



Session 4: Heartbreaker

PURPOSE:

This session is designed to engage participants in conversations about romantic and/or sexual rejection, unrequited love, the “friendzone,” and their impacts at the intrapersonal, interpersonal, and societal levels.

OBJECTIVES:

As a result of this session, participants will be able to

- Explain how emotional pain can affect the body.
- List two differences between unrequited and reciprocal love.
- List two of the assumptions that the idea of the “friendzone” relies on.

KEY MESSAGES:

- Romantic and/or sexual rejection often results in emotional pain, which is valid and commonly results in a physiological response.
- Caring about someone requires listening to, respecting, and affirming their boundaries.

AGENDA:

Activity 1: Question Box	10 minutes
Activity 2: Heartbreak Hurts	20 minutes
Activity 3: One-sided, Two-sided Love	15 minutes
Break	10 minutes
Activity 4: Once Upon a Time...	15 minutes
Activity 5: The Friendzone	45 minutes
Activity 6: Question Box & Closing	05 minutes

MATERIALS:

- 3x5 index cards
- Chart paper (or whiteboard) and markers
- Computer, projector, screen, speakers, and WIFI
- Pens or pencils
- Question box questions from previous session
- Flash Game: Choose Your Own Adventure: The Friendzone
- Handout: Once Upon a Time



PLANNING NOTES:

GENERAL:

- This lesson assumes students have learned about material covered in Sessions 1-3 of Unit 3: Relationships and Session 2 of Unit 5: Violence and Consent. This lesson will be most effective if participants are familiar with the topics of communication, consent, and healthy and unhealthy relationships.

ACTIVITY 2: Heartbreak Hurts

- Queue up the following video:
 - <https://www.youtube.com/watch?v=lGglw8eAikY>

PROCEDURE:

ACTIVITY 2: Heartbreak Hurts

Facilitator: _____

1. Tell students that today's lesson will focus on romantic and/or sexual rejection. Explain that romantic and/or sexual rejection describes instances where one person within a relationship wants that relationship to be romantic and/or sexual, while the other person expresses that they do not want that kind of relationship. This can include things like turning someone down for a date or breaking up with someone.
2. Ask participants to think of examples of sexual and/or romantic rejection from books, TV shows, movies, or other media. Write their responses on the white board or chart paper.
3. Ask participants how these characters reacted to this rejection. If they are having trouble, you can ask more direct questions such as:
 - What did they feel?
 - How did they act around other people?
 - How did they act around the person who rejected them?
 - Were they physically or emotionally violent?

4. Explain to participants that it is extremely common for people to experience emotional pain with any kind of heartbreak. Tell participants that you're going to watch a clip about how the body reacts to heartbreak.
5. Play the first video clip you prepared according to the planning notes and then lead a large group discussion.



DISCUSSION QUESTIONS

- a. Have you ever thought about emotional pain being like physical pain?
- b. What are some ways you could help care for a friend who is experiencing heartbreak?



6. Tell participants that there is nothing wrong with feeling hurt after heartbreak – in fact, it's very common and normal! Tell participants that the rest of the class, you're going to discuss problematic ways that people sometimes deal with heartbreak.

NOTE: If students have already participated in Unit 3, Session 3: Coming Together and Pulling Apart, remind them of the list of positive ways of dealing with or supporting someone through a breakup. If they have not, consider brainstorming a list of positive ways to handle heartbreak at this time.)

ACTIVITY 4: Once Upon a Time...

Facilitator: _____

1. Explain to participants that there is nothing wrong with unrequited, or one-sided, love – except for that pesky heartbreak, of course! The primary issue is when someone acts on unrequited love without getting consent.
2. Tell participants to get into groups of 3-4. Pass out pens or pencils and a copy of **Handout: Once Upon a Time** to each group. Tell participants that each group has been given one of three possible comics depicting scenes from a classic fairy tale. The top comic shows an example of one-sided love and poor consent. Group members should work to rewrite the dialogue in the bottom blank version of their comic to improve the consent displayed.
3. Give the groups 3-5 minutes to rewrite their comics. Bring the class back together. Ask if any of the groups would like to share what they created.



DISCUSSION QUESTIONS

- a. Was it easy or difficult to come up with dialogue in the comics? Why?
- b. Can you think of examples from media that shows one-sided love and violations of consent?
- c. Can you think of examples from media that show two-sided love and positive consent?



UN|HUSHED

Hard topics the easy way. Sex ed done right.

Once Upon a Time

An example of poor consent:



Your group's example:

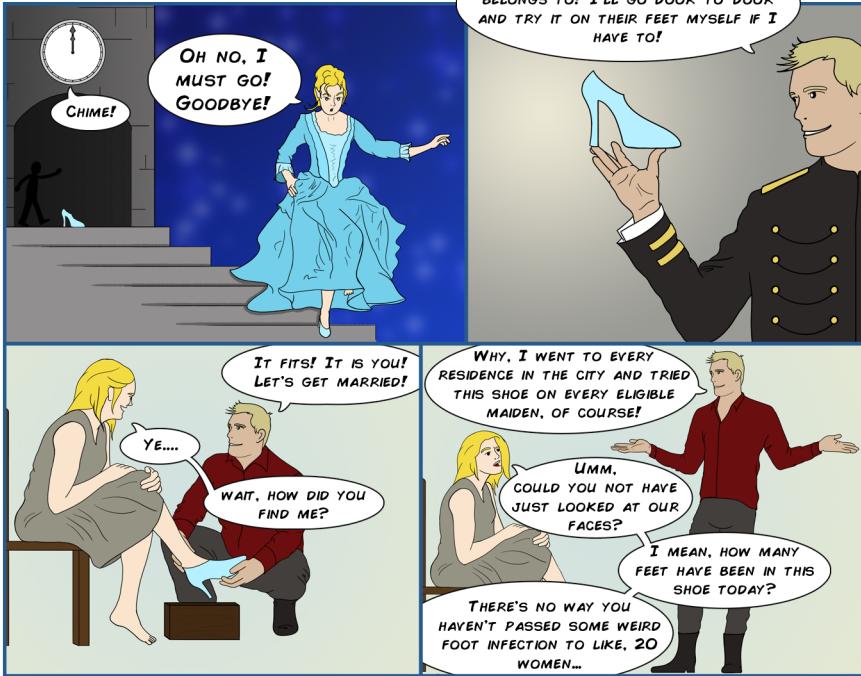


UN|HUSHED

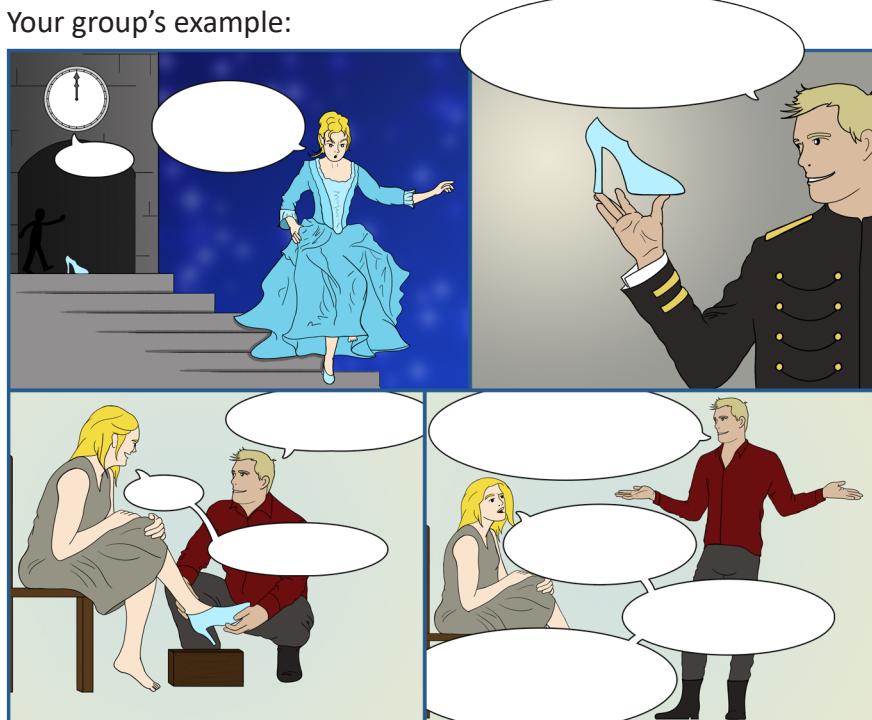
Hard topics the easy way. Sex ed done right.

Once Upon a Time

An example of poor consent:



Your group's example:

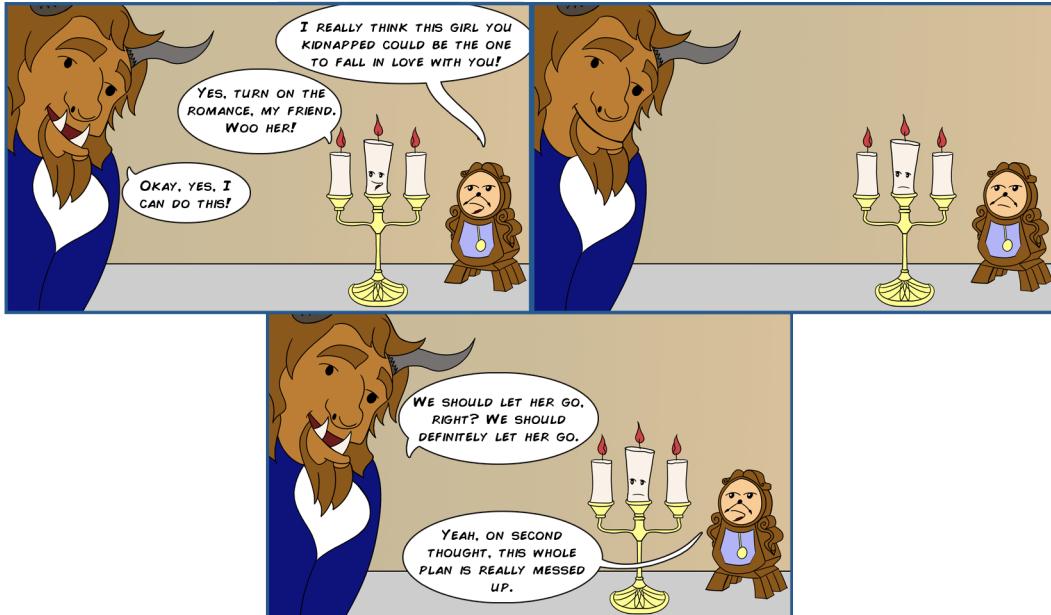


UN|HUSHED

Hard topics the easy way. Sex ed done right.

Once Upon a Time

An example of poor consent:



Your group's example:

