-harm, or immediate safety.
- Copy the participant handouts, activity pages, scenario cards, and exit ticket. Provide pens, highlighters, and blank paper.
- Plan how participants may choose among writing privately, working with a partner, observing, or stepping out briefly if the topic becomes emotionally heavy.
- Decide which portions will be shortened or extended based on the class length and reading level.

90-Minute Class Schedule

- Opening welcome, prayer, and review — 10 minutes
- Expanded teaching guide and biblical foundation — 25 minutes
- Individual hands-on activity — 10 minutes
- Pair or small-group activity — 15 minutes
- Whole-group activity and scenario practice — 15 minutes
- Participant handout, review, assignment, and exit ticket — 15 minutes

PART 1 | INSTRUCTOR GUIDE

Leader script, teaching points, activities, scenarios, classroom flow, and application practice

Opening Welcome

Leader Script

Welcome everyone. Today we are beginning with what healthy relationships look like. This topic matters because relationships touch almost every part of daily life: home, children, work, recovery, class attendance, church, friendship, dating, family, and personal peace. We will practice this lesson with dignity and care. No one will be asked to share private details. We will use examples, Scripture, discussion, and practical tools so each person can leave with one wise next step.

Opening Prayer

Lord, give us wisdom, courage, humility, and discernment. Help us learn what is safe, respectful, truthful, and wise. Teach us to love others without losing the boundaries and responsibility You call us to practice. Amen.

Starting Here

This first session begins by building a shared picture of healthy relationships. Before participants can recognize red flags, set boundaries, respond to family pressure, or rebuild trust, they need a clear and hopeful picture of what healthy connection can look like. Starting here keeps the course from being only about danger. It reminds the class that God created people for dignity, love, responsibility, and wise community.

As you teach, make the transition slowly. Remind the group that growth in relationships is rarely instant. Many participants may be learning new words for old patterns. A calm pace, repeated practice, and gentle review will help the material become usable outside the classroom.

Scripture and Teaching

Today we are focusing on what healthy relationships look like. This is not a lesson about blaming ourselves for every relationship struggle. It is a lesson about learning to see more clearly. When we can name what is healthy, what is unsafe, what is our responsibility, and what belongs to someone else, we are better prepared to make choices that honor God and protect stability.

Invite participants to look at the main Scripture references for the lesson: Genesis 1:27; Mark 12:30-31; Romans 12:10. We are not using Scripture as a weapon or as a quick answer for painful situations. We are inviting God to shape our wisdom. Scripture helps us remember that love and truth belong together. Compassion and boundaries can belong together. Forgiveness and safety can belong together. Respect for others and responsibility for our own choices can belong together.

Teach the main idea in simple language: To help participants recognize healthy relationship patterns and begin describing what respect, honesty, safety, and responsibility look like in everyday life. Pause after this statement and ask participants to think silently about one everyday place where this skill could help: a home conversation, a family expectation, a friendship, a dating relationship, a workplace moment, a text message, or a parenting decision.

Explain that this lesson is not asking participants to make a major life decision in the classroom. The class is a place to learn, practice, and prepare. Wise choices may need prayer, trusted counsel, safety planning, legal guidance, counseling, pastoral care, or local advocacy support. Instructors should never pressure participants to disclose details or act before they have safe support.

Introduce the lesson tool: The HEALTHY Relationship Check. Tell participants that a tool is not a magic formula. It is a simple way to slow down and think. Many unhealthy relationship patterns move quickly through pressure, guilt, fear, habit, or confusion. A

practical tool helps a person pause long enough to ask, What is true? What is safe? What is my responsibility? What is the next wise step?

Close this portion by saying: We are learning these skills because stability is not built only through money, work, education, or schedules. Stability is also built through relationships that are safe enough for truth, respectful enough for growth, and wise enough for boundaries. Every participant can practice one small step today.

Teaching Point 1: Connect the Lesson to Real Life

Begin with situations participants may recognize without requiring private disclosure. Explain that recognizing the repeated behaviors that make a relationship respectful, truthful, safe, and responsible affects stability because relationships influence attendance, money, housing, parenting, recovery, work, and peace of mind. Use this example: A friend may be warm and generous one day but repeatedly embarrass, pressure, or ignore limits the next. The class learns to examine the overall pattern rather than one good moment. Ask, “What behavior can we actually observe? What part is a feeling, and what part is a repeated action?” Transition by saying that clear observation helps the class move from confusion to wisdom.

Teaching Point 2: Explain the Main Skill

State the skill in plain language: today we are practicing recognizing the repeated behaviors that make a relationship respectful, truthful, safe, and responsible. Emphasize that the purpose is not to label people quickly or make major decisions during class. The purpose is to slow down, identify facts and patterns, and choose one wise next step. Write the model sentence where everyone can see it: “I value this relationship, and I also need honesty, respect, and room to make responsible choices.” Read it aloud and invite participants to rewrite it in words that sound natural to them.

Teaching Point 3: Address a Common Misunderstanding

Name the misunderstanding directly: a relationship is healthy simply because there is affection, history, or occasional kindness. Explain why that belief can feel reasonable, especially when a person has experienced instability, abandonment, family pressure, or limited support. Then separate compassion from confusion. A person may care deeply and still need truth, time, boundaries, or help. Ask, “What would we look for over time instead of relying on one feeling or one promise?”

Teaching Point 4: Demonstrate the Skill

Model the lesson tool with a fictional situation from family requests, friendships, dating, parenting, church relationships, workplace communication, and online contact. Think aloud so participants can hear the reasoning process: identify what happened, what is known, what remains unclear, what responsibility belongs to each person, and what level of conversation, boundary, pause, or support is wise. Demonstrate a calm tone and short wording. Then show an unhelpful response—such as reacting immediately, over-explaining, insulting, rescuing, or surrendering—and ask the class to compare the two.

Teaching Point 5: Guide Learners Through Practice

Give participants a low-risk scenario and guide them one step at a time. First ask them to underline the behavior that matters. Next ask them to circle words that show pressure, respect, danger, responsibility, or wisdom. Then have them choose a response and explain why it fits. Encourage several reasonable answers when the situation is not dangerous. Remind the group that wise responses may include asking a question, delaying a decision, setting a boundary, apologizing, documenting a concern, reducing access, or seeking qualified help.

Teaching Point 6: Identify Barriers and Supports

Discuss barriers that can make this skill harder, including fear of being alone, family loyalty, financial dependence, transportation needs, past abandonment, and uncertainty about what healthy behavior looks like. Do not assume that a participant lacks wisdom simply because they have not acted yet. They may understand the concern but lack transportation, housing, childcare, money, privacy, legal information, or safe support. Ask, “What support would make the next step safer and more realistic?” Help participants distinguish a knowledge gap from an access barrier.

Teaching Point 7: Apply the Skill to Daily Life

Invite the class to apply the skill to several settings: family requests, friendships, dating, parenting, church relationships, workplace communication, and online contact. Keep the focus on observable actions that can be completed within seven days. A useful plan identifies what will be done, when it will be done, who can provide support, and what backup step will be used if pressure rises. Help participants replace vague goals such as “be stronger” or “make better choices” with one sentence, one boundary, one conversation plan, or one request for help.

Teaching Point 8: Reinforce Biblical Hope and Responsibility

Close the teaching portion with this truth: Every person carries God-given dignity. Loving another person never requires denying truth, surrendering safety, or accepting repeated disrespect. Explain that grace and responsibility belong together. Participants are not defined by past relationship choices, but growth requires honest attention to present patterns. Say, “We may not control another person’s response, but we can practice truth, wisdom, responsibility, and the next faithful step.” Transition directly into the activities while the language is still fresh.

Leader Guidance

- **Demonstrate Before Asking Participants to Practice.** Model recognizing the repeated behaviors that make a relationship respectful, truthful, safe, and responsible with a fictional example first. Participants should see how to slow down, identify facts, choose words, and plan follow-through before they are asked to use the skill.
- **Distinguish a Knowledge Gap From an Access Barrier.** A learner may understand the wise step but lack safe housing, transportation, childcare, internet access, legal

information, money, privacy, or dependable support. Help them identify the real barrier without taking over the decision.

- **Reduce Overload Without Taking Away Choice.** When many options create confusion, offer two or three realistic paths and compare them using the same questions: What is safest? What is responsible? What can be done this week? What support is needed?
- **Listen During Pair and Group Work.** Circulate and listen for language that minimizes pressure, excuses repeated harm, or places all responsibility on one person. Ask gentle questions that return the group to observable patterns and the lesson skill.
- **Turn Vague Goals Into Observable Actions.** Replace “do better,” “be stronger,” or “fix the relationship” with a specific action: write one sentence, make one appointment, save one message, ask one question, change one access decision, or contact one safe resource.
- **Protect Dignity and Privacy.** Never require personal disclosure. Participants may use a fictional example, write privately, observe, or speak with an instructor after class. Avoid public advice about complex or dangerous situations.
- **Connect the Lesson to Faithfulness and Hope.** Remind the class that Every person carries God-given dignity. Loving another person never requires denying truth, surrendering safety, or accepting repeated disrespect. Encourage responsibility without shame and hope without pretending that every relationship can or should remain close.
- **Know When to Make a Referral.** When concerns involve violence, threats, stalking, coercive control, sexual harm, child danger, self-harm, abuse, or immediate safety, stop ordinary classroom problem-solving. Follow ministry policy and connect the participant with qualified local or emergency support.

Common Misunderstandings

- Healthy relationships never have conflict.
- Love means giving another person unlimited access.
- One apology proves that a harmful pattern has changed.
- Setting a standard means judging or rejecting someone.

Adaptations for Different Learning Levels

- For emerging readers, read scenarios aloud, use one sentence at a time, and allow participants to circle or sort choices instead of writing long responses.
- For English-language learners, preteach key vocabulary, pair words with simple examples, and permit rehearsal with a partner before whole-group speaking.
- For participants who become overwhelmed by many choices, provide two realistic options and use a visual sequence: pause, identify, choose, practice, and plan support.
- For advanced learners, ask for a written explanation that compares two reasonable responses and identifies the conditions that would make each response wiser.

- For digital-literacy practice, use a fictional text message or online request. Do not use real private messages, account information, passwords, or identifying details.

Main Ideas

Teaching Point	Explanation
Healthy relationships include truth and dignity.	A relationship may have conflict and still be healthy when both people can be honest, respectful, responsible, and willing to repair harm.
Patterns matter more than single moments.	One kind word or one apology is not enough to prove safety. Repeated actions over time reveal character and direction.
Boundaries protect love from becoming control.	Clear limits help participants stop rescuing, hiding, enabling, or surrendering responsibilities that belong to them.
Safety comes before proving a point.	When threats, violence, stalking, coercion, child danger, or fear are present, the wise next step is safe help, not private confrontation.
Small steps build confidence.	Participants can practice short sentences, written plans, role plays, and support lists until wise choices feel more possible in real life.
Key Teaching Point The goal of this lesson is not perfection. The goal is growth: one biblical truth, one practical relationship skill, and one wise next step that can be practiced this week.	

Main Scripture

Read or reference the main Scripture aloud: Genesis 1:27; Mark 12:30-31; Romans 12:10. Invite participants to listen for one word or idea that connects to dignity, safety, truth, responsibility, or wise love.

Leader Script Ask participants to listen before they answer. After the Scripture is read or summarized, pause for a few seconds. Then ask, "What word or idea did you notice?" This allows every participant to engage without being put on the spot. Keep the discussion focused on practical wisdom, not debate or pressure.		
Bible Example	What Happened	Lesson for Today
Jesus and the Samaritan Woman - John 4	Jesus spoke with dignity, truth, and compassion.	Healthy relationships do not require shame; truth can be spoken with dignity.
Ruth and Naomi - Ruth 1-2	Loyal love was expressed through responsibility, courage, and wise provision.	Love can include faithful care without manipulation or control.

Bible Example	What Happened	Lesson for Today
Abigail and David - 1 Samuel 25	Abigail acted with wisdom in a dangerous and foolish situation.	Wisdom sometimes requires calm action, safe words, and seeking peace without enabling harm.
Paul and Barnabas - Acts 15	Two faithful leaders experienced serious disagreement.	Conflict can require separation, boundaries, or a different path without destroying a person's calling.

Discussion Questions

- What does this Scripture or Bible example teach about dignity and responsibility?
- How does this truth help us avoid shame-based relationship choices?
- What is one way this lesson could help in family, friendship, dating, parenting, work, or ministry?
- What makes this truth difficult to practice when pressure is strong?
- What kind of safe support might help someone live out this truth?

Main Idea: The HEALTHY Relationship Check

Step	Practice
H - Honesty	Do we tell the truth without hiding, twisting, threatening, or manipulating?
E - Encouragement	Do we help one another grow rather than tear each other down?
A - Accountability	Do both people take responsibility for their own choices?
L - Limits	Are boundaries respected without guilt, pressure, or punishment?
T - Trust built over time	Does trust grow through consistent actions, not empty promises?
H - Help without control	Can help be offered without taking over or creating dependence?
Y - Yielding to wisdom	Are both people willing to slow down, seek counsel, and choose what honors God?

Leader Script

Walk through the The HEALTHY Relationship Check slowly. After each step, give one ordinary example before discussing harder examples. Ask participants which step would be easiest to practice this week and which step would need more courage or support. Remind them that writing a sentence before pressure rises can make wise words easier to find.

Group Discussion

Setting	Example	Discussion Prompt
Home	A family member makes a request that affects money, time, transportation, childcare, or peace.	What part of the lesson tool could help the learner slow down?
Work or Class	A supervisor, teacher, or classmate communicates in a way that feels discouraging or confusing.	What words would keep dignity in the conversation?
Friendship	A friend expects immediate access to time, private information, or emotional energy.	How can the learner choose a wise level of closeness?
Dating or Romantic Relationship	A person moves quickly, pressures for access, or reacts poorly to a limit.	What would be a safe slow-down sentence?
Digital Life	A text, post, private message, or online contact creates confusion, pressure, or risk.	What should be paused, saved, blocked, or discussed with safe support?

Hands-On Opening Activity: My Healthy Relationship Standards

Purpose: Participants choose six standards—such as honesty, calm communication, respect for no, responsibility, safety, and repair—and write one observable behavior for each.

Materials: Participant activity page, pen or pencil, highlighter, and optional sticky notes.

Advance Preparation: Prepare one completed fictional example. Avoid examples that reveal a participant's current relationship or safety situation.

Suggested Time: 10-12 minutes.

Directions: Explain the task one step at a time. Model the first item. Allow participants to write privately and to use a fictional situation. After completion, ask each participant to underline one choice they could practice this week.

Debrief: What became clearer when the situation was placed on paper? Which part was fact, which part was assumption, and which part required more information?

Instructor Note: Do not collect private pages unless participants choose to submit them. If a response suggests danger, speak privately and follow the ministry's referral policy.

Optional Adaptation: Provide preprinted choices for participants who need less writing or invite advanced learners to explain the reason for each decision.

Brief Application Activity: Behavior or Label?

Purpose: Partners receive short statements that use vague labels such as nice, mean, loving, or difficult. They rewrite each label as an observable behavior and decide whether the behavior is healthy, needs conversation, or is unsafe.

Materials: Prepared scenario cards, response cards, pens, and a visible copy of the lesson tool.

Advance Preparation: Select low-risk scenarios and remove any card that could closely mirror a participant's known situation.

Suggested Time: 12-15 minutes.

Directions: Place participants in pairs or groups of three. One person reads the scenario, one identifies the concern, and one proposes a wise response. Rotate roles. Require the group to name at least one support or backup plan.

Debrief: Which words kept the response clear and respectful? Where did pressure or confusion appear? What made more than one answer reasonable?

Instructor Note: Circulate and redirect advice that is shaming, unsafe, or overly certain. Emphasize that qualified help may be needed when risk is present.

Optional Adaptation: Participants may write instead of role-play, observe one round before joining, or use a sentence starter.

Group Activity: Relationship Picture Sort

Materials: Scenario or behavior cards, chart paper or board, markers, and the lesson tool.

Advance Preparation: Arrange the cards or examples in a logical order and prepare one demonstration response.

Suggested Time: 15-20 minutes.

Purpose: Practice the lesson skill in a safe, structured way before participants try it in real life. Keep the activity realistic, but do not require participants to reveal private stories.

Instructions

Give small groups cards with everyday relationship behaviors. Some cards describe healthy patterns, some describe warning signs, and some describe neutral differences. Groups sort them into three columns: Healthy, Needs Conversation, and Unsafe. Ask each group to explain one card without naming personal stories.

After the activity, invite participants to name what made the skill helpful. Ask what would make it difficult in real life. Then have each participant write one sentence or step they could use outside class. This turns the activity from discussion into practical application.

Instructor Note

Allow participants to pass if an activity feels too personal. Offer options: write privately, work with a partner, use a fictional example, or simply listen. If a scenario brings up safety concerns, pause the activity and follow ministry policy.

Activity Discussion Questions

- What part of the activity felt clear or useful?
- Where did pressure, guilt, fear, or confusion show up?

- What words helped keep the situation respectful?
- What would be different if children, money, transportation, housing, or safety were involved?
- What is one next wise step a participant could practice this week?

Scenario Practice

Use these scenarios for pairs, small groups, written practice, or whole-class discussion. Encourage calm, respectful, specific words. Do not require acting if participants are uncomfortable; they may write a response instead.

#	Scenario	Practice Focus
Scenario 1	A friend celebrates your progress but also tells you the truth when you are making an unwise choice.	Practice naming the concern, choosing a boundary or wise response, and deciding whether the situation is healthy, needs conversation, or requires help.
Scenario 2	A family member says, "If you loved me, you would do what I want."	Practice naming the concern, choosing a boundary or wise response, and deciding whether the situation is healthy, needs conversation, or requires help.
Scenario 3	A coworker disagrees with you but still speaks respectfully.	Practice naming the concern, choosing a boundary or wise response, and deciding whether the situation is healthy, needs conversation, or requires help.
Scenario 4	Someone helps with transportation but then uses it to control where you go.	Practice naming the concern, choosing a boundary or wise response, and deciding whether the situation is healthy, needs conversation, or requires help.
Scenario 5	A friend listens when you say you need time to think.	Practice naming the concern, choosing a boundary or wise response, and deciding whether the situation is healthy, needs conversation, or requires help.
Scenario 6	Someone jokes about you in front of others and says you are too sensitive when you feel hurt.	Practice naming the concern, choosing a boundary or wise response, and deciding whether the situation is healthy, needs conversation, or requires help.

Scenario Discussion Questions

- What made this situation difficult?
- What was the first wise step?
- What words could keep the conversation calm and truthful?
- What boundary, apology, clarification, or request might be needed?
- When would this situation require outside help, a safer setting, or a local safety resource?

Instructor Coaching Notes

This lesson often raises practical questions because the topic affects real relationships, not just classroom ideas. Keep the teaching steady and concrete. Move from Scripture to everyday words, then from words to practice.

Participants need to hear that wisdom can be practiced before a crisis, not only after a relationship has already become painful or confusing.

When a participant asks a personal question, avoid giving quick advice in front of the group. Thank them for trusting the class, then invite them to talk privately after class if appropriate. If the issue involves safety, abuse, threats, child danger, stalking, coercive control, self-harm, or legal concerns, follow your ministry policy and connect them with qualified local help.

Use the following reinforcement plan to help adult learners connect the lesson to reading, writing, speaking, listening, and decision-making. The purpose is not to create homework for the sake of homework. The purpose is to make the relationship skill usable in ordinary life.

Practice Area	How to Use It in This Lesson
Reading Practice	Read one scenario aloud. Underline the relationship behavior that creates concern or shows health.
Writing Practice	Write one clear sentence that names a boundary, need, question, apology, or next wise step.
Speaking Practice	Practice the sentence with calm tone, steady pace, and respectful body language.
Listening Practice	Listen to a partner read a response and identify one strength in the wording.
Decision Practice	Choose whether the situation needs a conversation, a boundary, more time, wise counsel, or safety help.
Support Practice	Name one safe person, ministry leader, mentor, counselor, or local resource that could help if the issue becomes heavy.

Transition to Discussion

Before moving to the next practice page, say: "We have talked about the idea of what healthy relationships look like. Now we are going to slow the idea down and put it on paper. Writing does not mean you have to share private information. It simply helps you practice wisdom before pressure rises."

PART 2 | PRINTABLE PARTICIPANT HANDOUT**Session 1: What Healthy Relationships Look Like****Key Ideas and Practice Sentences**

Situation	Practice Sentence
When I need time to think	I want to answer wisely, so I need a little time before I respond.
When I need clarification	Can you help me understand what you are asking me to do?
When I need a boundary	I care about you, but I am not able to do that.
When pressure continues	I have already answered. I am going to end this conversation for now.
When safety is a concern	I am going to get help from someone who can help me think safely and clearly.
When I need repair	I am sorry for my part. I want to speak with more respect and honesty.

Personal Reflection

Directions: Complete this page privately. Share only what you feel comfortable sharing. The goal is to leave class with one practical step you can use this week.

Reflection Prompt	My Notes
One truth I want to remember from this lesson:	
A relationship situation where I need wisdom:	
What feels healthy or respectful in this situation?	
What feels confusing, pressured, unsafe, or one-sided?	
A sentence I can practice:	
One boundary or wise limit I may need:	
One safe person or support I can talk with:	
My next wise step this week:	

Hands-On Practice Page

Time	Prompt	Plan
Today	One thing I can do today:	
This Week	One thing I can practice this week:	
Support	One person or resource I can contact if I need help:	
Prayer	One prayer I can pray about this lesson:	

Guided Practice Worksheet 1: Relationship Access Map

Purpose: Help participants think about appropriate levels of closeness. Not every person needs the same access to time, emotions, money, home, transportation, children, or private information.

Access Level	Meaning	My Notes
Inner Circle	People with proven trust, safety, responsibility, and wise influence.	Who belongs here?
Trusted Support	Mentors, leaders, family, or friends who help me choose wisely.	Who belongs here?
Friendly Connection	People I can be kind to without giving private access.	Who belongs here?
Limited Access	People who require boundaries because patterns are not fully safe or known.	Who belongs here?
No Private Access	People who should not have private time, money, keys, passwords, child access, or emotional control.	Who belongs here?
Unknown / Wait and Watch	New people whose patterns are not known yet.	Who belongs here?

Reflection: What is one access level I need to adjust with wisdom and support?

Guided Practice Worksheet 2: Conversation Planning Page

Directions: Use a low-risk situation for practice. Do not use this page to plan a private confrontation with someone who is violent, threatening, stalking, coercive, or unsafe. In those situations, seek qualified help and follow safety guidance.

Prompt	Participant Response
What happened?	
What do I need to say clearly?	
What tone do I want to use?	
What is one sentence I can practice?	
What might the other person say or do?	
How will I respond if pressure continues?	
When should I pause or end the conversation?	

Guided Practice Worksheet 3: Boundary and Support Plan

A boundary is more than a sentence. It also needs a support plan. This page helps participants connect words with follow-through.

Prompt	Plan
The concern I am noticing:	
The boundary I need:	
My respectful words:	
What I will not argue about:	
What I will do if the boundary is ignored:	
A safe person I can talk with:	
A local resource I may need:	
A prayer for courage and wisdom:	

Case Study Lab: From Confusion to Wise Next Step

Use these longer case studies when the class needs deeper practice. Read the case aloud. Then ask participants to work in pairs or small groups. They should not solve the whole life situation. They should identify the concern, the boundary, the safe support, and one wise next step.

Case Study 1: Alex is trying to grow in stability. They are attending class, looking for work, and rebuilding their confidence. Someone close to them wants immediate access to their time and gets offended when they say they have class or an appointment. Alex cares about the person, but they also notice that every yes makes them fall behind. This case connects to what healthy relationships look like because it asks whether love can include limits.

Case Study 2: Jordan receives a message that sounds urgent and emotional. The sender wants a quick answer and says Jordan is selfish if they do not respond right away. Jordan feels guilty, but they also feel uneasy. This case connects to what healthy relationships look like because it asks participants to notice pressure, pause, and choose a wise response instead of reacting automatically.

Question	Group Response
What is the main concern?	
What is healthy, unsafe, or unclear?	
What sentence could be practiced?	
What support might be needed?	
What is one next wise step?	

PART 3 | QUIZ AND WEEKLY ASSIGNMENT

Session 1: What Healthy Relationships Look Like

This Week's Assignment

Weekly Assignment

Observe one relationship this week. Write down three healthy behaviors you noticed and one area where you need a clearer expectation.

Remind participants not to choose a dangerous situation as a practice assignment. For high-risk situations, encourage safe support, ministry policy, counseling, advocacy, pastoral care, legal help, or emergency services as appropriate.

Participant Review Quiz

1. Name three signs of a healthy relationship.
2. What does mutual respect mean?
3. Why is help different from control?
4. What is one reason trust must be built over time?
5. Write one relationship standard you want to practice.

Hands-On Practice Page

Use this section to connect the relationship lesson with reading, writing, speaking, listening, and practical decision-making. It also gives participants who miss class a simple way to make up the lesson without shame.

Step	Directions / Notes
Step 1	Read one scenario and circle words that show pressure, respect, danger, confusion, responsibility, or wisdom.
Step 2	Write one response sentence using the lesson tool. Keep the sentence short and clear.
Step 3	Practice reading the sentence aloud with calm tone and steady pace.
Step 4	Choose one next step: conversation, boundary, pause, apology, wise counsel, safety support, or no private contact.
Step 5	Write one weekly action step that does not require sharing private details with the class.

Exit Ticket

#	Prompt	Learner Response
1	One word or idea I learned today:	
2	One skill I practiced today:	

#	Prompt	Learner Response
3	One wise step I can try this week:	

Make-Up Reflection Page

Prompt	Response
Lesson I missed:	Lesson 1: What Healthy Relationships Look Like
One important idea from the lesson:	
One practice sentence I wrote:	
One scenario I responded to:	
One next wise step I can practice:	
Mentor or instructor initials:	

Closing Thought

Healthy relationship growth often begins with one quiet decision: to tell the truth, to slow down, to stop pretending something is fine, to ask for help, or to practice one clear sentence. God can use small faithful steps to build steadier patterns over time.

Prayer for the Week

Lord, help us practice what we learned. Give us wisdom for relationships, courage for boundaries, compassion without confusion, and strength to take the next wise step. Amen.

Connection to the Next Session

In the next session, we will build on this lesson by studying safe people and unsafe people. Today we practiced one part of wise relationship growth; next time we will add another skill so participants can continue building safe, respectful, and stable relationships.